



District Advisory Council (DAC) 2024-2025

Thursday, September 19, 2024

6:00 – 8:00 p.m.

Howell Center, 3955 W. Pensacola Street

	What	Who	Outcome
1.	Welcome and Introductions	Dr. Michelle Gayle, Deputy Superintendent	Information
2.	Welcome from Student School Board Member	Tolulope Binitie	Information
3.	Welcome from Student District Advisory Council Co-Chairs	Sophia "Olive" Gauding, SAIL (Excused) Nishi Nandini, Rickards High School (Excused) Braden Richardson, Lincoln High School	Information
4.	Approval of Agenda	Jacquelyn Steele, Chair	Vote
5.	Approval of Minutes (May 2024)	Jacquelyn Steele, Chair	Vote
6.	Policy 2520 Adoption of Instructional Materials Owner: Shane Syfrett Policy 2522.01 Objections to Material Used in Classrooms Owner: Shane Syfrett Policy 2460 Exceptional Student Education Owner: Cathy Shields Policy 2440 Summer Programs Owner: Cathy Shields Policy 2371 Hope Scholarships Owner: Dr. Michelle Gayle	Wallace Knight	Information/Vote
7.	211 Big Ben	Kay Mayer	Information
8.	STAR Metro: K-12 Transportation	Kathryn Frizzell	Information



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9.	L.C.S. Safety & Security Updates	Jimmy Williams Safety and Security, Chief	Information
10	K-12 Instructional Materials	Shane Syfrett, Assistant Superintendent	Information
11.	New Member Orientation	Dr. Michelle Gayle, Deputy Superintendent	Information
12.	S.A.C. Questions		
	Wrap up on Issue		
	Adjourn		

**Please note that one or more Board members may attend this meeting.*



Next Meeting October 10, 2024

Remember to wear PINK at the next meeting!

District Advisory Council
Thursday, May 2nd, 2024
In-Person Meeting: 6:00 p.m. – 8:00 p.m.

- I. **Schools/Members Attending:** Jacquelyn Steele (Chair/Conley), Scott Whittle (Vice-chair/SAIL), Kristen Hunter (Secretary/Sullivan), Kristy Ward (ACE-Transitions), Christina Eppes (ACE), Cara Garrett (Astoria Park), , Daniel Zeruto (Buck Lake), Mona Davis (Canopy Oaks), Stacy Ball (Chaires), Sarah Latimer (Chiles), Chris Chaback (Deer Lake, Chiles, Hawks Rise), Damaris Barrios (Desoto Trail, Montford), Linzee Buck (Early Childhood), Karen Minert (ESE), Jane Floyd-Bullen (Everhart), Cheryl Collier-Brown (Fairview, Griffin), Jamie Holleman (Ft. Braden), Desmond Cole (Godby), Jones), Suzan May (Griffin), Sophia Perkins (Hartsfield), Katie Lyons (Hawks Rise), Michele Runo (Hawks Rise), Dr. Anthony Thomas (LCSB: Darryl Jones), Dr. Louis Dilbert (LCSB: Dr. Marcus Nicolas), Scott Mazur (LCTA), Katie Crawley (LCVS), Andreka Rittman- Baker (NIMS), Ranae A. Vos (PACE), Ivory Gabriel (Pineview), Dr. Marcus Scott (Raa), Leah Hutchins (Riley), Brandi Andrews (Roberts), Heather Daugherty (Ruediger), Shannon Davis (Sabal Palm), Aria Fisher (SDAC/Leon), Deanna C. Hughes (Sealey), Susan Jones (Springwood), Amy Alvis (Second Chance/Success Academy), Joe Burgess (Superintendent Appointee- High Schools), Tod Lanter (Superintendent Appointee- Middle), Dwan Knight (Woodville)
- II. **District Members/Visitors:** Chief Jimmy Williams (Safety and Security), Susan Walden (Academic Services) Tonja Fitzgerald (Mental Health & Wellness), Beth Young (Visitor/Ft. Braden), Lori Schul (Visitor/ Conley), Superintendent Rocky Hanna, Mr. Darryl Jones (School Board), Dr. Michelle Gayle (Deputy Superintendent), Wallace Knight (Policy), , Stacey Turknett (District),
- III. **Excused Members:** Linda Edson (Bucklake), Nathaniel Wienert (Desoto Trails), Dr. Willie Williams (LCSB: Darryl Jones), LaShawn Gordon (LCSB: Dr. Marcus Nicolas), Sandra Alber (Oak Ridge), Janet Tashner (Leon), Desiree Ncube (LCSB: Lori Cox), Wallace Knight (Policy & Title 9), Regina Browning (Superintendent appointee: Special Sites), Michele Keltner (Superintendent appointee: elementary), April Knight (Title 1)
- IV. **Special Guest:** Laurel Harbin (City Planner) and Devon Leavins (City Planning)
- V. **Approval of Agenda:** The motion to approve the May 2, 2024 DAC agenda was made by Cheryl Collier-Brown and seconded by Daniel Zeruto. The motion was unanimously approved.
- VI. **Approval of Minutes:** The motion to approve the May 2, 2024 DAC agenda was made by Cheryl Collier-Brown and seconded by Dr. Ivory Gabriel. The motion was unanimously approved.
- VII. **SDAC:** Aria Fisher provided a detailed report of our area high school activities and graduation dates.
- VIII. **DAC Executive Board Nominations and Vote:** Daniel Zeruto gave updates in regards to DAC Executive Elections for the 2024-2025 school year. Each nominee was given the opportunity to

