

AGENDA

REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD  
MAX D. WALKER ADMINISTRATION BUILDING  
35 MARTIN LUTHER KING, JR. BLVD.  
QUINCY, FLORIDA

October 22, 2024

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS
5. CITIZEN COMMENTS AND CONCERNS

ITEMS FOR CONSENT

6. REVIEW OF MINUTES – **SEE ATTACHMENT**

- a. September 24, 2024, 4:30 p.m. – School Board Financial Workshop
- b. September 24, 2024, 6:00 p.m. – Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

7. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)

- a. Personnel 2024– 2025 – **SEE PAGE #3**

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS

- a. Head Start Budget Revision - **SEE PAGE #5**

Fund Source: Head Start Grant

Amount: \$92,660.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Varsity Tutors for Schools – **SEE PAGE #10**

Fund Source: ESSER 3 Learning Loss

Amount: \$508,800.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. TOP-2 GCSD (James A. Shanks Middle School) – **SEE PAGE #13**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. GCSD Grants Manual – **SEE PAGE #31**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

## 9. SCHOOL FACILITY/PROPERTY

- a. Surplus School Furniture and Equipment – **SEE PAGE #69**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Request to Delete from Capital Assets (Sell via Salvage) – **SEE PAGE #71**

Fund Source: Applicable Funds

Amount: \$1,642,366.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Purchase Order Request for B&T Fencing – **SEE PAGE #74**

Fund Source: General Funds

Amount: \$34,853.50

ACTION REQUESTED: The Superintendent recommends approval.

## 10. EDUCATIONAL ISSUES

- a. West Gadsden Middle School Marching Band Out-of-State Field Trip Request – **SEE PAGE #80**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Report on 24-25 FSSAT Findings, Strategies and Activities – **SEE PAGE #85**

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Code of Conduct – **SEE PAGE #86**

ACTION REQUESTED: The Superintendent recommends approval.

## ITEMS FOR DISCUSSION

## 11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

## 12. SCHOOL BOARD REQUESTS AND CONCERNS

## 13. ADJOURNMENT



# THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

## Elijah Key, Superintendent of Schools

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351

Main: (850) 627-9651 or Fax: (850) 627-2760

[www.GadsdenSchools.org](http://www.GadsdenSchools.org)

October 22, 2024

The School Board of  
Gadsden County, Florida  
Quincy, Florida 32351

Dear School Board Members:

**I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.**

### Item 7A Instructional and Non-Instructional Personnel 2024-2025

The following reflects the total number of full-time employees in this school district for the 2024-2025 school term, as of October 22, 2024.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees October 2024</u>
Classroom Teachers and Other Certified	120 & 130	292.00
Administrators	110	52.00
Non-Instructional	150, 160, & 170	<u>363.00</u>
		707.00
Part Time Instructional		4.00
Part Time Non Instructional		<u>3.00</u>
Total		7.00
100% Grant Funded		188.00
Split Grant Funded		<u>18.00</u>
Total Grant Funded of 707 Employees		206.00

Sincerely,

Elijah Key, Jr.  
Superintendent of Schools

Cathy S. Johnson  
DISTRICT NO. 1  
Havana, FL 32333  
Midway, FL 32343

Steve Scott  
DISTRICT NO. 2  
Quincy, FL 32351  
Havana, FL 32333

Leroy McMillan.  
DISTRICT NO. 3  
Chattahoochee, FL 323324  
Greensboro, FL 32330

Charlie D. Frost  
DISTRICT NO. 4  
Gretna, FL 32332  
Quincy, FL 32352

Karema D. Dudley  
DISTRICT NO. 5  
Quincy, FL 32351

**AGENDA ITEM 7A INSTRUCTIONAL AND NON INSTRUCTIONAL 2024/2025**

**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bailey, Deborah	HMS	Teacher	10/15/2024
Bradley, Terry	WGMS	Teacher	09/03/2024

**NON INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Bannerman, Viola	GWM	School Food Service Worker	10/01/2024
Franklin, Stone	WGMS	Educational Paraprofessional	10/01/2024
Gordon, Larry	GBES	School Food Service Worker	10/01/2024
Hardy, Demetria	HMS	Educational Paraprofessional	10/01/2024
Jackson, Amara	GWM	Educational Paraprofessional	09/24/2024
Jessie, Cassandra	GWM	ESE Self Help Aide	09/30/2024
Moore, Jeiley	CES	Office Manager	09/30/2024
Oliver, Artia	SSES	Custodial Assistant	09/04/2024
Santana Najera, Reyna	GBES	ESE Self Help Aide	10/01/2024
Seymour, Seiya	GTC	Inst. Media, Electronics Technician	10/14/2024
Stephens, Farah	GWM	School Food Service Manager	10/01/2024
Williams, Evandall	JASMS	Educational Paraprofessional	09/10/2024

**REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:**

**LEAVE**

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>End Date</u>
Molano Cardenas, Maria**	District/ESE/School Social Worker	09/23/2024	11/15/2024
Tomas, Evelin	SSES/Ed Paraprofessional	10/22/2024	01/06/2025

\*\* Corrected date from September 24, 2024 Board Meeting

**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Black, O'Hara	GCHS	Assistant Principal	10/04/2024
Bradley, Terry*	WGMS	Educational Paraprofessional	08/30/2024
Bradwell, Jasmine	GTC	Custodial Assistant	10/07/2024
Hudgins, Mary	WGMS	Teacher	10/17/2024
Jessie, Cassandra*	Transportation	Bus Attendant	09/27/2024
Jordan, Shontel	Transportation	Mechanic II	10/25/2024
Stephens, Farah*	GWM	School Food Service Worker	09/30/2024

\* Resigned to accept another position within the District

**TRANSFERS**

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Foster, Pamela	Headstart/PreK/Ed Paraprofessional	GBES/ESE Self Help Aide	09/23/2024
Lindsey, Jada	GBES/Teacher	WGMS/Teacher	10/07/2024

**RETIREMENT**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Fluker, Stephanie	Transportation	Bus Driver	10/16/2024

**DEATH**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Johnson, Brandon	HMS	Teacher	10/01/2024

**SUBSTITUTES**

<u>Teacher</u>
Bryant, Michele
Price, Deja
Smith, Linda
Wynn, Vira



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

Date of School Board Meeting: October 22, 2024

TITLE OF AGENDA ITEM: Head Start Budget Revision

DIVISION: Academic Services

X This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM: Budgetary transfer to amend the grant expenditure to reduce budget allocation in contractual services and to increase budget allocation for expenditures in equipment purchases to enhance the program.

