

SCHOOL SOCIAL SERVICES

Table of Contents

A. Historical Background.....	1
B. Mission	2
C. School Social Workers Core Beliefs	2
D. Code of Ethics of the Education Profession in Florida	2
E. School Social Work Services Code of Ethics.....	2
F. Social Work Ethical Standards.....	4
G. School Social Workers and Confidentiality	4
H. Ethical and Legal Responsibilities	4
1. Direct Services.....	4
2. Written Material	5
I. Professional Development.....	6
J. Professional Conduct.....	6
K. Dual Practice for School Social Workers	6
1. Primacy of Client’s Interests	7
2. Commitments to Employing Organization.....	7
L. Leave Procedures	8
1. Temporary Duty (SEMS #54 – out-of-county, SEMS #55 – in-county).....	8
2. Sick Leave (SEMS #01, etc.).....	8
3. Personal Leave (with pay) (SEMS #21)	9
4. Family and Medical Leave	9
5. SEMS/Smart Find Express (Must always be completed for leave and workshop activities.).....	9
M. School Assignments and Scheduling.....	10
N. Working Conditions	10
O. Salary and Additional Pay	10
1. Annual Salary for 10- or 11-Month Contract	10
2. Specialist V.....	10
P. Staff Meetings	10
1. Staff Development and Inservice Training.....	11
2. Cluster Groups.....	11
Q. Personnel Evaluations	11
R. Certification and Renewal	11
1. Professional Certification Requirements	11
2. Renewal Requirements and Inservice Points.....	12
S. Tenure.....	12

A. Historical Background

The practice of school social work is one of the oldest of social work specializations. After passing the first compulsory school attendance laws ([Florida Statute 232.17](#)), the state of Florida recognized the need for district appointed persons to enforce such laws. The 1919 Florida legislature created the position of “attendance officer” for this purpose. The title “attendance assistant” was substituted for the original title in 1939, when the relevant statutes were revised.

By 1941, the role of the attendance assistant was expanded to include working with children to help them achieve a more satisfactory school adjustment. In 1951, certification issued by the Florida Department of Education was changed to “visiting teacher certificate.” Visiting teachers, who until this time had been under the Finance Division of the Department of Education, were transferred to the Instructional Division of the Department. The 1950s were characterized as the developmental stage for Student Services within the State of Florida. A Student Services Advisory Committee was established, a handbook, [The Visiting Teacher in Florida](#), was published, and the state’s first state consultant for visiting teachers was recommended.

In 1966, the first state consultant for school social work was employed. In 1972, the title “visiting teacher/school social worker” was officially adopted. By the late 1970s, the name “visiting teacher” was eliminated from state certification, leaving school social worker as the official title.

In Volusia County, it is believed that Alan Hobbs was the first Administrator of Attendance Services, and John Hager also served within that department. Sylvester Cogger, Jerry Wosenski, and Samuel Cornelius were among the first attendance officers. In 1967, the title attendance officer was changed to visiting teacher. In 1968, as a result of the statewide teachers’ strike under then Governor Claude Kirk, several positions were moved into the visiting teacher department. Shirley Lee was the first Lead Visiting Teacher, beginning in 1969. She served as the Supervisor of School Social Workers until her retirement in 1987. Visiting teachers made home visits to provide services to assist in the prevention and remediation of problems of attendance, as well as social/emotional functioning, health, and other factors that interfered with the child’s school progress.

In 1975, federal legislation was enacted, now known as Individuals with Disabilities Education Act (IDEA), which included social work services in schools as one of the related services required to help a handicapped child benefit from special education. School social workers conduct social histories, offer group and individual counseling, mobilize school and community resources, and work with families to enable children to receive maximum benefit from their educational program. In 1977, Francene Barnes and Mev Waskiewicz were the first individuals to join the department who were professionally trained in social work.

School social workers are professionally trained and they typically possess a master’s degree in social work (MSW) from a university accredited by the Council on Social Work Education. As of the 2010 school year, the School District of Volusia County employs twenty-four school social workers, who serve as a link between the home, school, and community. As members of the educational team, school social workers promote and support students’ academic and social success by providing specialized services that include: counseling, crisis prevention and intervention, home visits, social and developmental assessments, parent education, professional case management, information and referral, collaboration with school and community agency personnel, support groups, and advocacy for students, parents, and the school system.

