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1 August 20th and ending August 19th. A person may serve on not more than
2 one (1) SAC at a time.

3 A vacancy in any membership category, as defined by each individual SAC, may
4 be filled utilizing the regular election/selection process. The principal will
5 inform the Superintendent in writing of any replacement members.

6 The principal shall determine the size of the SAC which is most functional for
7 that particular school and which allows for all categories to be represented.
8 The following are percentages for selection of membership categories:

9 A. teachers at the school site - twenty-five percent (25%) or more

10 | B. parents of children at school (not employed by the school district)
11 | - twenty-five percent (25%) or more

12 C. career service employees - at least one (1) member

13 | D. other citizens (not employed by school district) - twenty-five
14 | percent (25%) or more

15 1. must include one (1) business representative

16 | 2. cannot include parents of students at the school site

17 | 3. cannot include ~~teachers or~~ employees of the school site

18 E. students attending the school (high school advisory councils shall
19 | include students; middle and junior high school advisory councils
20 | may include students) - up to twenty percent (20%)

21 The principal is a member of the SAC not included in the above percentages. A
22 | majority of the members of each SAC must be persons who are not employed by
23 | ~~at~~ the school district.

1 **Nominations and Elections**

2 Each principal is to facilitate a nomination and election process (including, but
3 not limited to, peer nomination and self-nomination) to determine from within
4 the school and community those individuals willing to make a commitment to
5 participate on the SAC.

6 A. The principal will inform the school community, including parents
7 of upcoming students, that nominations to the school's advisory
8 council are invited. The principal may notify parents by written
9 communication, such as newsletters, notes to parents, and posted
10 notices; oral communication such as faculty meetings and
11 FoneHome; HomeFone; media releases; and any other appropriate
12 means. Schools should maximize recruiting efforts to be inclusive
13 of the school community. Documentation of recruitment
14 strategies should be kept.

15 B. The invitation for nomination must clearly note the deadline,
16 membership categories, and the process by which the vote shall be
17 taken. This process will be facilitated by Districtwide media
18 releases. The election process shall encourage the participation of
19 each peer group.

20 C. Nominations for membership on a SAC shall occur during the
21 month of April. Nominations shall be submitted to the school
22 office not later than 4:00 p.m. on the last school day in April.

23 D. The election process shall occur during the month of May and
24 shall be concluded not later than 4:00 p.m. on the last school day
25 in May.

26 Council members representing teachers, career service employees,
27 students, and parents shall be elected by their respective peer
28 groups at the school. The principal and the SAC will select the
29 other citizens for membership at a meeting of the SAC.

30 If these elections do not fulfill statutory requirements, the
31 principal shall recommend additional members to provide proper
32 representation.

1 E. **Teachers and Career Service Personnel**

2 Teacher members on the SACs will be chosen by the teachers in
3 an election conducted by the association's faculty representatives.
4 Career service personnel members on the SACs will be chosen by
5 the career service personnel in an election conducted by the
6 association's worksite representatives. The election and
7 nominations may occur during an announced meeting of all
8 eligible staff members at each school or in separate announced
9 meetings of teachers and career service personnel. The parties
10 recognize that this election process may vary if agreed upon by the
11 principal and association faculty representatives. Attendance at
12 this meeting(s) shall be limited to staff members eligible for
13 membership in their respective bargaining units. The principal or
14 his/her designee will be involved in counting of the ballots.
15 Nothing contained herein shall prevent the principal from
16 reviewing SAC composition needs and procedures with the staff
17 prior to balloting.

18 F. **Parents and Students**

19 The principal and the SAC will accept all eligible nominations for
20 parents and students, and will present them to the respective peer
21 group for election. Voting shall be by written ballot. The principal
22 shall distribute ballots to members of the peer group. The
23 principal shall collect and tabulate the ballots, either at a public
24 meeting or at the school office. Any member of the peer group
25 may cast only one (1) vote for each position to represent the peer
26 group on the SAC. Each SAC will establish procedures to ensure
27 the validity of the balloting process.

28 Documentation of the nomination and election process will be maintained at
29 the school as a public record.

30 **Duties**

31 The SAC shall:

32 A. perform such functions as may be prescribed by the Board;

1 B. assist in the preparation, implementation, and evaluation of the
2 school improvement plan required by Florida statutes;

3 The plan shall address issues relative to budget, training,
4 instructional materials, technology, staffing, student support
5 services, and other resource allocations as determined by the
6 Board;

7 C. promote communication among students, staff, parents,
8 administration, and the community;

9 D. assist in the preparation of the school's annual budget;

10 E. request waivers of Board policies, Florida statutes, or State Board
11 of Education rules which will allow the AC plan to be implemented
12 or school personnel to establish innovative educational practices
13 and methods; and

14 F. serve as a resource for the principal and perform such other
15 functions as are requested by the principal.

16 **Operational Procedures**

17 Each SAC shall develop practical and functional procedures appropriate to the
18 local site, including, but not limited to, the following issues:

19 A. Selection of chair, vice-chair, and secretary.

20 B. Notice of Meetings

21 The school shall use a HomeFone message and shall provide other
22 public notice (e.g., school marquees, internet websites,
23 newsletters, notes to parents, posted notices, media releases) of
24 the meeting time, place, and agenda, normally, at least seven (7)
25 days in advance.

26 C. Voting procedures, such as the option to use consensus, voice
27 vote, written ballot, or role call vote.

28 D. Attendance requirements for SAC members, and a process for
29 replacement of members who accrue two (2) consecutive
30 unexcused absences.

31 E. Quorum requirements.

1 Each SAC shall maintain and annually submit to the Superintendent minutes
2 of its meetings and a copy of its operational procedures, which shall be subject
3 to public review. The minutes shall include copies of the notices of meetings,
4 the agenda, and the sign-in sheet (see Form 2125 F2).

5 Each SAC shall meet as often as is necessary to perform its duties, but not less
6 than four (4) times per school year. All SAC activities, including sub-committee
7 meetings, are subject to the Government-in-the-Sunshine Law in F.S. 286.0111
8 and voting conflicts provisions in F.S. 112.3143. The Superintendent shall
9 annually conduct a survey of incoming and outgoing SAC members to assess
10 recommendations and needs.