FUND SOURCE: Head Start Grant

AMOUNT: \$92.660

PREPARED BY: Valencia Denson *VD*

POSITION: Head Start Director

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

*McL...*  
10/19/24

## Budget Justification and Narrative

Grant # 04CH011096-03

### Equipment

Gadsden County Head Start is unique because it is within six elementary public schools within the Gadsden County School District. There are two stand-alone sites that are about 12 miles apart. The stand-alone sites food and beverage is satellite in from one of the elementary schools. Also, throughout the year fieldtrips, conference, doctor visits and supplies/materials are used with the equipment to help support the schools.

The 2021 Chevy Express Cargo Van was purchased to commute food and beverage to the stand-alone sites. The food and beverage is transported every morning for breakfast and the driver has to return to the original elementary school to pick up lunch and transport it to the two sites. This transport takes up to four or more hours a day and five days a week.

The second 2021 Chevy Express 12-passenger van was purchased to transport students on fieldtrips, attend conferences, parent assistance to doctor's appointment and delivery supplies to all sites.

Lastly, the 2021 Toyota Sienna minivan was purchased for everyday traveling back and forth to school sites. This vehicle assisted with transportation for fieldtrips, dentist visits, delivery of supplies and materials to schools, travel for conferences.

All these vehicles help cover the cost expense for reimbursement to employees for in and out of state travel.

Equipment	Cost
2021 Chevy Express Cargo Van	\$33,963
2021 Chevy Express 12-passenger	\$26,267
2021 Toyota Sienna	\$32,430
	<b>\$92,660.00</b>

**PO DATE**  
11/19/2020



**PURCHASE ORDER NUMBER**  
0260000198

PRINTED 11/20/2020  
\*REPRINTED PO\*

**The School Board of Gadsden County**  
Attention: Accounts Payable  
35 Martin Luther King, Jr. Blvd  
Quincy, FL 32351

VENDOR KEY : COGGIN C000  
FISCAL YEAR : 2020-2021  
ENTERED BY : MAYS LAC000  
ORIGINAL REQ # : 0000035126

**VENDOR:**  
COGGIN CHEVROLET LLC  
10880 PHILIPS HWY  
JACKSONVILLE, FL 32256

**SHIP TO:**  
HEAD START/PK SB GADSDEN CO  
500 W KING ST  
QUINCY, FL 32351

ATTN: STACEY GOSS

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		Vendor not a sub recipient		
		Sams Check		
1		Pass Van/2021 Toyota Sienna LE Hybrid Model #5402	32270.00000	32,270.00
1		Options SS Toyota Safety Sense=Pre-Collision warning w/ Pedestrian Detection, Lane Departure, Blind Spot Monitor & More		
1		Power Dual Sliding Side Doors Standard		
1		MF Front & Rear Splash Guards	145.00000	145.00
1		3rd Row Stow'n Go Seating Standard		
1		2nd Row Quick Disconnect Removable Standard		
1		Temp Tag	15.00000	15.00
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>	<b>ACCOUNT AMOUNT</b>	
		4200E7800 6520 9026 0HEAD 00000 00000		32,430.00
			<b>PAGE TOTAL</b>	32,430.00
			<b>TOTAL</b>	32,430.00

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615  
All items purchased under this order must be received and invoiced by 06/30/2020  
Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:



**PO DATE**  
11/19/2020



**PAGE 1 OF 2**  
**PURCHASE ORDER NUMBER**  
0260000199

PRINTED 11/20/2020  
\*REPRINTED PO\*

**The School Board of Gadsden County**  
Attention: Accounts Payable  
35 Martin Luther King, Jr. Blvd  
Quincy, FL 32351

VENDOR KEY : COGGIN C000  
FISCAL YEAR : 2020-2021  
ENTERED BY : MAYS LAC000  
ORIGINAL REQ # : 0000035127

**VENDOR:**  
COGGIN CHEVROLET LLC  
10880 PHILIPS HWY  
JACKSONVILLE, FL 32256

**SHIP TO:**  
HEAD START/PK SB GADSDEN CO  
500 W KING ST  
QUINCY, FL 32351

ATTN: STACEY GOSS

*File this  
Complete*

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		Vendor not a sub recipient		
		Sams Check		
1		CARGO VAN 2021 Chev Express Cargo Van 135" WB Model# CG23405	20739.00000	20,739.00
1		282 Traler Towing Package	274.00000	274.00
1		UEU Forward Collision Alert	289.00000	289.00
1		UFL Lane Departure Warning	289.00000	289.00
1		UFT Side Blind Spot Alert	788.00000	788.00
1		UD7 Rear Park Assist	289.00000	289.00
1		DE5 Power Mirrors	112.00000	112.00
1		Power Windows & Locks Standard		
1		PART Bulkhead with Door behind Seats	1389.00000	1,389.00
1		LINER Full Wall Liner w/System to Secure Carts	3295.00000	3,295.00
1		F/FLOOR Flat Floor to Roll carts	2495.00000	2,495.00
1		LIFT Lift System to lift cart in and out of van	3989.00000	3,989.00
1		TEMP Temp Tag	15.00000	15.00
1		PASS VAN 2021 Chev Express 12 Pass Van 135" WB Model#CG23405	24211.00000	24,211.00
1		282 Trailer Towing Package	274.00000	274.00
1		UEU Forward Collision Alert	289.00000	289.00
1		UFL Lane Departure Warning	289.00000	289.00
1		UFT Side Blind Spot Alert	788.00000	788.00
1		UD7 Rear Park Assist	289.00000	289.00
1		DE5 Power Mirrors	112.00000	112.00
1		Power Windows & Locks Standard		
1		TEMP Temp Tag	15.00000	15.00
CONTINUED ON NEXT PAGE			<b>PAGE TOTAL</b>	<b>60,230.00</b>
State Tax Exemption # - 85-8012621915C-2   FEID # - 59-6000615 All items purchased under this order must be received and invoiced by 06/30/2020 Cancellations must be in writing. No backorders without buyer approval.			<b>TOTAL</b>	<b>60,230.00</b>

received  
11-20-20 (R)  
E.M.A.L.

