

2215 - PROGRAM OF INSTRUCTION

The School Board's program of instruction shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, computer science and technology, social studies, foreign languages, health and physical education, and the arts.

Development of Program of Instruction

A program of instruction shall be developed and implemented by the Superintendent as follows:

A. Elementary School

The primary purpose of the elementary school shall be to serve each individual student by promoting opportunities for optimum learning development. The program of instruction in the elementary school shall promote the language arts, mathematics, social studies, science, health and physical education, music, art, and other disciplines as shall be considered necessary to a well-rounded elementary school program. A procedure shall be established by which schools may recommend for approval courses or programs to meet the unique needs of students. Each subject field shall, insofar as practicable, embrace in the materials used and in the teaching procedures employed, instruction in study and work habits, career awareness, library usage, safety, thrift, conservation, health and hygiene, citizenship, the establishment of purpose, and the development of character and morality. Provision shall be made for the inculcation of ideals of group and individual behavior; to this end, organized play, intramural sports and games, hobby groups, and other organized student activities shall be fostered.

B. Middle School

The primary purpose of the middle school shall be to promote an expanded educational experience to meet the needs of the students in the seventh and eighth grades of school. The District-wide program of studies and services adopted by the Board shall determine the specific offerings. An approval process shall be established by which schools may recommend courses or programs to meet the unique needs of students. Activities which offer desirable experience, such as band (or music), dance, visual arts, drama, creative writing, athletics, and student government, etc., shall be promoted.

C. Senior High School

The primary purpose of the senior high school shall be to promote education which fits the needs of all students. Courses shall be offered at a level which will challenge students to perform to their capacity. The District-wide studies adopted by the Board shall determine the specific offerings. Library and counseling services shall be provided to enable educational objectives to be met. Student government, publications, drama, music, visual arts, a broad program of athletics, and social activities, etc., shall be promoted for the development of well-rounded citizens.

D. Instruction in Sexual Orientation/Gender Identity

Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in prekindergarten through grade 8, except when required by F.S. 1003.42 and F.S. 1003.46. If such instruction is provided in grades 9 through 12, the instruction must be age-appropriate or developmentally appropriate for students, in accordance with State standards.

Required Instruction

[Drafting Note: As of June 2023, F.A.C. 6A-1.094124 requires that by December 1 of each year, each school district must submit an implementation plan to the Commissioner through the Required Instruction Reporting Portal and post the plan on the school district's website. Neola anticipates that this rule will be revised to apply more broadly to all required instruction. In the event the rule is not revised, school districts need to be aware that they may still be required to

submit an implementation plan related to resiliency education, substance use and abuse health education, and child trafficking prevention education by December 1 of each year.]

The District shall submit a Required Instruction Implementation Plan to the Commissioner of the Florida Department of Education. The plan will include, at a minimum, the following:

- A. the methods in which instruction will be delivered for each grade level;
- B. the professional qualifications of the District's instructional personnel; and,
- C. a description of the District's instructional materials.

The implementation plan will also be posted on the District's website.

[NOTE: Select Option 1 or Option 2]

[OPTION 1]

~~Instructional staff members, subject to Board policy and State Board of Education rules, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the topics and subject matter set forth in F.S. 1003.42 and F.A.C. 6A-1.094124.~~

~~Instructional staff members, subject to Board policy and State Board of Education rules, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards of professionalism and historic accuracy, following the prescribed courses of study, and employ approved methods of instruction, the following:~~

- A. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- B. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the ten (10) amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- C. The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
- D. Flag education including proper flag display and flag salute.
- E. The elements of civil government, including the primary functions of and interrelationships between the Federal government, the State, and its counties, municipalities, school districts, and special districts.
- F. The history of the United States, including the period of discovery, early colonies, the war for independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- G. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in F.S. 1000.05(8), and the prevention of anti-Semitism.

The Superintendent will annually certify and provide evidence to the Florida Department of Education, in a manner prescribed by the Department, that the requirements of this paragraph have been met.

H. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Instructional materials shall include the contributions of African Americans to American society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in F.S. 1003.42 or the State academic standards.

The Superintendent will annually certify and provide evidence to the Florida Department of Education, in a manner prescribed by the Department, that the requirements of this paragraph have been met.

I. The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.

J. The elementary principles of agriculture.

K. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

L. Kindness to animals.

M. The history of the State.

N. The conservation of natural resources.

O. Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:

1. health education that addresses concepts of community health, consumer health, environmental health, and family life, including:
 - a. injury prevention and safety;
 - b. Internet safety;
 - c. nutrition;
 - d. personal health;

- e. prevention and control of disease;
- f. substance use and abuse; and,
- g. prevention of child sexual abuse, exploitation, and human trafficking.

2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. self-awareness and self-management;
- b. responsible decision-making;
- c. resiliency;
- d. relationship skills and conflict resolution;
- e. understanding and respecting other viewpoints and backgrounds; and,
- f. for grades 9 through 12, developing leadership skills, interpersonal skills, organizational skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using State career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

Health education and life skills instruction and materials will not contradict the principles enumerated in F.S. 1003.42.

The health education curriculum will include basic training in first aid, including at least one (1) hour of cardiopulmonary resuscitation (CPR), instruction for students in grades 9 and 11 once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and include the use of an automated external defibrillator (AED).

See also Board Policy 2280 and Policy 2417.