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discuss their credentials and why they are passionate about being an active member of the DAC Executive Board. The executive board for DAC for the 2024-2025 school year will be Jacquelyn Steel (Chair), Damaris Barrios (Vice-Chair) Kristen Hunter (Secretary), and Scott Whittle (Parliamentarian)

IX. Policy Updates:

- Policy 5772, Policy 7217, Policy 1217, Policy 3217, Policy 4217: The motion to approve was made by Cheryl Collier-Brown and seconded by Anthony Thompson. The motion was unanimously approved.
 - Policy 5200: The motion to approve was made by Jamie Holleman and seconded by Cheryl Collier-Brown. The motion was unanimously approved.
 - Policy 5110.01: The motion to approve was made by Jamie Holleman and seconded by Cheryl Collier-Brown.
 - Policy 5517: The motion to approve was made by Cheryl Collier-Brown and seconded by Scott Whittle. The motion was approved by the majority with four nays, the motion passed.
 - Policy 9800: The motion to approve was made by Scott Whittle and seconded by Jamie Holleman. The motion was unanimously approved.
 - Policy 7500: The motion to approve was made by Scott Whittle and seconded by Jamie Holleman. The motion was unanimously approved.
- **Growth in Tallahassee:** Laurel Harbin, City Manager, spoke about future plans for development and growth within Tallahassee. She also updated us on some of the projects from the past year within Tallahassee.

X. Chromebook Updates: Tabled until September 2024

XI. 2024-2025 and 2025-2026 calendar updates: Changes were made to the calendar but the change will only impact teachers time not students.

XII. SAC questions: No questions at this time.

XIII. Wrap up on issues

XIV. Adjourn: 8:07 P.M.



Book Policy Manual

Section 2000 Program

Title OBJECTIONS TO MATERIAL USED IN CLASSROOMS, MADE AVAILABLE IN A SCHOOL OR CLASSROOM LIBRARY, OR INCLUDED ON A READING LIST

Code po2522.01

Status

Legal 34 C.F.R. Part 300
F.A.C 6A-1.094126, F.A.C. 6A-7.0714
F.S. 119.071, 212.183, 1001.215, 1002.22, 1003.485, 1006.28, 1006.28 through 1006.42, 1008.22, 1008.25(5)(a), 1008.25(5)(c), 1014.05

Adopted January 11, 2024

2522.01 - OBJECTIONS TO MATERIAL USED IN CLASSROOMS, MADE AVAILABLE IN A SCHOOL OR CLASSROOM LIBRARY, OR INCLUDED ON A READING LIST

Parents and residents of the county may object to the use of a specific instructional material in the classroom, made available in a school or classroom library, or included on a reading list, based on the criteria set forth in F.S. 1006.28(2)(a)2. or F.S. 1014.05(1)(c). A resident of the county who is not the parent or guardian of a student with access to School District materials may not object to more than one (1) material per month in accordance with State Board rules.