B. Mission

The mission of school social work is to serve students, parents, and school staff by providing a link between the home, school, and community. As members of the educational team, school social workers promote and support students' academic and social success by providing specialized services.

C. School Social Workers Core Beliefs

As Volusia County School Social Workers we believe:

- all people deserve to be treated in a manner that recognizes their individuality, dignity, and self-worth
- in advocating for the equality of all persons
- as citizens of a global community, we recognize and appreciate that cultural diversity enriches us all

D. Code of Ethics of the Education Profession in Florida

The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

E. School Social Work Services Code of Ethics

Volusia County School Social Workers adhere to the following code of ethics as outlined by the [National Association of Social Workers](#) (NASW) *Standards for School Social Work Services* (2002):

1. A school social worker shall demonstrate commitment to the values and ethics of the social work profession and shall use NASW's Code of Ethics as a guide to ethical decision making.
2. School social workers shall organize their time, energies, and workloads to fulfill their responsibilities and complete assignments of their position, with due consideration of the priorities among their various responsibilities.
3. School social workers shall provide consultation to local education agency personnel, school board members, and community representatives to promote understanding and effective utilization of school social work services.
4. School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence that enhance families' support of students' learning experiences.
5. School social work services shall be extended to students in ways that build students' individual strengths and offer students maximum opportunity to participate in the planning and direction of their own learning experience.

6. School social workers shall help empower students and their families to gain access to and effectively use formal and informal community resources.
7. School social workers shall maintain adequate safeguards for the privacy and confidentiality of information.
8. School social workers shall advocate for students and their families in a variety of situations.
9. As leaders and members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.
10. School social workers shall develop and provide training and education programs that address the goals and mission of the educational institution.
11. School social workers shall maintain accurate data that are relevant to planning, management, and evaluation of school social work services.
12. School social workers shall conduct assessments of student needs that are individualized and provide information that is directly useful for designing interventions that address behaviors of concern.
13. School social workers shall incorporate assessments in developing and implementing intervention and evaluation plans that enhance students' abilities to benefit from educational experiences.
14. School social workers, as systems change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs.
15. School social workers shall be trained in and use mediation and conflict-resolution strategies to promote students' resolution of their nonproductive encounters in the school and community and to promote productive relationships.
16. School social workers shall meet the provisions for practice set by NASW.
17. School social workers shall possess knowledge and understanding basic to the social work profession.
18. School social workers shall understand the backgrounds and broad range of experiences that shape students' approaches to learning.
19. School social workers shall possess knowledge and understanding of the organization and structure of the local education agency.
20. School social workers shall possess knowledge and understanding of the reciprocal influences of home, school, and community.
21. School social workers shall possess skills in systematic assessment and investigation.
22. School social workers shall understand the relationship between practice and policies affecting students.
23. School social workers shall be able to select and apply empirically validated or promising prevention and intervention methods to enhance students' educational experiences.

24. School social workers shall be able to evaluate their practice and disseminate the findings to consumers, the local education agency, the community, and the profession.
25. School social workers shall possess skills in developing coalitions at the local, state, and national levels that promote student success.
26. School social workers shall be able to promote collaboration among community health and mental health services providers and facilitate student access to these services.
27. School social workers shall assume responsibility for their own continued professional development in accordance with the NASW Standards for Continuing Professional Education and state requirements.
28. School social workers shall contribute to the development of the profession by educating and supervising school social work interns.

F. Social Work Ethical Standards

The Volusia County School Social Workers adhere to ethical standards as established by [NASW Code of Ethics](#), which was approved in 1996 and revised in 2008. These standards are relevant to the professional activities of all social workers. Social Workers are ethically responsible to their clients, to colleagues, in practice settings, as professionals, to the social work profession, and to the broader society.

G. School Social Workers and Confidentiality

The Volusia County school social workers adhere to the following rules of confidentiality as established by the [School Social Work Association of America](#) (SSWAA) in their position statement approved on March 15, 2001.

Standards of practice for school social workers require that “adequate safeguards for the privacy and confidentiality of information” be maintained. Confidentiality is an underlying principle of school social work and is essential to the establishment of an atmosphere of confidence and trust between the professionals and the individuals they serve. Information is communicated to the school social workers by students and families with the expectation that these communications will remain confidential. An assurance of confidentiality promotes the free disclosure of information necessary for effective treatment.