11 Each SAC shall annually report to the Superintendent all expenditures of
12 educational enhancement trust funds (July 1st to June 30th) at the school site
13 using Form 2125 F3. These monies may be expended only on programs or
14 projects selected by the SAC. A principal may not override the
15 recommendations of the SAC. These monies may not be used for capital
16 improvement, nor may they be used for any project or program that has a
17 duration of more than one (1) year. However, the SAC may independently
18 determine that a program or project formerly funded should receive funds in a
19 subsequent year.

20 **Approval of the School Improvement Plan**

21 With the mutual approval of the principal and SAC, each school shall submit a
22 new, amended, or continuation school improvement plan to the Board for
23 approval.

24 **Dispute Resolution**

25 **School Level**

26 A. If the SAC and principal cannot agree to a school improvement
27 plan, the principal shall request assistance from the
28 Superintendent.

29 B. The Superintendent shall designate a facilitator who will work
30 with the SAC in an attempt to complete the plan.

1 C. If the SAC, with the assistance of the facilitator, remains unable to
2 complete the school improvement plan, the principal shall notify
3 the Superintendent. The Superintendent shall then appoint a
4 school-level mediation committee.

5 1. The committee shall be composed of the Superintendent or
6 designee plus two (2) members of the school community
7 who are not voting members of the SAC, one (1) designated
8 by the principal and one (1) designated by the SAC
9 chairperson.

10 2. The committee shall mediate with the SAC in an effort to
11 complete the school improvement plan.

12 D. After all reasonable means for completing the plan have been
13 exhausted, the SAC will fulfill the obligations of the law.

14 **Board Level**

15 A. If the Board declines to approve a plan, it shall state the elements
16 within the plan found to be problematic and return the plan to the
17 SAC along with suggested changes. The Superintendent will
18 appoint a mediator to work with the SAC.

19 B. The mediator will assist the SAC in the resubmission of a school
20 improvement plan.

21 C. The principal and SAC will re-submit a plan to the Board.

22 D. If the Board declines to approve the school improvement plan as
23 re-submitted, the Superintendent shall notify the Florida
24 Department of Education of the need for assistance.

25 The Superintendent shall submit certification of approved school improvement
26 plans to the Department of Education.

27 **Training and Development**

28 The Board recognizes that training and development are important to SACs.
29 Training and development shall be provided to local SACs and local SAC
30 members shall be responsible for participating in such training.

31 F.S. 24.121(5), 1001.42, 1001.452

32 | [Adopted 7/17/07](#)

33 | [Revised _____](#)

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1 The Superintendent shall annually attempt to identify children with disabilities,
2 ages 3-21, who reside in the District but do not receive public education.

3 In addition, s/he shall establish procedures to identify students who are
4 Limited English Proficient (LEP), including immigrant children and youth, to
5 assess their ability to participate in District programs, and develop and
6 administer a program that meets the English language and academic needs of
7 these students. This program shall include procedures for student placement,
8 services, evaluation, and exit procedures and shall be designed to provide
9 students with effective instruction that leads to academic achievement and
10 timely acquisition of proficiency in English. As a part of this program, the
11 District will evaluate the progress of students in achieving English language
12 proficiency in the areas of listening, speaking, reading, and writing, on an
13 annual basis.

14 The Superintendent shall develop and update administrative procedures as
15 necessary to implement this policy.

16
17 F.S. 760.08, 760.021, 1000.05; 1002.311
18 F.A.C. 6A-19.001

19 Fourteenth Amendment, U.S. Constitution

20 20 U.S.C. Section 1681, Title IX of Education Amendment Act

21 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

22 29 U.S.C. Section 794, Rehabilitation Act of 1973

23 42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

24 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

25 42 U.S.C. 6101 et seq.

26 34 C.F.R. Part 110 (7/27/93); s. 106.34

27 Vocational Education Program Guidelines for Eliminating Discrimination and
28 Denial of Services, Department of Education, Office of Civil Rights, March 1979
29 Title III of the No Child Left Behind Act of 2001

30
31 Adopted 7/17/07

32 Revised _____

The following current Policies were renumbered:

<u>Old Policy #</u>	<u>New Assigned Policy #</u>
2260.01, <i>Non-Discrimination Grievance Procedure</i>	2260.02
2260.02, <i>Non- Discrimination on the Basis of Disability</i>	Deleted – Replaced with new language in 2260.01
2260.03, <i>Procedures for Section 504</i>	2260.03

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~~NONDISCRIMINATION GRIEVANCE PROCEDURE~~

~~It is the policy of the Board to offer the opportunity to students to participate in appropriate programs and activities without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, disability, marital status, or age, except as otherwise provided by State law.~~

~~The Superintendent will annually designate a compliance officer for the District and publish the name in the student handbooks. At each school, the compliance officer for that institution is the principal thereof. The principal may designate other persons to act in this capacity on his/her behalf as the demands of the institution dictate. Nevertheless, all written grievances may be properly directed to the principal of the institution alleged to be in violation of Title IX or the Florida Education Equity Act.~~

~~Any parent or student who alleges illegal discrimination may pursue the grievance procedure provided in Board Policy 5710, Student Grievances, and the District's Code of Student Conduct. At any time during the grievance process, a grievant may file a complaint directly with the U.S. Department of Education, Office of Civil Rights, Atlanta, Georgia.~~

~~All written complaints alleging violations of Title IX or the Florida Education Equity Act, regardless of resolution at the individual school level, shall be forwarded to the compliance officer. The Board's compliance officer shall maintain all such written complaints, as well as the written response/resolution to such complaints.~~

~~F.S. 1000.05
Titles VI, VII, and IX of the Civil Rights Act 1964
29 U.S.C. Section 705(20), 794— Rehabilitation Act of 1973
42 U.S.C. Chapter 126— Americans with Disabilities Act~~

SECTION 504/ADA
PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board does not discriminate in admission or access to, participation in, or treatment, or employment in, its programs or activities. As such, the Board's policies and practices will not discriminate against employees or students with disabilities, will provide equal opportunity for employment, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be

1 knowingly permitted against any individual with a disability on the sole basis of that
2 disability in any of the programs, activities, policies, and/or practices in the Board.