The District's process and Specific Material Objection Form, which are easy to read and understand, are accessible on the homepage of the District's website in accordance with Rule 6A-7.0714, F.A.C.

Parents and residents of the county must make any such ~~shall~~ objection to the principal by utilizing use of a specific material by completing the standard objection form adopted by the State Board of Education Specific Material Objection Form for the following types of materials:

- A. Materials used in a classroom in the district;
- B. Materials made available to students in a school or classroom library; and
- C. Materials included on a school or classroom reading list.

Any material that is subject to an objection on the basis that it is pornographic or prohibited under F.S. 847.012 or depicts or describes sexual conduct as defined in F.S. 847.001(19) (unless such material is for a course required by F.S. 1003.46, F.S. 1003.42(2)(n)1.g., F.S. 1003.42(2)(n)3., or identified by State Board of Education rule) must be removed within five(5) school days of receipt ~~efater~~ the objection and remain unavailable to students of that school until the objection is resolved.

Parents shall have the right to read passages from any material that is subject to an objection. If the Board denies a parent the right to read passages due to content that is subject to an objection on the basis that it is pornographic or prohibited under F.S. 847.012 or depicts or describes sexual conduct as defined in F.S. 847.001(19) (unless such material is for a course required by F.S. 1003.46, F.S. 1003.42(2)(n)1.g., F.S. 1003.42(2)(n)3., or identified by State Board of Education rule), the District shall discontinue the use of the material in the District.

All objections under this policy shall be addressed as follows:

School Level

- A. The objection is to be addressed to the Principal, in writing, using the Specific Material Objection Form.
- B. Upon receipt of the form, the principal will schedule a conference within ten (10) business days with the parent or resident to attempt to resolve the concern.
- C. If the concern is not resolved at the conference, the principal will forward the Specific Material Objection Form and any other evidence proffered by the parent and/or resident to the Assistant Superintendent of Academic Services.

District Level

- A. Upon receipt of the objection, the Assistant Superintendent of Academic Services shall, upon the Superintendent's approval, appoint a review committee which shall consist of an odd number of members and include, but not limited to, the following:
 - 1. one (1) or more parents of students who will have access to the materials;
 - 2. one (1) or more instructional staff members;
 - 3. one (1) or more certified media specialist;
 - 4. one (1) or more lay persons knowledgeable in the area.

Meetings of review committees must be noticed and open to the public in accordance with F.S. 286.011.

- B. The Superintendent shall be an ex officio member of the committee.
- C. The committee, in evaluating the questioned material, shall be guided by the following criteria:
 - 1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
 - 2. the accuracy of the material
 - 3. the objectivity of the material
 - 4. the use being made of the material
- D. The material in question, except material that must be removed within five (5) school days pursuant to Florida law, may not be withdrawn from use pending the committee's recommendation to the Superintendent.
- E. The committee's recommendation shall be reported to the Superintendent within thirty (30) business days following the formation of the committee. Upon the approval of the Superintendent, the Assistant Superintendent of Academic Services shall inform the parent and/or resident of the committee's recommendation.
- F. The parent and/or resident may appeal this decision, within thirty (30) business days, to the Board through a request to the Superintendent.

Appeal to the Board

The Board will review the objection, including all evidence proffered by the parent and/or resident and the District, during a publicly noticed Board meeting. The Board shall announce during the meeting whether the challenged material meets the requirements of this Policy.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board or as otherwise required in this policy and Florida law, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

If the Board finds that any material meets the requirements under F.S. 1006.28(2)(a)2.a or that any other material contains prohibited content under F.S. 1006.28(2)(a)2.b.(I), the District shall discontinue use of the material.

If the Board finds that any other material contains prohibited content under F.S. 1006.28(2)(a)2.b.(II)-(IV), the District shall discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable.

The Board shall discontinue use of any material challenged under this policy if it contains content that is pornographic or prohibited under F.S. 847.012, is not suited to student needs and their ability to comprehend the material presented, or is inappropriate for the grade level and age group for which the material is used.

The decision of the Board shall be final.

Special Magistrate for Materials Used in Classroom or School Libraries

If a parent disagrees with the determination made by the Board on the objection to the use of a specific material, a parent may request the Commissioner of Education to appoint a special magistrate who is a member of The Florida Bar in good standing and who has at least five (5) years' experience in administrative law. The special magistrate shall determine facts relating to the District's determination, consider information provided by the parent and the District, and render a recommended decision for resolution to the State Board of Education within 30 days after receipt of the request by the parent.