<b>PO DATE</b>
<b>11/19/2020</b>



<b>PURCHASE ORDER NUMBER</b>
<b>0260000199</b>

PRINTED 11/20/2020  
 \*REPRINTED PO\*

**The School Board of Gadsden County**  
 Attention: Accounts Payable  
 35 Martin Luther King, Jr. Blvd  
 Quincy, FL 32351

VENDOR KEY : COGGIN C000  
 FISCAL YEAR : 2020-2021  
 ENTERED BY : MAYS LAC000  
 ORIGINAL REQ # : 0000035127

**VENDOR:**  
 COGGIN CHEVROLET LLC  
 10880 PHILIPS HWY  
 JACKSONVILLE, FL 32256

**SHIP TO:**  
 HEAD START/PK SB GADSDEN CO  
 500 W KING ST  
 QUINCY, FL 32351

ATTN: STACEY GOSS

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
<b>ACCOUNT SUMMARY (FOR INTERNAL USE)</b>				
		<b>ACCOUNT NUMBER</b>		<b>ACCOUNT AMOUNT</b>
		4260E7800 6520 9026 OHEAD 00000 00000		60,230.00
<b>PAGE TOTAL</b>				0.00
<b>TOTAL</b>				60,230.00

State Tax Exemption # - 85-8012621915C-2 | FEID # - 59-6000615  
 All items purchased under this order must be received and invoiced by 06/30/2020  
 Cancellations must be in writing. No backorders without buyer approval.

PURCHASE APPROVED BY:

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO. 8b**

**Date of School Board Meeting:** October 22, 2024

**TITLE OF AGENDA ITEM:** Varsity Tutors for Schools

**DIVISION:** Academic Services

\_\_\_\_\_ This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

Varsity Tutors is an online tutoring platform that integrates seamlessly with classroom tools and approved curriculum. Students will receive targeted support that aligns with the district's goals and the state's standards. Instructional support includes live tutors with proven experience in core subject areas.

**FUND SOURCE:** ESSER 3 Learning Loss

**AMOUNT:** \$508,800

**PREPARED BY:** Dr. Loietta Holmes

**POSITION:** Director of Secondary Education

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

**Varsity Tutors for Schools LLC**  
8001 Forsyth Blvd. Suite 1050 St. Louis, MO 63105

**Prepared by:** Byron Simmons  
**Effective Date:** Sep 24, 2024

## Order Form

CUSTOMER INFORMATION	BILLING INFORMATION
<b>Customer Name:</b> Gadsden County School District <b>Address:</b> 35 Martin Luther King Jr Blvd, Quincy, Florida, 32351 <b>Customer Contact:</b> Loietta Holmes <b>Title:</b> Director of Secondary Education <b>Email:</b> holmesl@gcpsmail.com <b>Phone:</b> (850) 627-9651	<b>Billing Account:</b> Gadsden County School District <b>Billing Address:</b> 35 Martin Luther King Jr Blvd, Quincy, , 32351, <b>Billing Contact:</b> Loietta Holmes <b>Billing Contact Title:</b> Director of Secondary Education <b>Billing Email:</b> holmesl@gcpsmail.com <b>Phone:</b> (850) 627-9651

Offering	Start Date	End Date	Sessions per Week	Total Price
Live High-Dosage Tutoring	Oct 22, 2024	Oct 22, 2025	240	\$508,800
<b>Total Amount</b>				<b>\$508,800</b>

**Payment Terms**

Payment of \$508,800 is due 30 days after signature.

**Additional Terms**

This Order Form is entered into by and between the Customer, identified above, and Varsity Tutors for Schools LLC, a Missouri limited liability company ("Varsity") as of the Effective Date. The Terms for Education Offerings available at <https://www.varsitytutors.com/school-solutions/terms> (the "Terms") constitute a part of this Order Form and are incorporated herein.

**Additional Terms for Live High-Dosage Tutoring:** Live High-Dosage Tutoring allows Customers to schedule 1:1 and small group tutoring sessions (up to 1:5) for Learners through the Platform (as defined in the Terms). The Customer is entitled up to the number of sessions per week (Monday through Sunday) as specified in the table above, commencing on the applicable Start Date specified in the table above. The Weekly Allocation of sessions does not carry over week-to-week.

**ACCEPTED AND AGREED**

**CUSTOMER** Gadsden County School District  
35 Martin Luther King, Jr. Blvd.  
Quincy, FL 32351

**Signature**

**Name** Elijah Key

**Title** Superintendent

**Date** September 24, 2024



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c \_\_\_\_\_

DATE OF SCHOOL BOARD MEETING: October 22, 2024

TITLE OF AGENDA ITEM: TOP-2 GCSD (James A. Shanks Middle School)

DIVISION:

\_\_\_\_\_ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The District is required to submit the Step 2 form for James A. Shanks Middle School as the school is implementing district-managed turnaround. The plan outlines the specific strategies the school and district will employ to ensure school improvement. The form requires School Board approval.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Tammy McGriff, EdS 