P. Personal financial literacy and money management. [Beginning with students entering grade 9 in the 2023-2024 school year]

Each student must earn one-half (1/2) credit. Instruction must include discussion or instruction in all of the following: types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution's services; balancing a checkbook; basic principles of money management, such as spending, credit, credit scores, and managing debt, including retail and credit card debt; completing a loan application; receiving an inheritance and related implications; basic principles of personal insurance policies; computing Federal income taxes; local tax assessments; computing interest rates by various mechanisms; simple contracts; contesting an

incorrect billing statement; types of savings and investments; State and Federal laws concerning finance; and, costs of postsecondary education, including cost of attendance, completion of the Free Application for Federal Student Aid (FAFSA), scholarships and grants, and student loans.

- Q. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the Board in fulfilling the requirements of law.
- R. The study of Hispanic contributions to the United States.
- S. The study of women contributions to the United States.
- T. The nature and importance of free enterprise to the United States economy.
- U. Civic and character education on the qualities and responsibilities of patriotism and citizenship including, kindness, respect for authority, life, liberty, personal property, honesty, charity, racial, ethnic, and religious tolerance and cooperation. Additionally, for grades 11 and 12, the education shall include the topic of voting using the uniform primary and general election ballot described in F.S. 101.151. An integrated civic education curricula shall meet the requirements of F.S. 1003.44(6)(a).
- V. In order to encourage patriotism:
 - 1. the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.
 - 2. The history and importance of Veterans' Day and Memorial Day. Such instruction may include two (2) forty-five (45) minute lessons that occur on or before the respective holidays.
- W. This history of communism (beginning in the 2026-2027 school year). Such instruction must be age and developmentally appropriate and include:
 - 1. The history of communism in the United States and domestic communist movements, including their histories and tactics.
 - 2. Atrocities committed in foreign countries under the guidance of communism.
 - 3. Comparative discussion of political ideologies, such as communism and totalitarianism, which conflict with the principles of freedom and democracy essential to the founding principles of the United States.
 - 4. The increasing threat of communism in the United States and to our allies through the 20th century, including the events of the Cultural Revolution in the People's Republic of China and other mass killings from communist regimes.
 - 5. The economic, industrial, and political events that have preceded and anticipated communist revolutions.
 - 6. The communist policies of Cuba and the spread of communist ideologies throughout Latin America, including the roots of the Communist Party of Cuba and guerilla forces throughout Latin America.

Efficient and faithful teaching of the required topics must be consistent with the State academic standards, the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, and the principles stated in F.S. 1003.42. Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the State academic standards and the B.E.S.T. Standards.

Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence.

[END OF OPTION 1]

[OPTION 2]

~~Instructional staff members, subject to Board policy and State Board of Education rules, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the topics and subject matter set forth in F.S. 1003.42 and F.A.C. 6A-1.094124.~~

[END OF OPTION 2]

Resiliency Education Required Instruction

Civic and character education (see F.A.C. Rule 6A-1.094124), and life skills education that builds confidence and supports mental health, are combined to develop and prepare more resilient students. The District will provide annually a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education. Using the health education standards adopted in F.A.C. Rule 6A-1.09401, the instruction will advance each year through developmentally appropriate instruction and skill building and will address, at a minimum the following topics:

- A. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism.
- B. Strategies to develop health characteristics that reinforce positive core values and foster resiliency, such as:
 1. empathy, perseverance, grit, gratitude, and responsibility;
 2. critical thinking, problem solving, and responsible decision-making;
 3. self-awareness and self-management;
 4. mentorship and citizenship; and
 5. honesty.
- C. Recognition of signs and symptoms of mental health concerns.
- D. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education.
- E. Strategies to support a peer, friends, or family member through adversity.
- F. Prevention of suicide.
- G. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.
- H. Awareness of local school and community resources and the process for accessing assistance.

[Disability History and Awareness Instruction]

~~The District shall provide disability history and awareness instruction in all K-12 schools during the first two (2) weeks in October each year during "Disability History and Awareness Weeks". During this two (2) week period, students will be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disabilities, and the disability rights movement. Disability history may include the events and timelines of the development and evolution of services to, and~~

~~the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.~~

~~The instruction must include the following material:~~

A. ~~For kindergarten through grade 3:~~

- ~~1. Conversations on bullying. Such conversations may address what students should do if they are being bullied; what they should do if they see someone being bullied; why bullying is not the victim's fault; what different types of bullying look like; the possibility that a friend could be a bully; or the school's antibullying policy.~~
- ~~2. Activities to teach about physical disabilities.~~

B. ~~For grades 4 through 6, information about autism spectrum disorder.~~

C. ~~For grades 7 through 9, information about hearing impairments.~~

D. ~~For grades 10 through 12, information on different types of learning and intellectual disabilities. Instructional materials will be developed and made available by the FLDOE.~~

[END OF DISABILITY HISTORY OPTION]

Instruction in Operation of Motor Vehicles

See Board Policy 2432.

Computer Science and Technology Instruction

"Computer science" is the study of computers and algorithmic process, including their principles, hardware, and software designs, applications, and their impact on society, and includes computer coding and computer programming.

The Board shall provide students in grades K-12 opportunities for learning computer science including, but not limited to, computer coding and computer programming. Computer science courses offered in middle and high schools shall include the opportunity to earn industry certifications, when possible. **[X]** Coding instruction may be provided in elementary and middle schools. **[END OF OPTION] X]** Instruction to develop students' computer usage and digital literacy skills may be provided in middle school. **[END OF OPTION]**

Exemptions from Certain Instruction

Any student whose parent makes a written request to the Principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted will not be penalized by reason of that exemption.

F.S. 1001.51
F.S. 1003.42
F.S. 1003.4205
F.S. 1003.44
F.S. 1003.453
F.S. 1003.48
F.S. 1007.2616
F.A.C. 6A-1.094124