The State Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting that is more than seven (7) calendar days and no more than thirty (30) days after the date the recommended decision is transmitted. The costs of the special magistrate shall be borne by the District.

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Book	Policy Manual
Section	2000 Program
Title	OBJECTIONS TO MATERIAL USED IN CLASSROOMS, MADE AVAILABLE IN A SCHOOL OR CLASSROOM LIBRARY, OR INCLUDED ON A READING LIST
Code	po2522.01
Status	
Legal	34 C.F.R. Part 300 F.A.C 6A-1.094126, F.A.C. 6A-7.0714 F.S. 119.071, 212.183, 1001.215, 1002.22, 1003.485, 1006.28, 1006.28 through 1006.42, 1008.22, 1008.25(5)(a), 1008.25(5)(c), 1014.05
Adopted	January 11, 2024

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Book	Policy Manual
Section	2000 Program
Title	EXCEPTIONAL STUDENT EDUCATION
Code	po2460
Status	
Legal	<p>F.A.C. 6A-1.09963</p> <p>F.S. 1001.41</p> <p>F.S. 1001.42</p> <p>F.S. 1002.20</p> <p>F.S. 1003.01(3)</p> <p>F.S. 1003.4156</p> <p>F.S. 1003.4282</p> <p>F.S. 1003.57</p> <p>F.S. 1003.5715</p> <p>F.S. 1003.572</p> <p>F.S. 1008.212</p> <p>F.S. 1008.22</p> <p>F.S. 1008.24</p> <p>Statewide Assessment for Students with Disabilities, F.A.C. 6A-1.0943</p> <p>Florida Alternate Assessment Requirements, F.A.C. 6A-1.09430</p> <p>Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities, F.A.C. 6A-6.03028</p> <p>Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities, F.A.C. 6A-6.03311</p> <p>Procedural Safeguards for Exceptional Students Who Are Gifted, F.A.C. 6A-6.03313</p> <p>Surrogate Parents, F.A.C. 6A-6.0333</p> <p>Definitions, ESE Policies and Procedures, and ESE Administrators, F.A.C. 6A-6.03411</p> <p>20 U.S.C. 1400 et seq.</p> <p>20 U.S.C. 1401 et seq.</p> <p>34 C.F.R. Part 300</p>
Adopted	September 4, 2012
Last Revised	April 10, 2024

2460 - EXCEPTIONAL STUDENT EDUCATION

The School Board, as an expression of its commitment to provide a free appropriate public education (FAPE) for students with disabilities in accordance with State and Federal laws, rules, and regulations, shall develop and implement Special Programs and Procedures for Exceptional Students and the Plan for Exceptional Student Education. These documents shall include, at least, the components listed below, shall provide administrative procedures for Exceptional Education Programs, and shall be revised when required by the Florida Department of Education (FLDOE), readopted, and submitted to the FLDOE.

A. Child Identification

The District will make ongoing efforts to identify, locate, and evaluate students below twenty-two (22) years of age, who reside within the District, or are parentally placed in a private school located within the District, and have a confirmed or suspected disability in accordance with all Federal regulations and State standards.

B. Procedural Safeguards

A child with a disability and their parent shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and the provision of a free appropriate public education (FAPE) to the student.

C. Multifactorial Evaluation

A student may not be given special instruction or services as an exceptional student until after they have been properly evaluated and found eligible as an exceptional student in the manner prescribed by rules of the State Board of Education.

The District will provide a multifactorial evaluation for students with disabilities by ensuring that:

1. children are assessed in their native language or other mode of communication;
2. tests are used for their validated purposes;
3. children are evaluated in all areas related to their suspected disability;
4. testing is conducted by a multidisciplinary team;
5. testing materials and procedures are not racially or culturally biased;
6. tests are administered by trained personnel qualified in accordance with all Federal regulations and State standards;
7. tests are administered in conformance with the instructions provided by the producer;
8. medical evaluation, when required as part of the multifactorial evaluation, shall be provided at no cost to the parent by a licensed physician designated by the Superintendent or their designee, when other no-cost resources are not available.