POSITION: Assistant Superintendent, Academic Services

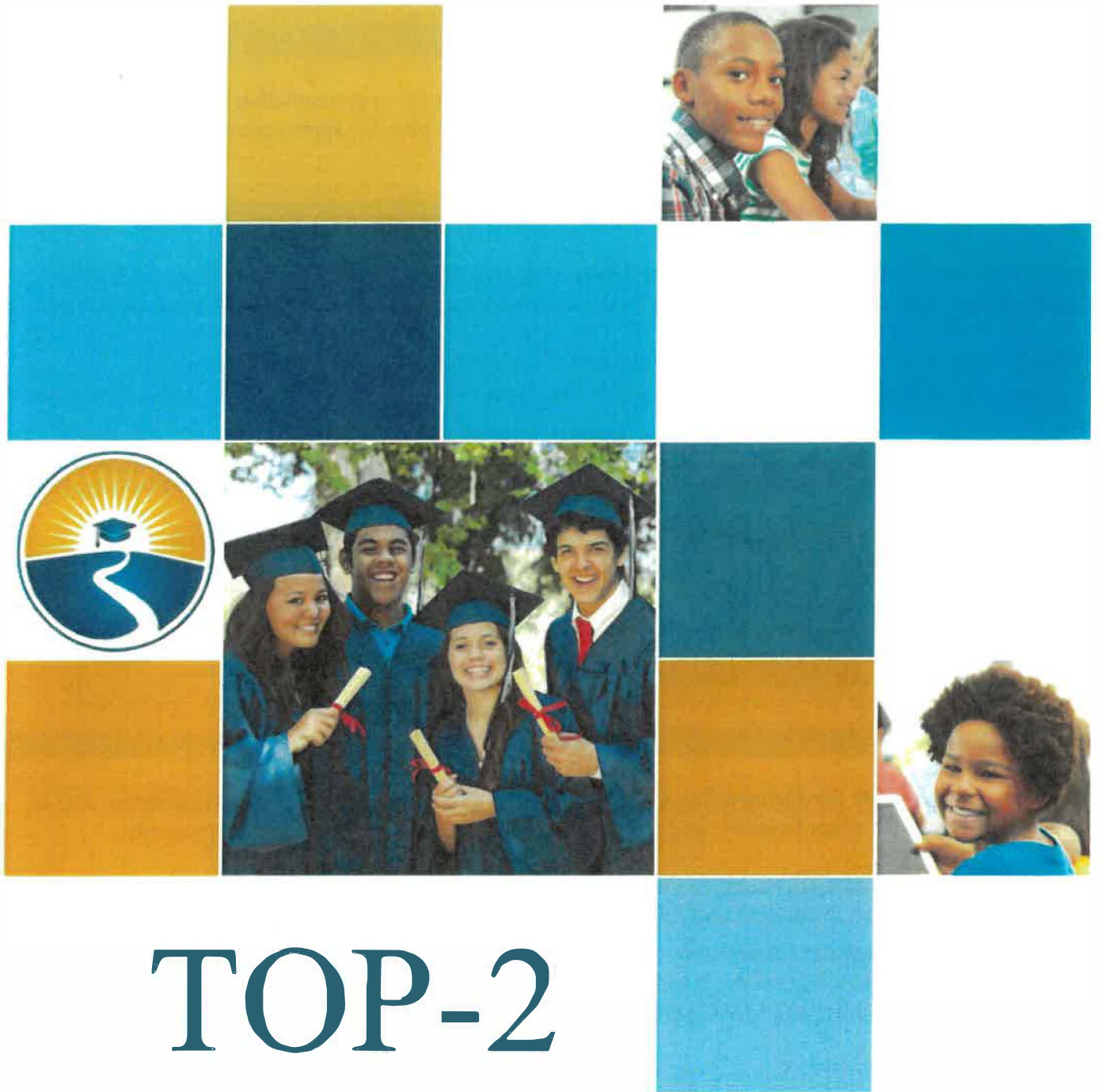
INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_1\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered 17

REVIEWED BY:  \_\_\_\_\_



# TOP-2

District-Managed Turnaround Plan – Step 2 (TOP-2)

Gadsden  
James A. Shanks Middle School

*Due-October 1*

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

## District-Managed Turnaround Plan—Step 2 (TOP-2)

### Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

### Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org) no later than October 1. The subject line of the email must include district name, school name and TOP-2.

### School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
James A. Shanks Middle School/0211

### Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

**Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.**

*The school data analyzed to determine goals for school improvement at James A. Shanks Middle School (SMS) included progress monitoring data, student discipline data, student attendance data, and teacher certification data. Table 1 indicates the grade assignment as reported by Florida's Accountability System.*

## District-Managed Turnaround Plan—Step 2 (TOP-2)

**Table 1. School Grade**

	2023	2022	2021
School Grade	D	I	D

*The learning loss precipitated by the Covid-19 pandemic continues to impact students enrolled at James A. Shanks Middle School. The significant challenges are evidenced through student performance data noted in Table 2. Student performance data at SMS was well below the district's percent scoring at proficiency on both the English Language Arts and Mathematics subtests. Further, as Table 2 demonstrates, performance at grades 4, 5 and 6 indicate a deficit requiring immediate action.*

**Table 2. Rates of Proficiency**

	Percent Scoring At/Above Proficiency [School]	Percent Scoring At/Above Proficiency [District]
English Language Arts	22%	31%
Mathematics	14%	36%
English Language Arts {Grd 4}	10%	28%
Mathematics {Grd 5}	9%	27%
Mathematics {Grd 6}	8%	29%

*The review and analysis of the student performance data from the annual state assessment supports the need to provide continuous support and professional learning to the teachers at SMS.*

**Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.**

*Gadsden County School District identified and assigned school administrators to schools based on the administrators' experience and evidence of progress. James A. Shanks Middle School has experienced an unstable workforce which impacted student performance, culture and climate. Effective leadership requires school leaders to step out of their zones of comfort, accept new challenges based on their strengths and become a driving force for school improvement. To this end, the Gadsden County School District identified and assigned a new administrative team to serve as instructional leaders at SMS for the 2024-2025 school year. Successful strategies that will be reinforced or supplemented include:*

- *Provide support to new and beginning teachers through mentors and ongoing professional development in (1) pedagogy, (2) classroom management, (3) progress monitoring, and (4) building student resilience*
- *Provide ongoing professional development in instructional strategies based on the science of reading*
- *Provide ongoing support and professional learning for all instructional staff and leadership in high quality Tier I instruction supporting best possible student outcomes*
- *Secure additional human resources and professional learning to support Tier II and Tier III interventions and acceleration to address instruction provided to all subgroups, with increased emphasis on Students with Disabilities (SWD) and English Language Learners (ELL).*
- *Provide ongoing guidance and support to school administrators focused on leading a school in turnaround status*