3 As used in this policy and the implementing administrative procedures, "an
4 individual with a disability" means a person who has, had a record of, or is regarded
5 as having, a physical or mental impairment that substantially limits one or more
6 major life activities. Major life activities are functions such as caring for one's self,
7 performing manual tasks, walking, seeing, hearing, speaking, breathing, learning
8 and working.

9 With respect to employment, a qualified person with a disability means a disabled
10 person who, with reasonable accommodation, can perform the essential functions of
11 the job in question.

12 With respect to public preschool, elementary and secondary educational services, a
13 qualified person with a disability means a disabled person:

14 A. who is of an age during which nondisabled persons are provided
15 educational services;

16 B. who is of any age during which it is mandatory under Florida law to
17 provide educational services to disabled persons; or

18 C. to whom the State is required to provide a free appropriate public
19 education pursuant to the Individuals with Disabilities Education
20 Improvement Act (IDEA).

21 With respect to vocational education services, a qualified person with a disability
22 means a disabled person who meets the academic and technical standards requisite
23 to admission or participation in the vocational program or activity.

24 The Superintendent shall appoint a District Compliance Officer(s) whose
25 responsibility it will be to ensure that federal and state regulations are complied
26 with. The Compliance Officer(s) is responsible for coordinating the Board's efforts to
27 comply with and fulfill its responsibilities under Section 504 and Title II of the
28 Americans with Disabilities Act ("ADA").

29 The District Compliance Officer(s) will oversee the investigation of any complaints of
30 discrimination based on disability, which may be filed pursuant to the Board's
31 adopted grievance procedures, and will attempt to resolve the grievances.

1 The District Compliance Officer(s) will also oversee the training of employees in the
2 District so that all employees understand their rights and responsibilities under
3 Section 504 and the ADA, and are informed of the Board's policies, administrative
4 procedures and practices with respect to fully implementing and complying with the
5 requirements of Section 504/ADA.

6 **Employment Practices**

7 **A. Discrimination Prohibited**

8 In accordance with Section 504/ADA, no qualified individual with a
9 disability shall, on the basis of disability, be subjected to
10 discrimination in employment under any of the Board's programs or
11 activities. The Board will not limit, segregate or classify applicants or
12 employees in any way that adversely affects their opportunities or
13 status because of disability. Additionally, the Board will not
14 participate in any contractual or other relationships that have the
15 effect of subjecting qualified individuals with disabilities who are
16 applicants or employees to discrimination on the basis of disability.

17 **B. Reasonable Accommodation**

18 The Board will make reasonable accommodation to the known physical
19 or mental limitations of an otherwise qualified individual with a
20 disability who is an applicant or employee, unless the accommodation
21 would impose an undue hardship on the operation of the Board's
22 program and/or activities.

23 **Facilities**

24 No qualified person with a disability will, because the Board's facilities are
25 inaccessible to or unusable by persons with disabilities, be denied the benefits of, be
26 excluded from participation in, or otherwise be subjected to discrimination under
27 any program or activity to which Section 504/ADA applies.

28 The Board is committed to operating its programs and activities so that they are
29 readily accessible to person with disabilities. This includes, but is not limited to,
30 providing accommodations to parents with disabilities who desire access to their
31 child's educational program or meetings pertinent thereto. The Board will meet its
32 obligation through such means as redesign of equipment, reassignment of classes or
33 other services to accessible buildings, alteration of existing facilities and/or
34 construction of new facilities, or any other method that results in making its
35 programs and activities accessible to persons with disabilities.

1 **Education**

2 The Board is committed to identifying, evaluating, and providing a free appropriate
3 public education (FAPE) to students within its jurisdiction who are disabled within
4 the definition of Section 504, regardless of the nature or severity of their disabilities.
5 The Board recognizes and acknowledges that students may be disabled and eligible
6 for services under Section 504 even though they do not qualify for or require special
7 education and/or related services pursuant the IDEA. Students eligible for services
8 under the IDEA will be served under existing special education programs.

9 If a student has a physical or mental impairment that significantly limits his/her
10 learning, but does not require specially designed instruction to benefit educationally,
11 the student will be eligible for reasonable, but more than standard, accommodations
12 and/or modifications of the regular classroom or curriculum in order to have the
13 same access to an education as students without disabilities. Such
14 accommodations and/or modifications will be provided pursuant to a Section 504
15 Accommodation Plan (Form 2260.01A F13).

16 Parents/guardian/custodian ("parents") are invited and encouraged to participate
17 fully in the evaluation process. If the parents disagree with the determination made
18 by the Board's professional staff, they may request a hearing with an impartial
19 hearing officer.

20 The Board is committed to educating (or providing for the education of) each
21 qualified person with a disability who resides within the District with persons who
22 are not disabled to the maximum extent appropriate to the needs of the person with
23 disabilities. Generally, the Board will place a person with a disability in the regular
24 educational environment unless it is demonstrated that the education of the person
25 in the regular environment with the use of supplementary aids and services cannot
26 be achieved satisfactorily. If the Board places a person in a setting other than the
27 regular educational environment, it shall take into account the proximity of the
28 alternate setting to the person's home.

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1 The Board will provide non-academic extracurricular services and activities in such
2 a manner as is necessary to afford qualified persons with disabilities an equal
3 opportunity for participation in such services and activities. Nonacademic and
4 extracurricular services and activities may include counseling services, physical
5 recreational athletics, transportation, health services, recreational activities, special
6 interests groups or clubs sponsored by the Board, referrals to agencies that provide
7 assistance to persons with disabilities, and employment of students.

8 Notice of the Board's policy on nondiscrimination in employment and education
9 practices and the identity of the Board's Section 504/ADA Compliance Officer(s) will
10 be posted throughout the District, and published in the Board's recruitment
11 statements or general information publications.

12 The Board directs the Superintendent to prepare administrative procedures for
13 facilitating the prompt, fair and appropriate identification, referral, evaluation and
14 placement of students with disabilities who qualify for accommodations under
15 Section 504.