The parent of an exceptional student evaluated and found eligible or ineligible shall be notified of each such evaluation and determination. Such notice shall contain a statement informing the parent that they are entitled to a due process hearing on the identification, evaluation, and eligibility determination or non-determination.

D. Individualized Educational Plan

The District will develop an Individualized Educational Program (IEP) for each child with a disability who needs special education and related services. The IEP shall be designed to meet the unique educational needs of the child and shall be developed in meetings with the child's designated IEP Team. At the initial meeting of a student's IEP team, the District will provide parents with information about the amount of funding the District receives for each of the five (5) exceptional student education support levels for a full-time student.

Parents of the child shall be strongly encouraged to participate in all planning conferences and IEP Team meetings. The school will provide written notice of an IEP meeting to the parent at least ten (10) days before the meeting, indicating the purpose, time and location of the meeting and who, by title or position, will attend the meeting. The

IEP Team meeting requirement may be waived by informed consent of the parent after the parent receives the written notice.

The District will utilize FLDOE parental consent forms for the following actions in a student's IEP:

1. administer to the student an alternate assessment pursuant to F.S. 1008.22 and provide instruction in the State standards access points curriculum; and
2. place the student in an exceptional student education center.

Except for a disciplinary interim alternative placement for no more than forty-five (45) school days, if the District determines that there is a need to change a student's IEP as it relates to the actions described above in 1 and 2, the school must hold an IEP Team meeting that includes the parent to discuss the reason for the change.

The District will not implement the change without parental consent unless the District documents reasonable efforts to obtain the parent's consent and the child's parent has failed to respond, or the District obtains approval through a due process hearing.

The IEP will include the components listed in F.A.C. 6A-6.03028, Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.

The child's IEP shall be reviewed and revised as often as necessary, but at least annually.

District personnel will collaborate with private instructional personnel who are hired or contracted by parents in compliance with F.S. 1003.572. "Private instructional personnel" include only the following:

1. individuals certified under F.S. 393.17 or licensed under Chapter 490 or Chapter 491 for applied behavior analysis services as defined in F.S. 627.6686 and 641.31098;
2. registered behavior technicians who have a nationally recognized paraprofessional certification in behavior analysis and who practice under the supervision of individuals licensed under F.S. 393.17 or licensed under F.S. Chapter 490 or Chapter 491 by assisting such individuals in the provision of applied behavior analysis services;

To provide services under this paragraph, a registered behavior technician must be employed by a provider described in Paragraph 1 above.

3. speech-language pathologists licensed under F.S. 468.1185;
4. occupational therapists licensed under part III of 379 Chapter 468;
5. physical therapists licensed under Chapter 486;
6. psychologists licensed under Chapter 490; and
7. clinical social workers licensed under Chapter 491.

Private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel will be permitted to observe the student in the educational setting, collaborate with instructional personnel in the educational setting, and provide services in the educational setting only if the following requirements are met:

1. the student's public instructional personnel and principal consent to the time and place; and
2. the private instructional personnel satisfy the requirements of F.S. 1012.32 or 1012.321.

E. Least Restrictive Environment

The education of students with disabilities will occur in the least restrictive environment through appropriate special education programs and services designed to meet the unique needs of each disabled student. District personnel will use the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. To the extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled. Segregation of exceptional students

will occur only when the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

F. Confidentiality of Data

The confidentiality of personally -identifiable data relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction; one official of the District shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all Federal regulations and State standards related to the confidentiality of data. (See Policy 8330 - Student Records)

G. Due Process

The District will use procedures to allow differences of opinion between parents and this District or between agencies and this District, to be aired and resolved. The procedures shall provide for case conferences and impartial hearings on the District's proposal or refusal to initiate or change the identification, evaluation, eligibility, or educational placement of the child, or the provision of FAPE to the child. The resolution meetings occur prior to due process actions and include relevant members of the IEP team.

The impartial hearings shall be conducted by an administrative law judge (ALJ) from the Florida Division of Administrative Hearings (DOAH) and shall be final; however, any party who does not agree with the findings and decision in the due process hearing, including a hearing relating to disciplinary procedures, has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction or in a district court of the United States without regard to the amount in dispute. In the alternative, in hearings conducted on behalf of a student who is identified as gifted, any party aggrieved by the decision of the ALJ has the right to request a review of the order by the District Court of Appeal as provided in F.S. 120.68. During the pendency of a due process hearing or appellate proceeding regarding a due process complaint, the student shall remain in their current educational assignment, unless the parent and the Board otherwise agree.