**Identify strategies that have not resulted in improvement. What will be done differently?**

*Identifying, recruiting and retaining highly effective teachers continues to be an ongoing challenge that the school district faces. In prior years, the school has utilized instructional coaches and substitute teachers to*



## District-Managed Turnaround Plan—Step 2 (TOP-2)

*cover classes when there is no instructor. The failure to provide qualified instructors has negatively impact student growth as aforementioned data demonstrates. SMS will make the following adjustments:*

- *For core instruction, if a substitute is covering a class, the students will be temporarily assigned to certificated teachers for core instruction, specifically, the reading block.*
- *To facilitate improved classroom instruction, teachers have been assigned to areas/subjects most aligned with their areas of certification.*
- *To build capacity and support quality instruction, instructional coaches support instruction, provide modeling and support classrooms when substitute teachers are necessary.*

*To facilitate improved instructional delivery and build teacher capacity, the district's reading and math coaches are assigned to SMS two days a week for ongoing professional development and coaching.*

### Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

#### **Part A.**

##### **Accountability and Shared Leadership**

*The GCSd has elected to implement the District-managed Turnaround Option. The District's Educational Management Team will receive bi-weekly updates on the status of the relative to attendance (teacher and student), behavior and course performance. The school principal will provide updates during monthly Principal Leadership Team Meetings (PLTM) to demonstrate school-level leadership and collaboration. All meetings will be documented by meeting agenda, attendance and notes.*

##### **Standards-based Instruction and Learning**

*The Directors of Elementary and Secondary Instruction and district instructional specialists for ELA and Mathematics, will collaborate with the school leadership team to support instruction. Weekly learning walks will be conducted to support and or model standards-based instruction. Instructional resources for core instruction, supplemental support and enrichment will be purchased so that students can benefit. Professional learning opportunities will be ongoing for all teachers. The district's evaluation system will serve as a tool to improve instruction, and training is scheduled throughout the school year.*

*Research indicates that students who struggle with reading at Grade 3 are more likely to drop out of high school. To this end, the district has redirected its focus on building the foundation skills by ensuring that students in grades prekindergarten through second receive immediate interventions when reading deficiencies are noted. At James A. Shanks Middle School, which is the receiving school for many of the fragile learners, supplemental funding will support acceleration and intervention services during the school day. The instructional leaders at SMS have elected to infuse tutoring and additional support within the school hours as research indicates that high-impact tutoring occurs when relationships are established, and tutoring*

## District-Managed Turnaround Plan—Step 2 (TOP-2)

*occurs when students are present (Sparks, 2023). Funds will be used to offer after school and summer instructional programs. Push-in and pull-out support, provided by trained personnel will be available during the school day. Specifically, James A. Shanks Middle School will receive additional support provided the district's instructional specialists and retired educators. Parents will receive access to information that will assist them in supporting their children at home through community trainings/meetings.*

### **Positive Culture and Environment**

*The school district will continue to promote positive behavior support through the implementation of the Multi-tiered Systems of Support (MTSS). Student and staff recognition efforts, supported by community partners will be instituted monthly. Expectations, both social and academic, will be communicated through a school-wide behavior modification plan. The district's Exceptional Student Education program has assigned a team comprised of a program specialist, school psychologist, and other support to work specifically with identified students for their success. The department will ensure that classroom teachers are aware of and follow each child's Individual Education Plan with fidelity.*

### **Part B.**

#### **Assurance 1: District Capacity and Support**

*The district leadership team, which includes the superintendent, assistant superintendent for academic services, assistant superintendent for support services, school safety director, director of human resources and director of finance meet weekly to analyze data, collaborate and problem solve to address the needs of the schools. The Assistant Superintendent of Academic Services serves as the lead of the turnaround effort and reports directly to the superintendent. Monthly, the Extended Educational Management Team which includes those in charge of curriculum, general and special education, student services, human resources, professional development and family and community engagement meet to plan and review progress on school and district improvement.*

*Progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science are administered using the Renaissance suite (Star Early Literacy, Star Reading and Star Math).*

#### **Assurance 2: School Capacity – Leaders and Educators**

*The school principal and assistant principal have previously demonstrated the capacity to improve student achievement.*

**Leaders:** *An annual professional development plan, as required by Florida Department of Education, has been developed by the director of professional learning in collaboration with the teachers and leaders at the schools. The plan provides ongoing tiered support to increase leadership and educator quality.*

*The school principal and assistant principal have previously demonstrated the capacity to improve student achievement. The district completed a Principal Change Verification Form for principal placement and the Florida Department of Education approved the request.*

*The district assures that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factors that would indicate the principal will have turnaround success with this school.*

#### **Educators**

## District-Managed Turnaround Plan—Step 2 (TOP-2)

*The district continues the review of practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data. An effort to recruit teachers has been incentivized.*

*The district continues to leverage personnel to ensure that higher performing teachers are assigned to Schools Improvement schools.*

*The district continues to monitor hiring, to ensure that the instructional personnel who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.*

*While there continues to be a shortage of qualified teachers in education across Florida, the district has made every effort, pursuant to section 1012.2315(2)(a), F.S., to ensure that the percentage of temporarily certified instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.*

*To ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading, the district is participating in trainings that will provide a cadre of trainers to facilitate reading endorsement. In addition, the district continues to include stipends to encourage teachers to obtain reading certification and or endorsement.*

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

### **Correlation between SIP and TOP-2:**

Data analysis conducted to build the SIP indicated that the contributing factors to the need for improvement include: (1) instructors' lack of appropriate instructional strategies to meet the needs of fragile learners with adverse childhood experiences, (2) learners' lack of foundational skills required to read, understand and comprehend grade level text, (3) lack of consistency of effective instructional staff, (4) excessive absenteeism, and (5) lack of support for ESE students. The contributing factors serve as the basis for the TOP-2.

### **Describe how the district and school leadership team are working together to implement the plans to improve the school.**

The District is committed to providing the most effective instructional support for James A. Shanks Middle School to ensure that students receive a quality education. The District will institute the following strategies:

- Host monthly leadership meetings with school principal with focus on attendance, behavior and course performance data.
- Monitor student performance using district assessments.
- Provide fiscal resources to recruit and retain highly effective instructional personnel.
- Provide professional learning opportunities for instructional leaders and staff.
- Provide instructional support through ELA and Mathematics instructional specialists
- Provide intervention and acceleration instructional services to scholars based on data analysis.
- Host quarterly parent meetings to keep parents informed of student progress and provide information pertinent to student success.