16 The Board will provide in-service training and consultation to staff on the education
17 of persons with disabilities, as necessary and appropriate.

18 The Board will adopt a system of procedural safeguards that will provide for prompt
19 and equitable resolution of complaints alleging violations of Section 504/ADA. Due
20 process rights of students with disabilities and their parents under Section 504 will
21 be enforced.

22 29 C.F.R. Part 1630 34 C.F.R. Part 104 29 U.S.C. 794, Section 504 Rehabilitation
23 Act of 1973, as amended, 42 U.S.C. 12101 et seq., Americans with Disabilities Act of
24 1990

25
26 Adopted 7/7/08
27 Revised _____

NONDISCRIMINATION GRIEVANCE PROCEDURE

It is the policy of the Board to offer the opportunity to students to participate in appropriate programs and activities without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, disability, marital status, or age, except as otherwise provided by State law.

The Superintendent will annually designate a District Compliance Officer and publish the name in general information publications and student handbooks. At each school, the compliance officer for that institution is the principal thereof. The principal may designate other persons to act in this capacity on his/her behalf as the demands of the institution dictate.

All written grievances may be properly directed to the principal of the institution or to the District Compliance Officer.

Any parent or student who alleges illegal discrimination may pursue the grievance procedure provided in Board Policy **5710**, *Student Grievances*, and the District's *Code of Student Conduct*. Employees who allege illegal discrimination may pursue the grievance procedure provided in Board Policy **1470**, **3470** or **4470**, *Grievance Procedure*, or the applicable collective bargaining agreement. Members of the public who allege illegal discrimination may pursue the complaint procedure provided in Policy **9130**, *Public Requests, Suggestions and Complaints*. At any time during the grievance process, a grievant may file a complaint directly with the U.S. Department of Education, Office of Civil Rights, Atlanta, Georgia.

All written complaints alleging violations of Title IX or the Florida Education Equity Act, regardless of resolution at the individual school level, shall be forwarded to the District Compliance Officer, who shall maintain all such written complaints, as well as the written response/resolution to such complaints.

F.S. 1000.05

Titles VI, VII, and IX of the Civil Rights Act 1964

29 U.S.C. Section 705(20), 794 - Rehabilitation Act of 1973

42 U.S.C. Chapter 126 - Americans with Disabilities Act

Adopted 7/17/07

Revised _____

NONDISCRIMINATION ON THE BASIS OF DISABILITY

~~It is the policy of the Board that no qualified student shall, solely, by reason of having a disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any of the Board's programs or activities.~~

~~The Board will make reasonable efforts to undertake the identification and location of unserved students with disabilities in this District. Education and other services will be designed to meet the individual needs of disabled students as adequately as the needs of nondisabled students are met. The Board will ensure that students with disabilities have an equal opportunity to participate in academic, nonacademic, and extra curricular activities with students who are not disabled to the maximum extent appropriate to the needs of students with disabilities.~~

~~This policy addresses nondiscrimination against students with disabilities. The educational needs of students who are qualified for Exceptional Student Education (ESE) according to criteria of the Individuals with Disabilities in Education Act ("IDEA") are more specifically addressed in Policies and Procedures for the Provision of Specially Designed Instruction and Related Services as well as applicable State and Federal laws and regulations (see also Policy 2460, Exceptional Student Education).~~

Definitions

~~As used in this policy:~~

~~A. "Impairment" may include, but is not limited to, orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; hearing disease; diabetes; mental retardation; emotional illness; Attention Deficit Disorder (ADD); Attention Deficit Hyperactivity Disorder (ADHD); and Acquired Immune Deficiency Syndrome (AIDS).~~

~~B. "IDEA" means the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et seq.~~

~~C. "Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.~~

~~D. "Parent" means either or both parents, guardian, or an individual acting as a parent of a student in the absence of a parent or guardian.~~

~~E. "Qualified student" means a person with a disability who is enrolled in or eligible to be enrolled in the public school program of this District.~~

~~F. "Section 504" means Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794.~~

~~G. "Student with disabilities" means any student who: 1) has a physical or mental impairment which substantially limits one (1) or more major life activities; 2) has a record of such impairment; or 3) is regarded as having such an impairment. A person who "has a record of" or "is regarded as having" an impairment is protected by Section 504 only when discriminatory action is taken based on the record of perception. These two (2) parts of the definition apply when an individual either never was or is not currently disabled, but is treated by others as if s/he were.~~

~~Annual Written Notice~~

~~The Board will provide written notice once a year to inform persons with disabilities and their parents of this policy. The notice will be published in a newspaper of general circulation in the county and copies will also be posted and available in the schools. Dissemination of this notice will be coordinated with media, health care, and non-profit organizations throughout the District. Information about this policy will also be disseminated to parents at the time of initial enrollment of their student in a District school.~~

~~Identification/Pre-Referral Procedures (Section 504)~~

~~A. Teacher/Parent Concern~~

~~A parent, teacher, other school staff person, or the student recognizes a concern in the learning environment which may require further investigation.~~

~~B. Teacher/Parent Conference~~

~~The parent, teacher, or if appropriate, the student initiates a conference about the concern and to discuss appropriate strategies for the classroom.~~

~~C. Consultation with Other Professionals~~

~~The teacher makes initial attempts to resolve the concern using existing resources and teacher skills. The teacher may request assistance and/or additional ideas from colleagues and other support staff.~~

~~D. Referral to Educational Planning Team (EPT)~~

~~If the concern has not been resolved by any of the above actions, then a referral may be made to the Educational Planning Team (EPT). Pre-referral procedures will be completed within a reasonable time.~~

Educational Planning Team (EPT)

~~The EPT will be composed of persons knowledgeable about the student, the meaning of evaluation data, and appropriate interventions and shall include, but not be limited to, an administrator or designee, a school counselor, a teacher, and may include parents or their designee. The principal is responsible to ensure qualified personnel participate on the EPT.~~

~~A. Initial Meeting~~

~~The EPT will consider the referral and based upon a review of the student's records and discussion of relevant information decide whether further interventions are indicated. The EPT may provide assistance and consult with the teacher in developing additional interventions.~~