H. Ethical and Legal Responsibilities

1. Direct Services

Providing services to students in the school setting requires a careful balance between legal and ethical responsibilities. School social workers must be conversant with federal, state, and local policies and procedures governing confidentiality. School social workers must follow the guidelines established by the state and school district in which they work, recognizing that those guidelines may differ from those governing private practice.

Most states recognize that communications between school social worker and client are privileged; however, this privilege is not absolute. School social workers as members of a team of professionals may be confronted with situations where disclosure of information is critical to providing assistance to the student and family. It is the school social workers' obligation to obtain informed consent, i.e., explain the limitations on confidentiality to the student and family, prior to service delivery.

Information should be shared with other school personnel only on a need-to-know basis and only for compelling professional reasons. Prior to sharing confidential information, school social workers should evaluate the responsibility to and the welfare of the student. The responsibility to maintain confidentiality also must be weighed against the responsibility to the family and school community. However, the focus should always be on what is best for the student.

School social workers must be conversant with affirmative reporting requirements. All states now require school professionals to report suspected cases of child abuse and neglect. School social workers should be aware of school board policies and should ensure that such policies safeguard confidentiality of the reporting individual.

School social workers should familiarize themselves with school board policies and state and local laws governing reporting requirements for students with communicable diseases, i.e., HIV positive or AIDS. School social workers should also be aware of state statutes providing confidentiality to minor students who seek treatment for sexually transmitted diseases, information about and access to birth control and pregnancy related health care and counseling.

In all instances, school social workers must weigh the consequences of sharing information and must assume responsibility for their decisions.

2. Written Material

School social workers must be conversant with federal, state, and local laws and policies regarding confidentiality of and access to education records. Education records are all records which contain information directly related to a student and which are maintained by the educational agency or institution. Parents have the right to inspect and review education records. School social workers' personal notes, kept for use by only those individuals, are not considered education records and are confidential.

School social workers should inform students and parents that information gathered under the Individualized Education Program (IEP) process may be shared with all members of the IEP team. The team, which includes other school personnel and the parents, may use the social history compiled by the school social worker in making decisions about the student's educational program and placement.

Documents maintained on a computer become education records if shared orally with another staff person. Sole possession records maintained on a computer are not considered part of the education record and are confidential. School social workers should also be aware that other staff members or computer technicians may have access to school-owned equipment. Saving sole possession records to an individual diskette and securing that diskette may provide greater assurance of confidentiality.

Confidential reports should not be transmitted by facsimile unless absolutely necessary. Such reports should include a notation indicating that the material is confidential and is for professional use only by the designated recipient. The notation should also indicate that review, dissemination, distribution, or copying of the facsimile is prohibited. The school social worker must carefully weigh the decision whether to preserve the confidentiality of information or to share the information, using the best interests of the student as a guide. Those decisions should be guided by federal, state, and local policies and procedures, as well as the professional ethics of the school social worker.

I. Professional Development

The Volusia County School Social Service Department views professional development as an essential activity for ensuring quality school social work services for clients. Professional development is a self-directed process, which requires school social workers to assume responsibility for their own professional development. By consistent participation in educational opportunities beyond the basic, entry-level professional degree, school social workers are able to maintain and increase their proficiency inservice delivery. New knowledge is acquired, skills are refined, professional attitudes are reinforced, and individual's lives are changed.

Content areas appropriate for professional development should take into account the school social workers' education level and can include methods of intervention, such as individual counseling, psychotherapy, family treatment, group work, and community organization; administration, management and supervision; consultation; planning and policy development; teaching and educational methods; research; social problems; advocacy, social change, and social action; cultural diversity and ethics; and specialized services and treatment.

J. Professional Conduct

School social workers represent their profession, and in accordance with that should conform to the highest standards of professional conduct, including appropriate dress and use of language.

K. Dual Practice for School Social Workers

Many school social workers are licensed, or are eligible for licensure, to practice under [Florida Statutes, Chapter 491](#). The chapter provides for licensure of clinical social workers, marriage and family therapists, and mental health counselors. School social workers may also be qualified to perform professional services under agency auspices in part-time employment.

Florida School Law contains no restriction limiting the right of school employees to obtain secondary employment or practice their profession outside their primary employment. However, [Florida Statutes, 1001.42](#) authorizes the local school boards to adopt policies which are "deemed necessary by it for the efficient operation and general improvement of the district school system."