H. Surrogate Parent

It shall be the policy of the District that whenever the parent or a person who acts in a parental role to a child with a disability or a child suspected of having a disability is determined to be legally unavailable, the child's rights shall be protected through the assignment of a surrogate parent. A surrogate parent means an individual appointed by the Superintendent and/or the court to act in place of a parent in educational decision-making and in safeguarding a child's rights under the Individuals with Disabilities Education Act. The surrogate parent shall not be an employee of the Department of Education, the School District, a community-based care provider, the Department of Children and Family Services, or any other public or private agency involved in the education or care of the child. The surrogate parent shall meet all statutory requirements and attend the required training to be appointed. The Superintendent shall appoint a surrogate not more than thirty (30) days after the District determines a particular student is in need of a surrogate.

I. Testing Programs

Students with disabilities shall participate in local and State-wide testing programs to the maximum extent appropriate. Individual exemptions and/or waivers shall be determined only by the student's IEP Team granted only as permitted under Florida law and State Board of Education rules. Exceptional students with disabilities shall have access to testing sites. Pursuant to State law, the IEP team may determine that end-of-course assessments cannot accurately measure the abilities of the student and may, therefore, waive the use of the results of end-of-course assessment for purposes of determining the student's course grade and middle school promotion or award of high school credits.

~~A student for whom the IEP Team determines that the State-mandated testing cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the State-mandated testing requirement waived for the purpose of receiving a standard high school diploma if the student completes the minimum number of credits and other requirements for graduation, but does not earn a passing score on the State-mandated testing after one (1) opportunity in the 10th grade and one (1) opportunity in the 11th grade.~~

If the IEP team determines that a student with a disability is prevented by a "circumstance" or "condition" as defined in F.S. 1008.212 from physically demonstrating the mastery of skills that have been acquired and are measured by the Statewide standardized assessment, a Statewide standardized end-of-course assessment, or an alternate assessment under F.S. 1008.22(3)(c), the IEP team may submit to the superintendent a written request for an extraordinary exemption from the administration of the assessment, pursuant to F.S. 1008.212. The request may be made at any time during the school year, but not later than sixty (60) days before the assessment for which the

request is made. The superintendent will recommend to the Commissioner of Education whether the request should be granted or denied, and the Commissioner will grant or deny the requested exemption within thirty (30) days. A copy of the District's procedural safeguards as required in F.A.C. 6A-6.03311 shall be provided to the parent. If the parent disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent.

A parent who disagrees with the Commissioner's denial of a requested extraordinary exemption may request an expedited hearing before DOAH pursuant to F.S.1008.212.

J. Right to be Accompanied at Meetings Pertaining to Students with Disabilities

Parents of students with disabilities, or eligible students with disabilities, may be accompanied by another person of their choice at a meeting with District personnel. Such meetings include, but are not limited to, meetings related to the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an individual education plan (IEP); the development of a 504 accommodation plan issued under Section 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the student's educational environment, discipline, or placement of a student with a disability.

District personnel will not object to the attendance of such adult or discourage or attempt to discourage through any action, statement, or other means, parents or an eligible student, from inviting another person of their choice to attend a meeting. Parents, eligible students, or other individuals invited to attend such meetings by parents of students with disabilities or eligible students with disabilities on school grounds shall sign-in at the front office of such school as a guest.

At the conclusion of the meeting, parents of students with disabilities, or eligible students with disabilities, and District personnel shall indicate in writing whether or not any District personnel have prohibited, discouraged or attempted discourage the parents, or eligible student, from inviting a person of their choice to the meeting pertaining to their child's, or their own, educational environment, placement, or discipline.

K. Early Literacy Skills for Retained Prekindergarten Students

A parent of a student with a disability who is enrolled in prekindergarten at the age of 4 and is fully funded through the Florida Education Finance Program may retain their child in consultation with the student's IEP team. A student with an IEP who has been retained pursuant to this paragraph and has demonstrated a substantial deficiency in early literacy skills shall receive instruction from the District in early literacy skills.