~~B. Subsequent Meetings~~

~~The EPT will review the student's progress and determine an appropriate course of action, which may include but is not limited to:~~

- ~~1. closing the case, if interventions are successful;~~
- ~~2. continuing current interventions for a specified period of time;~~
- ~~3. designing new modifications for the classroom;~~

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1 ~~4. referring for psychoeducational evaluation and consideration for~~
2 ~~exceptional student education under IDEA and in accordance~~
3 ~~with Policies and Procedures for the Provision of Specially~~
4 ~~Designed Instruction and Related Services;~~

5 ~~5. referring for Section 504 (see Policy 2260.03, Procedures for~~
6 ~~Section 504).~~

7 **Coordinator**

8 ~~The Superintendent will designate a staff person to coordinate the District's~~
9 ~~compliance efforts under this policy. The coordinator, on behalf of the District, will~~
10 ~~consult with interested persons, including disabled persons, in a continuing effort to~~
11 ~~prevent discrimination against students with disabilities.~~

12 ~~F.S. 1000.05~~

13 ~~Fourteenth Amendment, U.S. Constitution~~

14 ~~29 U.S.C. Section 794, Rehabilitation Act of 1973~~

15 ~~42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990~~

16 ~~34 C.F.R. Part 110 (7/27/93), Vocational Education Program Guidelines for~~

17 ~~Eliminating Discrimination and Denial of Services, Department of Education,~~

18 ~~Office of Civil Rights, March 1979~~

1 A. Initial Meeting

2 The EPT will consider the referral and based upon a review of the
3 student's records and discussion of relevant information decide
4 whether further interventions are indicated. The EPT may provide
5 assistance and consult with the teacher in developing additional
6 interventions.

7 B. Subsequent Meetings

8 The EPT will review the student's progress and determine an
9 appropriate course of action, which may include but is not limited
10 to:

- 11 1. closing the case, if interventions are successful;
12 2. continuing current interventions for a specified period of
13 time;
14 3. designing new modifications for the classroom;
15 4. referring for psychoeducational evaluation and
16 consideration for exceptional student education under IDEA
17 and in accordance with Policies and Procedures for the
18 Provision of Specially Designed Instruction and Related
19 Services;
20 5. referring for Section 504 (see Policy 2260.03, Procedures for
21 Section 504).

22 If the Educational Planning Team (EPT) at the school determines that
23 interventions for a student were not successful or if it appears that further
24 interventions would not be appropriate, the EPT will decide an appropriate
25 method to evaluate whether the student's impairment, if any, substantially
26 limits the student's learning.

27 **Notice to Parents**

28 The EPT will inform the parent in writing of its decision and of parent rights.

1 **Evaluation**

2 The EPT will evaluate any student suspected by the parent or the school of
3 having a disability. The evaluation may include, as appropriate, teacher reports,
4 review of student records, grades, any medical information provided by or with
5 the consent of the parents, results of interventions, educational testing, and
6 reports/records as needed from other agencies. A full evaluation is not required
7 when neither the school nor the parent believes that the student is in need of
8 special education or related services. However, the school should have relevant
9 and current medical information in order to make needed adjustments or
10 modifications for the student.

11 Tests and other evaluation materials must: 1) have been validated and be
12 administered by trained personnel; 2) be tailored to assess educational needs
13 and not be based solely on intelligence scores; and 3) reflect aptitude or
14 achievement or whatever else the test purports to measure and not reflect the
15 student's impaired sensory, manual, or speaking skills (unless the test is
16 designed to measure these particular deficits).

17 **Determination of Eligibility**

18 A student who has an impairment which substantially limits a major life
19 activity is eligible under Section 504. The EPT will review the information
20 obtained from the evaluation and determine whether the student is eligible or
21 not eligible under Section 504. The student's parent will be invited to
22 participate in the meeting. The decision that a student is eligible will be made
23 by the EPT in writing and the parent of the student shall be notified of the
24 decision and of the parent rights.

25 **Accommodation Plan**

26 When a student has been identified as having a disability within the meaning of
27 Section 504, the EPT shall develop a specific accommodation plan for the
28 student and determine the frequency of monitoring progress. The parent will be
29 invited to participate in EPT meetings held to develop or modify the written plan
30 and will be given an opportunity to examine all relevant records. The EPT will
31 notify the parent in writing within a reasonable time of the student's
32 accommodation plan. The student's teachers will receive a copy of the plan, as
33 appropriate.

1 In order to facilitate plan implementation, the District will provide the
2 opportunity for teachers to be trained in the instruction of students with
3 disabilities. If necessary, the District will make materials and equipment
4 available for teachers to provide students with a free and appropriate education.

5 A. Review of Progress

6 The EPT will monitor the progress of the student to ensure that
7 the student's needs are being met as adequately as the needs of
8 other students. If satisfactory progress is not being made, the EPT
9 will reconvene to consider other alternatives.

10 B. Re-Evaluation

11 The EPT will provide for periodic re-evaluation, at least every
12 three (3) years, of the student's needs. Re-evaluation is required if
13 there are any subsequent significant changes in placement.
14 Significant changes in placement which require re-evaluation
15 include, but are not limited to: expulsion, serial suspensions
16 which exceed ten (10) days in a school year, transfer, or change of
17 program.

18 C. Dismissal

19 When it appears that the student is no longer in need of Section
20 504 accommodations, the EPT shall meet to consider dismissal of
21 the student from Section 504. The decision of the EPT shall be in
22 writing and the parent shall be notified of the decision and of
23 parent rights.

24 **Out-of-County Transfer**

25 If the student has previously been identified as having a Section 504 disability
26 in another school district and has a current Section 504 plan, the principal or
27 designee will schedule an EPT meeting.

28 A. If sufficient documentation is received from the previous school
29 district, the EPT will review the plan and determine whether re-
30 evaluation is needed.

31 B. If sufficient documentation is not received within twenty (20)
32 school days of the request for records from the previous district,
33 the student will be referred for Section 504 eligibility.

1 **Procedural Safeguards**

2 The following procedural safeguards shall apply:

3 A. The parent will be notified in writing of parent rights and all
4 District decisions concerning the identification, evaluation, or
5 educational placement of students made under this policy.