Personnel policies aimed at limiting the potential for conflict of interest situations are necessary and appropriate. However, these policies should not infringe on the professional's right to practice their profession within established standards, when such practice does not interfere with responsibilities to the primary employer. School social workers adhere to the policies of the employing district and work to improve district policy and procedure as needed.

The primary source of professional standards for school social workers is the National Association of Social Workers, Inc. The NASW is the predominant professional organization for social work in the United States. It publishes the *Code of Ethics* guiding the practice of social work, as well as professional standards for various practice areas, including personnel practices, social work services in schools, and clinical social work. These particular NASW documents are relevant to the dual practice issue for school social workers.

In [NASW Standards for Social Work Personnel Practices](#) approved June 1990, the organization states, “An employee has the right to engage in secondary employment as long as it does not interfere in any way with his responsibilities to his primary employer.” It also confirms the need for agency policies to protect against conflict of interest and for clear and written agreements between employer and employee regarding secondary employment. It is recommended that school social workers engaged in private practice or in secondary employment of a related nature, notify their school social work supervisor in writing of this activity.

The NASW Code of Ethics “... is intended to serve as a guide to the everyday conduct of members of the social work profession and ... represents standards of ethical behavior for social workers...” Some provisions of the Code which stand out as particularly relevant to the dual practice issue are as follows:

1. Primacy of Client’s Interests

The social worker should not exploit relationships with clients for personal advantage, or solicit the clients of one’s agency for private practice.

The social worker should provide clients with accurate and complete information regarding the extent and nature of the services available to them.

The social worker should apprise clients of their risks, rights, opportunities, and obligations associated with the social service to them.

2. Commitments to Employing Organization

The social worker should adhere to commitments made to the employing organization.

The social worker should use with scrupulous regard, and only for the purpose for which they are intended, the resources of the employing organization.

With regard to private practice, NASW endorses private practitioners primarily through membership in the Academy of Certified Social Workers (ACSW), the Qualified Clinical Social Worker (QCSW) credential, and “Diplomats” status. The local chapter or national office of NASW can provide information about certification. In addition, the State of Florida, as mentioned above, regulates clinical, counseling, and psychotherapy services through licensure under Chapter 491. School social workers who are licensed must adhere to the provisions of law in relation to their practice. These include but are not limited to:

- minimum qualifications for licensure
- definition of the practice area
- advertising practices
- compliance with reporting and record keeping laws
- minimum performance standards
- confidentiality

L. Leave Procedures

Leave procedures are determined via contract negotiations. For specific information, please consult the School Board Agreement, Personnel Department, Risk Management, and the School Social Services Coordinator.

1. Temporary Duty (SEMS #54 – out-of-county, SEMS #55 – in-county)

School social workers are encouraged to attend professionally-relevant conferences such as those sponsored by National Association of Social Workers and Florida Association of School Social Workers, when funds are available and travel is permitted. School Social Workers must request temporary leave in order to participate in any professional activities other than regularly assigned duties. After receiving permission from the School Social Services Coordinator, the employee should immediately notify the designated clerical staff of the professional activity details and submit the appropriate [Temporary Duty Log and Summary of Services](#) form **two weeks in advance** of the scheduled activity, complete SEMS (see #5 below), and complete a [Request for Leave](#) form with flyer attached.

In accordance with information from the Payroll Department, there is no need to complete the [Request for Leave](#) form for In-County workshops or meetings where no substitute or other reimbursement is required. Use the [Short Term In-county Sign-Out Sheet](#) (form 2008011) to document that information. Indicate TD on your sign-in sheet, but attach the Short Term In-County Sign-Out Sheet. TD will still need to be reported in SEMS even though nothing is put in the payroll system.

For **in-county travel** reimbursement of workshop fees, complete the electronic travel process. For **out-of-county travel**, complete the [Out-of-County Travel Voucher](#) (form 93123 – must be printed on green paper) reimbursement form for travel and/or workshop when applicable.

School social workers should notify schools of the planned absence. Every effort should be made to reschedule the school visit on another day that week, whenever possible.

Temporary duty – legal proceedings (i.e., jury duty): A [Request for Leave](#) form, copy of the jury duty paperwork, and SEMS (#41) must be completed. You are paid by your employer.

Note: For a complete listing of the SEMS reasons for absences, see the Employee’s Quick Reference Card.