District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

The district shall ensure that instructional programs align to Florida’s state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida’s state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

The district shall prescribe and require progress monitoring assessments that are aligned to Florida’s state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida’s state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).



## District-Managed Turnaround Plan—Step 2 (TOP-2)

5. Identify progress monitoring and summative assessments aligned to Florida's state academic standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

### Assurance 1: Narrative of District Capacity and Support

#### **Describe the district leadership team and its role in implementing the DMT plan.**

*The district's leadership team which is comprised of the Superintendent, Assistant Superintendent of Academic Services, Assistant Superintendent of Support Services, Director of Human Resources, Director of Finance, Coordinator of Safety and the Community Affairs/Public Relations coordinator, meets weekly to review district and state assessments and problem solve collectively to support the school's success and to overcome internal and external barriers that could impede school improvement.*

#### **Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.**

*The Human Resources Department has prioritized the school for staffing by sending candidates identified by the district to the principal for review before other schools. Once candidates are cleared by the district, the principal has the autonomy to select teachers based on their discretion. Teacher VAM data is accessible to the principal to ensure the most committed and highest performing teachers serve students at the school. Voluntary and involuntary transfers are completed to effectively raise student achievement. Transfer requests are approved based on principals' requests, employee requests, VAM data and principal evaluations. This strategy is applied to give the school a new start and to strengthen the school improvement plan and improve student achievement. A highly qualified and highly effective reading specialist supports the school to improve reading performance and to assist teachers with maintaining safe and positive classroom and school environments. A highly qualified and highly effective math specialist is assigned to the school to improve math performance.*

#### **Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.**

*The district adopted a new curriculum in reading and mathematics. The adoption was informed by members of the school's instructional materials review team. All instructional materials being used by the school are on the state-approved list of instructional materials. As the school's leadership team worked to identify supplemental materials, they were required to only consider materials identified as "promising" and higher from the Evidence for ESSA website. To maximize resources, ensure authentic implementation and verify effectiveness of supplemental resources, the instructional leaders are expected to reduce the number of supplemental resources. This practice will allow educators to determine effectiveness through intentional implementation and evaluation.*

**Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).**

*The district is taking part in all professional learning activities provided by PAEC and local universities. The district has identified individuals who will become trained as trainers in order to build capacity to increase the number of teachers with reading endorsement. The district will access the support of our State Regional Literacy Director.*

*Students with significant reading deficiencies have been identified and the school provides individual and small group instruction, specifically in foundational reading skills.*

**Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.**

*District progress monitoring occurs quarterly, and classroom teachers utilize curriculum-aligned progress monitoring to track student improvement or needs. The district will use Star Reading (Grades 4 - 8) and Star Mathematics (Grades 4 - 8). The school will also take part in the progress monitoring systems provided by the Florida Department of Education.*

**Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.**

*There will be instructional specialists in Reading and Math assigned to the school. They will be assigned to James A. Shanks Middle School for 40% of their week. The specialists will provide specific and targeted support to the school. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-based instructional strategies that improve students’ academic performance. The instructional specialists assist and provide support to teachers in the development of standard-based lessons via Professional Learning Communities and effective common planning. Instructional leaders at the district work with instructional specialists continuously to build and develop the skills necessary to successfully support classroom teachers in the areas of planning, delivery of instruction, differentiated instruction, data analysis, and digital fluency. The instructional specialists, in concert with the school leadership team, will facilitate the common planning process, in which teachers will jointly plan, observe, analyze, debrief and refine classroom lessons to improve student outcomes. In addition, the team will facilitate effective professional learning for principals, teachers, and interventionists at the site. Teachers are given an opportunity during faculty meetings to share instructional best practices. A part of the school’s culture is to also provide opportunities for teachers to serve as models for specific content areas. Teachers are provided opportunities to observe colleague teachers during classroom instruction to acquire innovative instructional delivery through feedback and collaboration. Professional Learning Communities are also job-embedded to develop a culture of continuous improvement throughout the school. All teachers attend common planning prepared to discuss best practices in lesson delivery as well as developing and selecting higher level questions to incorporate into lessons for the week. Standards clarifications are reviewed to ensure targeted skills are addressed for each standard and are following district pacing guides. In efforts to close the achievement gaps, interventions are provided daily to all learners. From the data, students are profiled and placed into the appropriate intervention by the subject area specialists and the teachers. Assessment data will be collected and analyzed weekly by the school leadership team. The school leadership team, in collaboration with the instructional specialist and classroom teacher will determine appropriate interventions to be differentiated based on student need. Interventions and acceleration services take place throughout the day through pull-outs and push-ins. The students’ progress will be closely monitored by instructional specialists and the school leadership team and additional adjustments will be made to instruction as needed and recommended by instructional specialists to ensure ongoing progress*

*and acceleration. Classroom teachers that may need support with specific standards and/or skills are also identified through this data analysis. Instructional support is assigned by the principal to support specific teachers based on the data outcomes. The leadership team closely monitors weekly student products to ensure the instruction is aligned to the standards. The administrative team develops “look-fors” to facilitate instructional walk-throughs. One of the root causes of low proficiency can be attributed to teachers’ limited understanding of the Florida Standards and the lack of standards-aligned instruction. To continuously assist teachers with Standards Mastery, the district will provide Standards Based Instruction professional learning. Implementation will be done by the district Director of Professional Learning. Instructional specialists will continue to build capacity through modeling lessons for teachers, conferencing with teachers and facilitating teachers observing other teachers in order to strengthen areas of weaknesses. All instructional staff are required to integrate research-based strategies within their respective areas to support and improve academic achievement. The district is committed to providing every student with a world-class education that prepares them for college and careers in the 21st century. To accomplish this, it is imperative that the highest qualified teachers and staff are recruited and retained for sustainability. As a district, Gadsden County seeks teachers who are dedicated to the success of all students, particularly those in fragile schools; committed to producing quantifiable student achievement gains; and a willingness to persevere through the use of the problem-solving model and turning challenges into opportunities.*

**Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.**

*There will be instructional specialists in Reading and Math assigned to the school. They will be assigned to James A. Shanks Middle School for 40% of their week. The primary focus of the turnaround principal is on building relationships and changing the school culture to build both teacher and student expectations. Resources that support the turnaround school include federal Title allocations, school improvement funds, and school-shares of resources funded through the FEF. The turnaround principal will be afforded access to these resources, in compliance with any funding limitations by program requirements (i.e., rank and serve for Title I; supplement not supplant requirements; specific allocations through school improvement grants). The turnaround principal’s requests will be prioritized, if there are not funding or compliance limitations that would be breached with the approval of the request (i.e., rank and serve for Title I, limitations of budget line items, allowability, supplement not supplant, federal requirements, etc.). Priority for allocations will be provided to the school.*

**Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.**

*The Gadsden County School District recognizes that the foundational skills of early learners are vital to the success of students as they matriculate through middle and high schools. Research shows that students who struggle with reading at Grade 3 are more likely to drop out of high school. To this end, the district has redirected its focus on building the foundation skills by ensuring that students in grades prekindergarten through second receive immediate interventions when reading deficiencies are noted. Supplemental funding will support after school and summer instructional programs. Push-in and pull-out support, provided by trained personnel, will be available during the school day. Parents will receive access to information that will assist them in supporting their children at home through community trainings. Funds through the K12 CERP clearly indicate the district’s focus on primary education, with specific funding for additional support of students with reading deficiencies.*



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**Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.**

*At present, there are no policies or practices that will need to be reviewed and changed to support the school.*

### Assurance 2: School Capacity-Leaders and Educators

The district shall ensure the school has effective leaders and educators capable of improving student achievement.

#### Leaders

The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

#### Educators

The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a VAM rating that is below effective is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with a VAM rating that is below effective is less than the state average.

The district shall ensure the instructional staff who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.

## District-Managed Turnaround Plan—Step 2 (TOP-2)

- Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential .

### Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

### Assurance 2: Narrative of School Capacity- Leaders

**Has the principal been retained or replace? Include the principal's name and start date, selection process and leadership experience.**

The district proposed and has been approved by the Florida Department of Education to assign Ms. Camry S. Floyd as principal of James A. Shanks Middle School. Her start date was July 1, 2024.

Gadsden County School District identified and assigned school administrators to schools based on the administrators' experience. The principal is well-respected throughout the community by students, parents and community agencies. Upon her last assignment, she was able to create an environment that engaged the entire school community in school improvement efforts.

**Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.**

Miss Camry S. Floyd holds a Master of Science Degree in Educational Leadership, with certifications in General Science (5-9), Biology (6-12), Educational Leadership (All Levels), School Principal and Reading. She has demonstrated effectiveness in working with students in Title I schools through her service as a classroom teacher, interventionist, assistant principal, and principal. Her curricular expertise has been demonstrated through her students' performance in Science and Biology. At her former school, student performance in science for 2022-2023 was the highest in the district, with 50% of the students scoring at proficiency. Principal Floyd's approach to improving student performance is further proven through her dedication to a sustainable, positive school culture and climate. She is highly visible throughout the county, fostering youth development and facilitating productive engagement activities that allow students and their families to grow. Her steadfast, yet pleasant personality, acts as a magnet that

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draws the entire community. In one year, school partnerships increased drastically, to include partnerships with local faith-based organizations, city and county agencies, local businesses and parents. This healthy culture continues to nurture positive relationships among staff and students and has led to increased collaboration, morale and job satisfaction.

### **Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.**

The district has advertised for an assistant principal and currently employs a teacher on special assignment and a dean of students. The dean of students is a returning member of the leadership team; however, the teacher on special assignment is new to the school. The principal has experience in leading school turn-around efforts as her prior assignment was in a high-performing Title I school in the district that consistently demonstrated student performance.

### **Does the district offer incentives to attract and retain principals willing to lead a turnaround school?**

Currently, the school only has access to funds offered through the Florida Department of Education's UniSIG Teacher and Administrator Grant to attract and retain principals willing to lead a turnaround school.

### **How does the district build the capacity of turnaround leaders?**

The district offers opportunities to become part of the Florida Collaborative Leadership for All Students' Success Program and opportunities to attend National and State Conferences featuring expert sessions about High Poverty, At Risk, Minority, and other related issues that align with and are comparable to the challenges in the turnaround school they lead. Every year, the performance of each school administrator is evaluated in three domains: 1. Student Growth Measures 2. Leadership Practice 3. Deliberate Practice, to ensure continuous improvement. A school leader who receives a rating of "Needs Improvement" or "Unsatisfactory" is issued an Individual Performance Intervention Plan (IPIP) to appropriately support the leader in specified areas of need. Through Leadership Development programs, school site administrators are provided opportunities to participate in college level and professional level courses/training to strengthen their professional skills; and opportunities to meet with district leadership and instructional specialists to gain a deeper understanding of the standards and learn instructional best practices on how to provide appropriate feedback and support to teachers based on the identified needs. In addition, administrators are provided opportunities to participate in district and educational organization sponsored learning institutes and leadership conferences. District Leadership Teams (consisting of district leaders, instructional leaders, and school administrators) are held monthly and provide an opportunity for the school principal to share best practices, analyze data, reflect, do book studies, and collaborate with their colleagues. The purpose of this group is to build the principal's capacity as an instructional leader. Classroom observations support the principal in analyzing classroom instruction and defining structures of support. The principal has been afforded operational flexibility on the selection of members of the leadership team, site-based lead teachers, instructional specialists, community involvement members, and behavior specialists. The principal has the flexibility to hold interviews for vacant positions within his school and hire candidates that best meet the needs of the school and who are a good fit for the school culture.