6 B. The parent may examine relevant records.

7 C. The parent and the District have the right to an impartial hearing
8 (Section 504 Due Process Hearing). The parent may participate in
9 the hearing and be represented by counsel. A request for hearing
10 shall be made in writing to the Superintendent, 620 East
11 University Avenue, Gainesville, Florida 32601.

12 D. Mediation will be provided by the Board as a voluntary alternative
13 to either a grievance procedure or due process hearing to facilitate
14 cooperative resolution of disputes.

15
16 29 U.S.C. Section 794, Rehabilitation Act of 1973

17 34 C.F.R. Part 104

18
19 [Adopted 7/17/07](#)

20 [Revised _____](#)

1 POSTSECONDARY ENROLLMENT PROGRAMS

2 The Board recognizes the value to students and to the District for students to
3 participate in programs offered by accredited postsecondary institutions.
4 Toward this end, the Superintendent shall develop and revise articulation
5 agreements with postsecondary institutions to provide a comprehensive
6 articulated acceleration program, including but not be limited to, dual
7 enrollment and early admission programs.

8 The Board will approve participation by students who meet the criteria of the
9 State Board of Education, to enroll in approved postsecondary programs while
10 in attendance in the District. Students will be eligible to receive secondary
11 credit for competing courses contained in any of these programs. Such credit
12 will count toward graduation requirements.

13 No student may participate without the written consent of parents and the high
14 school principal.

15 The Superintendent shall establish the necessary administrative procedures to
16 comply with State law which will thereafter be properly communicated to both
17 students and parents.

18 The postsecondary education institute will assign a letter grade for the
19 student's work in the course, and the District will be responsible for posting
20 dual enrollment course grades as assigned by the postsecondary institution to
21 the high school transcript. The Superintendent shall also establish procedures
22 for the ~~awarding of credit and the~~ proper entry on a student's transcript and
23 other records for his/her participation in a postsecondary program.

24 The Board shall deny high school credit for any portion of postsecondary
25 courses which are taken during the period of a student's expulsion. Any
26 District student who is expelled is not eligible for enrollment or continuation in
27 postsecondary courses during the period of expulsion except as determined by
28 mutual agreement between the District and the college or university.

29 F.S. 1007.27, 1007.271

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31 Adopted 7/17/07
32 Revised

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PHYSICAL EDUCATION

The Board recognizes the value of physical education to the maintenance of the health and vitality of all students, as well as to the development of life-long habits that will enhance personal fitness and wellness and has available to students one-on-one counseling concerning the benefits of physical education.

~~Therefore, it shall be~~ It is the policy of the Board that instruction in physical education shall be available to all students ~~K~~kindergarten through grade twelve (12). Students in kindergarten through grade five (5) shall be provided 150 minutes of physical education, as defined in Florida Statutes, each week. Students in grade six (6) who are enrolled in a school with students in kindergarten through grade five (5) shall also be provided 150 minutes of physical education as defined in Florida statutes each week.

For students in a middle school which has enrolled students in grades six (6) through eight (8), each student is required to complete one (1) class period for one (1) semester per school year of physical education.

Students in grades nine (9) through twelve (12) shall be required to earn a minimum of one credit in physical education (at least one (1) credit).

The physical education curriculum in this District shall be in accord with standards established by the Department of Education, as well as those recommended by the National Association of Health, Physical Education, and Recreation.

~~These programs~~Physical education instruction shall include activities requiring at least a moderate level of physical exertion and duration sufficient to provide a health benefit for the participants. When planning the required activities, the instructor shall consider the different capabilities of the students and adapt the plans accordingly.

Furthermore, the outcomes of the physical education program in this District shall stress physical fitness and encourage the development of a healthy, active life style.

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ALACHUA COUNTY**

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1 Each District shall notify parents of student's in grades K-8 ~~parents~~ of the options
2 available to waive participation in physical education prior to the placement of
3 physical education on a student's schedule. A student must meet one (1) of the
4 following criteria to be available for waiver from the required physical education
5 class:

6 A. the student is enrolled or required to enroll in a remedial course;

7 B. the student's parent indicates in writing to the school that:

8 1. the parent requests that the student enroll in another course
9 from among those courses offered as options by the School
10 District; or

11 2. the student is participating in physical activities outside the
12 school day which are equal to or in excess of the mandated
13 requirement.

14 If one (1) of the above criteria is met and the parent has notified the District, the
15 student will not have physical education placed on his/her schedule for that
16 ensuring school year.

17 Provision shall be made at all levels to excuse individual students from specific
18 activities if direction to do so is received, in writing, from the student's physician. In
19 addition, students may be excused from specific activities if those activities are
20 contrary to their religious beliefs; a request to excuse a student from such activities
21 must be received, in writing, from the student's parent or from the eligible student.

22 ~~If one (1) of the above criteria is met and the parent has notified the District, the~~
23 ~~student will not have physical education placed on his/her schedule for that~~
24 ~~ensuring school year.~~

25 The Superintendent shall develop and update administrative procedures as
26 necessary to implement this policy.

27
28 F.S. ~~1001.43~~ 1003.455

29
30 Adopted 7/17/07

31 Revised _____

1 CAREER AND TECHNICAL EDUCATION PROGRAM

2 The Board recognizes that education is a function of both knowledge and the
3 application of knowledge. Education that ties abstract ideas to practical applications
4 also prepares students to use their minds, as well as preparing them to be citizens,
5 parents, and members of a civilized culture. Career and technical education programs
6 teach academic subject matter with relevance to the real world, often called contextual
7 learning. Career and technical education and academic education are complementary,
8 rather than exclusive.

9 For the purposes of this policy, "career and technical education" shall be defined as a
10 program designed to provide preparation for high-demand occupational areas and to
11 create a bridge to postsecondary education. These academically rigorous programs of
12 study are based on State student performance standards and connect course offerings
13 at the secondary level with advanced academic and technical courses at the
14 postsecondary level. Career and technical curricula is designed to ease student
15 transitions from high school to postsecondary educational programs. These
16 experiences will complement and reinforce academic concepts that are particularly
17 amenable to contextualized learning in a distinct career area.