2. Sick Leave (SEMS #01, etc.)

Employees earn sick leave at the rate of one day per month, which, if not used, will accumulate from year to year. There is no maximum limit placed upon accumulated days. Upon retirement, the employee will receive full or partial payment for unused accrued sick leave (depending upon the number of years of service) according to the rate of pay at the time of retirement. Accumulated sick leave may be transferred to or from another Florida school district. If the employee resigns from Volusia County Schools prior to six years in the Florida Retirements System (FRS), and does not resume employment in another Florida school district, then payment for the accumulated sick leave can be obtained only by later resuming employment in Volusia County Schools, to complete the minimum of six years of FRS services.

School social workers who are sick (or who must use sick leave to care for a member of their immediate family) should notify the School Social Services Coordinator, the designated clerical staff, payroll clerk, and their assigned school as soon as possible. Arrangements must be made to cancel meetings or appointments as necessary. The clerical staff may prepare the [Request for Leave](#) form, which is signed upon return to work. Sick leave can be taken in one-hour increments.

3. Personal Leave (with pay) (SEMS #21)

Up to six (6) days of sick leave per year may be used for personal business. Personal leave should be requested from the School Social Services Coordinator at least three (3) workdays in advance, unless there is an emergency. If you plan on taking more than three (3) consecutive personal days, you must make the request at least 20 days prior to the leave and the administrator may request a reason. If not requested 20 days prior, it is at the discretion of the administrator to deny the leave. The clerical staff may prepare the [Request for Leave](#) form as above.

4. Family and Medical Leave

Up to 12 weeks of unpaid leave may be requested for extended illness of immediate family members, adoption of a new child, or for maternity purposes and child care. When inquiring about family and medical leave, contact the School Social Services Coordinator and obtain additional information. There must be medical documentation to support the request. You must be employed for at least 12 months in order to be eligible for this benefit. An employee may be eligible for FMLA after being out for three (3) consecutive days.

5. SEMS/Smart Find Express (**Must always be completed for leave and workshop activities.**)

ALL STAFF: If you must use your Social Security number and it begins with zero, start with the first digit that is greater than zero for accessing and/or registering on the phone and use of the computer. If you do not remember your PIN, the system will have to be reset by the operator and you will then need to register for a new PIN.

NEW STAFF: You must call 738-7827 to register for a new PIN. When calling, your Access ID and PIN both will use your Social Security number followed by the * key and then follow the prompts to register. Please see your SEMS/SFE Contact at your site if you have further questions. If you do not remember your PIN, the system will have to be reset and you will need to register for a new PIN.

TENURED/REHIRED TEACHERS: Your Access ID is your Social Security number and your old PIN has remained the same from last year. When going online, do not use dashes when entering your Social Security number. If you do not remember your PIN, the system will have to be reset and you will need to register for a new PIN.

Note: Further leave procedures information can be found via [Volusia County Schools Payroll Department](#) website.

M. School Assignments and Scheduling

Schools receive services from itinerant school social workers. Each social worker will arrange a schedule via the [School Social Worker Weekly Schedule](#) form that will include serving the school on the staffing and/or PST days, and will provide a copy of that schedule to the coordinator, clerical staff member, and to the assigned schools. When the social worker is not following the regular schedule, the clerical staff and the scheduled school are to be informed. The social workers should also consider the needs of the schools when developing their schedules (i.e., one or more days per week, as needed).

N. Working Conditions

It is expected that appropriate and unencumbered space will be provided in each school. If a school does not provide appropriate workspace on the day the school social worker is scheduled at the school, this should be discussed immediately with a school administrator. The School Social Services Coordinator should then be contacted to discuss the situation and assist in working out an appropriate solution in order to achieve proper working conditions.

It is also expected that each worker should have an appropriate work environment at the assigned district office, i.e., desk, computer, phone, file cabinet, etc. They should also have access to office equipment, library resource, and other reference materials. There must be mutual responsibility for the care of office items and equipment. Specific inventory items (i.e., computer, resource books, etc.) are assigned or checked out via the [Equipment Check Out](#) (form 2003076) and must be accounted for at the end of the school year.