L. Transfer of Parental Rights at Age of Majority

Unless an exception applies under the rules of the State Board of Education, when a student with a disability reaches the age of eighteen (18), the right of prior written notice is retained as a shared right of the parent and the student. All other parent rights under the IDEA then transfer to the student. At least one (1) year before the student reaches the age of eighteen (18), the Board will provide written notice of the transfer of parent rights and information about the ways in which the parent may continue to participate in educational decisions, including informed consent, power of attorney, guardian advocacy and guardianship.

Placement by the Department of Children and Family Services

After the Department of Children and Family Services provides written notification to the District that an exceptional student has been placed in a private residential care facility, the receiving school district shall, within ten (10) business days, review the student's IEP and shall:

- A. provide educational instruction to the student;
- B. contract with another provider to provide the educational instruction;
- C. contract with the private residential care facility in which the student resides to provide the educational instruction; or
- D. decline to provide or contract for educational instruction, in which case the school district in which the legal residence of the student is located shall provide or contract for the educational instruction of the student.

The Superintendent shall administer the local implementation of these State procedures, in accordance with State and Federal laws, rules, and regulations which shall ensure fulfillment of this policy.

Effective 9/5/12

Revised 11/19/13

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Revised 4/10/24

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Book	Policy Manual
Section	2000 Program
Title	SUMMER PROGRAMS
Code	po2440
Status	
Legal	F.S. 1001.43 F.S. 1002.53 F.S. 1002.61 F.S. 1008.25
Adopted	September 4, 2012
Last Revised	May 10, 2023

2440 - **SUMMER PROGRAMS**

The School Board shall provide summer programs for students including, but not necessarily limited to, the following:

- A. ESE Students needing extended school year services ("ESY") as identified in their Individualized Education Plans ("IEP"). Summer ESY programs for each individual Exceptional Student Education ("ESE") student shall be provided in accordance with the student's IEP. Students in third grade who have not achieved the standards required for promotion shall also be eligible for summer programs.
- B. Summer programs for third grade students retained under the provisions of F.S. 1008.25(5)(b) shall include a summer reading camp. Additionally, summer programs for third grade students shall provide required reading remediation and opportunity to demonstrate reading proficiency.
- C. In accordance with State law, the Board shall administer the ~~Voluntary~~ ~~Prekindergarten~~ ~~Education~~ ~~Program~~ at the District level for students enrolled under F.S. 1002.53(3)(b) in a public school summer prekindergarten program. The Board may satisfy this requirement by contracting with private prekindergarten providers. For students in this program, the coordinated screening and progress monitoring system must be administered by providers or the District two (2) times, with the first administration no later than the first ten (10) instructional days after a student's enrollment or the start of the summer program and the final administration occurring within the last ten (10) days of the summer program in accordance with State Board of Education rules.

The District may choose to implement summer programs for students, contingent upon Board approval, to provide:

- A. Academic instruction for students in grades K-12 remediation in Math, English, Science, and Social Studies for resident students of the District and other students as approved.
- B. Enrichment programs.
- C. Credit recovery.

Transportation

The Board shall be responsible for transporting ESE students in accordance with the terms of students' IEPs. The Board shall also transport Grade 3 summer camp students.

The Superintendent shall be responsible for developing administrative procedures for the operation of summer programs which shall be consistent with Board policies and not conflict in any way with the administration of the regular school sessions of the District.

Effective 9/5/12

Revised 5/10/23

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Book	Policy Manual
Section	2000 Program
Title	HOPE SCHOLARSHIPS
Code	po2371
Status	
Legal	<u>F.S. 1002.40</u> <u>F.A.C. 6A-6.0951</u>
Adopted	June 29, 2022

2371 - HOPE SCHOLARSHIPS

Students subjected to an incident of violence or bullying at school have the opportunity to seek a transfer to another District school with capacity or request a scholarship to attend an eligible private school.