18 The Board shall provide a career and technical education program that includes, but
19 is not limited to:

20 A. job preparatory programs designed to provide a sequential program of
21 study that prepares students for a career and for continuation of
22 study at the postsecondary level;

23 Job preparatory programs prepare students for careers that are in high
24 demand and reflect a high degree of technological advancement.
25 Students select a preferred curriculum pathway in high school that
26 centers on technical training for a specified career and provides high-
27 level academic preparation as well. Academic and career related courses
28 may be integrated to enhance academic learning and better prepare
29 students with the technical and academic skills so essential to their
30 success in a career. Students completing a job preparatory program in
31 high school may earn college credit for the program in which they are
32 studying.

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- 1 B. exploratory courses designed to give students initial exposure to skills
2 and attitudes associated with a broad range of occupations in order to
3 assist them in making informed decisions regarding their future
4 academic and occupational goals;
- 5 C. practical arts courses designed to teach students practical generic skills
6 which, although applicable in some occupations, are not designed to
7 prepare students for entry into an occupation;
- 8 D. career education instruction which is designed to strengthen and
9 integrate basic academic skills and career and technical skills and
10 occupational awareness;
- 11 E. accelerated programs such as career and technical dual enrollment
12 designed to enable high school students to earn elective credit toward
13 graduation and postsecondary credit toward an A.S. degree or a technical
14 certificate.

15 Any effort to recruit students to participate in a particular career and technical
16 program shall follow applicable State and Federal laws regarding provision of
17 information.

18 The Board recognizes the value of providing students with actual workplace
19 experiences as part of their preparation for productive employment and appreciates
20 the cooperation of local employers in accommodating such education and training
21 activities at their places of business.

22 The Board authorizes the Superintendent to develop workplace education and training
23 programs as part of the career and technical education curriculum, which may
24 | include the establishment of Career And Professional Education (CAPE) academies as
25 | research-based programs that integrate a rigorous academic curriculum with an
26 | industry-driver career curriculum. Multiple academies may be established in
27 | accordance with Florida statutes. Each ~~CAP~~-CAPE academy must follow all State
28 | Board rules and appropriate statutes.

29 The career and technical education curriculum shall conform to the State approved
30 | frameworks for each program. ~~The Superintendent shall submit the career and~~
31 | ~~technical education curriculum to the Board for approval, and then submit it to the~~
32 | ~~Department of Education.~~

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1 Cooperative education programs are available to high school students without regard
2 to race, color, national origin, sex, age, or disability. The Superintendent is to ensure
3 that application forms for cooperative education programs contain a notice of
4 nondiscrimination. The notice of nondiscrimination shall be part of the application
5 forms provided to employers.

6 Procedures for program operation in accordance with applicable labor laws are
7 incorporated in the Florida Department of Education, Curriculum Frameworks, and
8 Student Performance Standards.

9 | F.S. 450.081, 1001.42, 1003.01, [1003.491](#), 1003.493
10 29 U.S.C. 201-219
11 F.A.C. 6A-6.301 through 6A-6.371, 6A-6.672, 6A-14.37

12
13 | [Adopted 7/17/07](#)
14 | [Revised](#)

STUDENTS AS TRAINEES

Recruiting students to participate in a particular career and technical program shall follow applicable State and Federal laws regarding provision of information.

The Board recognizes the value of providing students with actual workplace experiences as part of their preparation for productive employment and appreciates the cooperation of local employers in accommodating such education and training activities at their places of business.

The Board authorizes the Superintendent to develop career and technical education curricula that prepares students for today's workforce.

The Superintendent shall ensure that the career and technical education curriculum meets all applicable Department of Education rules and regulations.

Cooperative education programs are available to high school students without regard to race, color, national origin, sex, age, or disability. The Superintendent is to ensure that application forms for cooperative education programs contain a notice of nondiscrimination. The notice of nondiscrimination shall be part of the application forms provided to employers.

Procedures for program operation in accordance with applicable labor laws are incorporated in the Florida Department of Education curriculum frameworks and student performance standards. Those documents are kept on file in the Superintendent's office.

F.S. 1001.42

F.A.C. 6A-6.055

Adopted _____

CAREER AND PROFESSIONAL EDUCATION ACADEMY

The Florida Statutes require each district school board to develop a five (5) year strategic plan that meets local and regional work force demands through the establishment of at least one (1) Career and Professional Education (CAPE) Academy. The strategic plan shall be developed in collaboration with local workforce boards and postsecondary institutions approved to operate in Florida. This plan shall provide for at least one (1) academy to be offered in the District at the beginning of the 2008-2009 school year.

The Board expects career and professional academies offered in the District to provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and provide students with the opportunity to receive a standard high school diploma, the opportunity to earn industry certification, the opportunity to attain the Florida Gold Seal Vocational Scholars award, and the opportunity to earn postsecondary credit.

The Board encourages the Superintendent to forge partnerships with local businesses in the development of career and professional education academies. These partnerships will help prepare students for the State's workforce needs, as well as help attract, expand, and retain targeted, high-value industry and jobs in the community.

A Florida Ready to Work Credential and portfolio will be awarded to students upon successful completion of the instruction. Each portfolio must delineate the skills demonstrated by the student as evidenced by the student's preparation for employment. A student shall also be awarded a Florida Ready to Work Credential who successfully passes assessments in Reading for Information, Applied Mathematics, and Locating Information or any other assessments of comparable rigor. Each assessment is scored on a scale of three (3) to seven (7) and a student receives a level of credential based on the score they receive. A bronze-level credential requires a minimum score of three (3) or above on each of the assessments, a silver-level credential requires a minimum score of four (4) or above on each of the assessments, and a gold-level credential requires a minimum of five (5) or above on each of the assessments.

The District's career and professional education academies should increase student academic achievement and graduation rates through integrated academic and career curricular. The District's existing career education courses may serve as a foundation for the creation of an academy. Each career and professional education academy must:

- A. provide a rigorous standards-based academic curriculum integrated with a career curriculum;

The curriculum must take into consideration multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student's capacity to excel; and include an emphasis on work habits and work ethics.