O. Salary and Additional Pay

1. Annual Salary for 10- or 11-Month Contract

School social workers are paid according to the instructional salary schedule as determined annually through the Volusia County School Board contract negotiations. Salaries will vary, depending on highest educational degree achieved and years of service. Paychecks are distributed twice a month. The clerical staff will provide an annual schedule of pay dates and the forms for direct bank deposit of paychecks, if desired.

2. Specialist V

The Specialist V is a fixed dollar amount paid to certain school district employees in addition to salary. The total amount is disbursed in equal installments in each biweekly paycheck. All school social workers/PLUS caseworkers are currently at the Specialist V salary level.

P. Staff Meetings

Professional staff meetings of the department are held each month, as needed. Staff meetings provide professional sharing, information, and administrative activities. Special/emergency meetings may be called to address a particular concern or issue. Staff may be called upon to attend community agency meetings on occasions throughout the year.

1. Staff Development and Inservice Training

Throughout the school year, there are opportunities to obtain professional development training, within the district, and at regional and national conferences, and may be attended when funds are available and travel is permitted. All staff members are strongly encouraged to participate in the annual FASSW State Conference, as well as the state sponsored annual Attendance Symposium. Permission to attend this or any other workshop must be obtained from the School Social Services Coordinator.

2. Cluster Groups

School social workers are encouraged to create cluster groups within their geographical regions in order to network, provide support to each other, and problem-solve cases and issues. These groups can meet as often as needed.

Q. Personnel Evaluations

Employee assessment procedures are determined via contract negotiations. For specific information, consult the Volusia County School Board Agreement and the School Social Services Coordinator. The purpose of employee assessment is to encourage continual improvement to meet the district's strategic plan.

Formal employee assessment for school social workers occurs on an annual basis, or more frequently in certain circumstances. Typically, during the latter portion of the school year, each school principal is asked to provide input regarding their satisfaction of services rendered via the [School Social Services Satisfaction Survey](#) form. This data is reviewed by the School Social Services Coordinator in order to meet the needs of the school.

R. Certification and Renewal

1. Professional Certification Requirements

School social workers are required by the state to be certified as a school social worker. When the employee first applies for Florida Certification, the Department of Education issues two types of teaching certificates – a Three-Year Temporary Certificate and a Professional Certificate.

a) The Three-year Temporary Certificate is issued after you have completed the following:

- submitted an application for certification with the appropriate fee, and official transcripts
- completed the specialization requirements for a certification area
- secured employment with a school district
- the employing district submits the required fingerprint card for a background investigation

b) The Florida Professional Certificate is valid for five school years (July 1 – June 30) and must be renewed every five years. The Professional Certificate is issued to an applicant who meets all of the following:

- completes both a district and state certification application
- holds a bachelor's or higher degree in social work from an acceptable US institution, or the equivalent degree from a foreign institution
- earns a 2.5 GPA in the subject area of initial certification
- district submits fingerprints processed by FDLE and the FBI (including clearance from the Bureau of Educator Standards, if required)
- satisfies professional preparation (education courses)
- demonstrates professional education competence (VCS TIP Program)
- submits passing scores on the Florida Teacher Certification Examinations in the following areas: basic skills knowledge; professional education knowledge; subject knowledge in each area shown on the certificate

For experienced teachers with non-Florida certificates, a Professional Certificate may be obtained by documenting the following:

- hold a valid standard teaching certificate from another state
- apply for Florida certification in the subject(s) shown on the out-of-state certificate

Note: Further certification information can be found via the [Volusia County Schools Staff Development](#) website.

2. Renewal Requirements and Inservice Points

Professional five-year certificates expiring June 30 of the upcoming year should be renewed during the final year of the current certificate. A minimum of 6 semester hours or 120 inservice points are needed to renew the certificate, but other combination options listed on the Staff Development website can be used to fulfill the renewal requirement. The Staff Development office, located at Atlantic High School, processes all [District Renewal Application](#) forms for certification renewal. (If unable to download the 5-page application form or have questions regarding renewal, contact the Staff Development office.) [Inservice records](#) are also available to employees, as well as Inservice Request forms, via the [Volusia County Schools Staff Development](#) website.

S. Tenure

Employees that have worked three (3) consecutive years in Volusia County Schools, hold a valid Florida teacher certification, have completed the required inservice points, and are recommended by the coordinator may be eligible for tenure. The inservice requirements can be earned through 120 inservice points OR six (6) semester hours credit in professional study. Refer to the [Volusia County Teachers Tenure Law](#) for further information.