Eligibility

~~Contingent upon availability, and on a first come, first served basis, a~~ student in grade K-12 is eligible for a Hope Scholarship for certain educational options if the student was subjected to, and subsequently reported to the Principal, any of the following incidents (as set forth in F.S. 1002.40(3)) at school, on a school bus, at a school bus stop, at a school-related/sponsored program or activity, or at any other school location:

- A. battery;
- B. harassment (see Policy 5517.01 - *Bullying and Harassment*);
- C. hazing (see Policy 5516 - *Student Hazing*);
- D. bullying (see Policy 5517.01 - *Bullying and Harassment*);
- E. kidnapping;
- F. physical attack;
- G. robbery;
- H. sexual offenses (including harassment, assault, or battery) (see Policy 2266 - *Nondiscrimination on the Basis of Sex in Education Programs or Activities*);
- I. threat or intimidation; or
- J. fighting.

Investigation and Parental Notification of Hope Scholarship Program

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Upon receipt of a report from a student of any of the incidents set forth herein, the Principal shall provide a copy of the report to the parent of the student and investigate the incident within fifteen (15) days to determine if the incident must be reported to the Florida Department of Education's (FLDOE) Automated Student Information System.

Within twenty-four (24) hours after receipt of the report, the Principal shall provide a copy of the report to the parent of the alleged offender and to the Superintendent.

Upon conclusion of the investigation or within fifteen (15) days after the incident was reported, whichever occurs first, the District shall notify the parent of the existence of the Hope Scholarship Program using the Hope Scholarship Notification Form (Form IEPC-HS1) developed by the FLDOE and offer the parent an opportunity to enroll the student in another public school that has capacity or to request and receive, contingent upon available funds, and on a first come, first served basis, and notify the parent of the student's eligibility to apply for a scholarship to attend an eligible private school under F.S. 1002.394 and 1002.395, subject to available funding.

Parent Notification of Withdrawal to Eligible Private School

Parents who elect to attend an eligible private school through the Hope Scholarship Program must inform the District at the time of withdrawal.

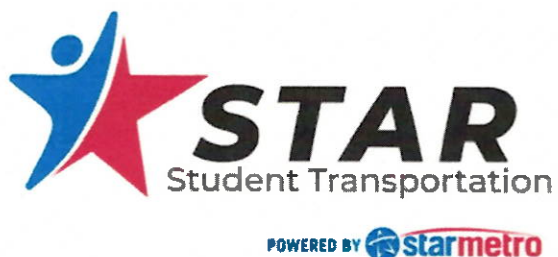
Statewide Assessments

The District will notify any student who resides in the District and receives a Hope Scholarship, and his/her parent, about the locations and times to take all Statewide assessments. Parents shall be responsible for transporting the student to the assessment site.

Term of Hope Scholarship

A Hope Scholarship shall remain in force until the student graduates from high school.

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Parents & Students:

Welcome to the STAR Program!

The Student Transportation for Academics and Responsibilities (STAR) Program is a StarMetro, City of Tallahassee and Leon County Schools pilot program to encourage area students to use public transportation for school, work, extracurricular activities, or other responsibilities free of charge.

Who can participate?

All students residing within Leon County can access free transportation on fixed route buses.

The STAR program is an opt-in program for parents and students. You must submit the program agreement form to participate. In doing so, you agree to follow a **Code of Conduct** that is based on the LCS School Bus Code of Conduct and other industry standards.

Students in grades 6-12 can ride unaccompanied. Students in grades K-5 **MUST be accompanied** by a legal guardian, parental designee, or an older student (Grade 6 or up).

How to request a STAR card

Parents of students attending **Leon County Schools** (public or charter) must request STAR cards through the LCS Parent Portal. Card replacements must be requested by phone or email, and **cards are delivered directly to the student's school for pickup**. Visit [LeonSchools.net/STARCard](https://leonschools.net/STARCard) for more information.

LCS Students



Parents of students who are **homeschooled** or attending a **school outside of the public school system** can apply with their student right on the StarMetro website. Card replacements must be requested in person at C.K. Steele Plaza or at the StarMetro Office at 555 Appleyard Drive. Please be aware that there may be a small charge to cover the cost of the replacement card.

How to use a STAR card

- Upon boarding the bus, the student **MUST** swipe or scan their STAR card.
- An operator may request to view the card to confirm that it is valid.
- Students that do not have a STAR card will be asked to pay a reduced fare of \$0.60.
- STAR card is for individual student use only, it is **not** transferable to family members.
- Students with School IDs must still request a STAR Card through LCS or StarMetro.
- STAR Cards remain valid until high school graduation.

For more information or questions, please visit Talgov.com/StarProgram.