- B. include one (1) or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community;

Such partnerships shall be delineated in articulation agreements to provide for career-based courses that earn postsecondary credit.

- C. provide, shared, maximum use of private-sector facilities and personnel;

- D. provide personalized student advertisement, including a parent participation component, and coordination with middle schools to promote and support career exploration and education planning;

- E. promote and provide opportunities for career and professional education academy students to maintain, at a minimum, the Florida Gold Seal Vocational Scholars award;

- F. provide instruction in career designated as high growth, high demand, and high pay by the local workforce development board, the chamber of commerce, or the Agency for Workforce Innovation;

- G. deliver academic content through instruction to the career, including intensive reading and mathematics intervention with an emphasis on strengthening reading for information skills;

- H. offer academic content in combination with technical skills;
- I. provide instruction resulting in competency, certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision making skills, the importance of attendance and timelines in the work environment, and work ethics;
- J. provide opportunities for students to obtain the Florida Ready to Work Certification;
- K. include an evaluation plan developed jointly with the Department of Education and the local workforce board;
- L. include a plan to sustain career and professional education academies.

The Superintendent shall develop and update administrative procedures as necessary for implementation of this policy, including the development of forms upon which such reports may be made.

F.S. 446 et seq., 1003.4156, 1003.428, 1003.491, 1003.492, 1003.493, 1004.91
1004.99, 1009.536

Adopted

STUDENT INTERNSHIPS

The Board supports the concept that student participation in an internship program authorized by the High School to Business Career Enhancement Act serves as a positive educational experience. This program may lay the foundation for future employment opportunities. The Board appreciates the cooperation of local employers in providing opportunities at their local businesses for internship opportunities involving students. In order for high school student participation to occur, the following requirements must be met:

A. A student intern candidate must be in the ninth, tenth, eleventh, or twelfth grade.

B. The student must have a minimum weighted grade point average of 2.0.

C. Internships must be consistent with the career goals of each student participant.

D. A student may participate in no more than one (1) internship per school year.

Employment as a student intern is not employment for purposes of unemployment compensation.

The Superintendent shall develop and update administrative procedures as necessary to implement this policy.

F.S. 1003.496

Adopted _____

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1 At least annually, the staff members will assess the ~~proficiencies~~ academic
2 achievement and learning needs of each student. Procedures for such assessments
3 may include, but need not be limited to, teacher observation techniques, cumulative
4 student records, and student performance data collected through standardized
5 testing programs, ~~teacher made tests~~ and physical examinations ~~and writing~~
6 ~~assessments~~.

7 ~~The Superintendent shall develop a program of testing that may include, but not be~~
8 ~~limited to:~~

9 ~~— A. — State-mandated achievement tests;~~

10 ~~— B. — end of course tests at appropriate grade levels to measure achievement~~
11 ~~of performance objectives in designated courses;~~

12 ~~— C. — diagnostic testing and alternative assessments.~~

13 ~~The Board shall also require:~~

14 ~~— A. — mandatory participation by all eligible students as defined by State~~
15 ~~Board of Education rules;~~

16 ~~— B. — parents be informed of the testing program of the schools and of the~~
17 ~~special tests that are to be administered to their children;~~

18 ~~— C. — data regarding individual test scores be entered on the student's~~
19 ~~cumulative record, where it will be subject to the policy of this Board~~
20 ~~regarding student records;~~

21 ~~— D. — school and District achievement test results will be reported to the~~
22 ~~public annually;~~

23 ~~— E. — the Superintendent shall develop procedures for the annual~~
24 ~~assessment of first, second, third, and fourth grade students on their~~
25 ~~reading proficiency and identify those students who are reading below~~
26 ~~grade level.~~

1 **Statewide Assessments**

2 The Board shall administer the State-mandated tests (e.g., diagnostic assessments
3 and achievement tests) to students at the times designated by the Florida Board of
4 Education. However, the regular program of study may not be interrupted to
5 administer practice tests or engage in other test-preparation activities for a
6 Statewide assessment. Schools are authorized to:

7 A. distribute to students sample test books and answer keys that are
8 published by the Florida Department of Education.

9 B. provide individual instruction in test taking strategies without
10 suspending the school's regular program of curriculum for a student
11 who scores at Level 1 or Level 2 on a prior administration of the
12 Statewide assessment;

13 C. provide individualized instruction in the content knowledge and skills
14 assessed, without suspending the school's regular program of
15 curriculum for a student who scores at Level 1 or Level 2 on a prior
16 administration of the Statewide assessment or a student who is
17 identified as having a deficiency in the content knowledge and skills
18 assessed;

19 D. incorporate test-taking exercise and strategies into curriculum for
20 intensive reading and mathematics and intervention courses; and

21 E. administer a practice test or engage in other test preparation activities
22 for the statewide assessment which are determined necessary to
23 familiarize students with the organization of the assessment, the
24 format of the test terms, and the test directions, or which are otherwise
25 necessary for the valid and reliable administration of the assessment,
26 as set forth in rules adopted by the State Board of Education.

1 | **Students with Disabilities**

2 | All identified disabled students in the ~~School~~-District shall be considered for
3 | participation in the State-mandated testing program for competency and proficiency
4 | testing. The consideration for participation shall be made by the IEP Team. The
5 | extent of participation or accommodation in and/or exemptions from the testing
6 | shall be ~~determined~~ delineated on the student's IEP. ~~by the IEP Team or Section~~
7 | ~~504 committee.~~ To the extent possible, and in accordance with the law, a student
8 | with disabilities shall not be excused from taking a required assessment unless no
9 | reasonable accommodation can be made to enable the student to take the
10 | assessment.

11 | **Test Security**

12 | The Board shall take appropriate and necessary actions against any employee who
13 | knowingly and willfully violates test security rules adopted by the Department of
14 | Education for any State-mandated assessment, as well as the local test security
15 | rules.

16 | The Superintendent shall develop administrative procedures to implement this
17 | policy, including procedures for test security that will maintain and ensure the
18 | integrity of District and State assessments.

19 | F.S. 1008.22, 1008.25, ~~1008.30~~ 1008.30
20 | F.A.C. 6A-1.0943
21 | Adopted 7/17/07
22 | Revised _____