### **What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?**

The responsibility of implementing a school-level turnaround plan is a collaborative effort between the school's principal and leadership team, the staff and district leadership. The principal is given the

## District-Managed Turnaround Plan—Step 2 (TOP-2)

authority to implement a reform plan that is specific to the needs of the school and its students that is aligned to the District's Strategic Continuous Improvement Plan. The principal can select the school leadership team and recommend other leadership staff for key positions. The principal is given the flexibility to hire staff and develop a team of teachers who are committed to positively affecting school improvement. No teacher will be placed at the school that has not met with the approval of the turnaround principal and other committed staff members who form the school leadership team. The principal will decide if a staff member is not supportive of her improvement plan to implement turnaround strategies. Staff members who are not supportive of the plan will be removed from the school at the principal's request. The district leadership team, with school leader input, select district-wide initiatives to be used in every school. However, the principal at the turnaround school has flexibility to decide the school schedule, student groupings, additional interventions that support the district initiatives, and other instructional strategies. The primary focus of the turnaround principal is on building relationships and changing the school culture to build both teacher and student expectations. Resources that support the turnaround school include federal Title allocations, entitlement school improvement funds, and school-shares of resources funded through the FEFP. The turnaround principal will be afforded access to these resources, in compliance with any funding limitations by program requirements (i.e., rank and serve for Title I; supplement not supplant requirements; specific allocations through school improvement grants). The turnaround principal's requests will be prioritized, if there are not funding or compliance limitations that would be breached with the approval of the request (i.e., rank and serve for Title I, limitations of budget line items, allowability, supplement not supplant, federal requirements, etc.)

### **What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?**

The district will allow the principal a maximum of three years to improve the school culture and student academic proficiency. After that point, the school leader will be replaced, and the leadership team will be evaluated to determine if they are a good fit for the incoming turnaround leader.

### **Assurance 2: Narrative of School Capacity- Educators**

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective instructional personnel to reduce turnover at turnaround schools?

### **Assurance 2: Narrative-School Capacity- Educators**



**What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there an MOU or union agreement to this effect?**

District policies support priority hiring in turnaround schools. The Superintendent has pledged that if a candidate, especially in reading, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. Highly effective candidates are prioritized to the turnaround school, if they are highly certificated.

Staffing meetings are held with each principal beginning in March of the year before an upcoming school year to identify staffing needs based on student enrollments so that they can be fully staffed with highly qualified staff by the first day of school. After analyzing preliminary assessment data, district leadership assesses the qualifications of the sitting principals to maintain a high level of academic achievement. Once a turnaround school is identified, the principal leader is named and is allowed to immediately identify and/or advertise for staff to follow him/her to the turnaround school. This may be done earlier than the typical March start of staff planning, or it may happen later in the semester, as the critical need is identified based on progress monitoring and assessment scores.

The hiring process for critical need staff is a collaborative arrangement previously agreed upon with the union prior to MOU requirements. These processes are already in place between the bargaining unit and the Superintendent. Criteria for changes to school board policies and MOUs with the union will be proposed, negotiated then presented for required approval, upon need. Meanwhile, the Superintendent has pledged that if a candidate, can demonstrate highly effective VAM scores, specifically in reading, then a recruitment bonus of up to \$5,000 is offered as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers, pending School Board approval.

**How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?**

The school principal has the flexibility to reassign staff to ensure that students are instructed by certified instructional personnel. For additional classes, the district allows the school principal to reassign students for core classes so that instruction is provided by a highly qualified teacher. In addition, the district uses technology to allow students access to highly effective instruction while being monitored by both a substitute teacher and a paraprofessional.

**Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?**

The Superintendent has pledged that if a candidate, can demonstrate highly effective VAM scores, specifically in reading, then a recruitment bonus of up to \$5,000 is offered as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers, pending School Board approval.

## **Assurance 2: Verification-School Capacity- Educators**

In the box below, describe the specific actions the district has taken to recruit instructional personnel with VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.



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1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?
2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

**What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?**

The superintendent has pledged to provide a financial incentive to highly effective, in-field teachers who choose to serve at schools in need of improvement. The proposal was approved in July 2024.

**How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?**

There were no instructional personnel reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory.

**Confirm that all reassigned instructional personnel were not reassigned to SI schools.**

There were no instructional personnel reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory.

**How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?**

There are three instructional vacancies: two (2) ELA and one ESE. The positions are being advertised via the district’s system, on Indeed.com and other media outlets.

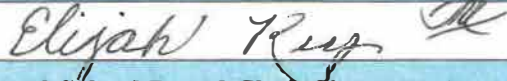
**Fill out the table below to verify the VAM classification data.**

<b>VAM DATA- School % Compared to District and State%</b>				
<b>VAM Data</b>	<b>Highly Effective (HE)</b>	<b>Effective (EF)</b>	<b>Needs Improvement (NI)</b>	<b>Unsatisfactory (UN)</b>
Number of instructional personnel	0	15	1	2
School %	0%	83%	6%	11%
District %	5%	67%	13%	15%
State %	10%	67%	14%	9%

**Acknowledgement**

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

**District-Managed Turnaround Plan—Step 2 (TOP-2)**

<b>Name and title of person responsible for completing and submission of the TOP-2</b>
Tammy McGriff, Assistant Superintendent of Academic Services
<b>Contact information: email, phone number</b>
<a href="mailto:mcgriff@gcpsmail.com">mcgriff@gcpsmail.com</a> ; 850-627-9651
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
October 1, 2024
<b>Superintendent signature (or authorized representative)</b>

<b>Local School Board Chair Signature (or authorized representative)</b>
<b>Date local school board approved</b>
<b><u>(Pending October 28, 2024)</u></b>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: 10/22/2024

TITLE OF AGENDA ITEM: GCSB Grants Manual

DIVISION: Academic Services (Federal Programs Office)

     This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

This manual sets forth the policies and procedures used by the Gadsden County School District to administer federal funds. Federal and State grants are processed through multiple program offices within the district to include Academic Services, the Title I Office, the Office of Professional Learning and the Exceptional Student Education (ESE) Office. The manual contains the internal controls and grant management standards used by the district to ensure that all federal funds are lawfully expended. It describes the district's financial management system, including cash management procedures and procurement policies; inventory management protocols; procedures for determining the allowability of expenditures; time and effort reporting; record retention; and sub-recipient monitoring responsibilities. New employees of the district, as well as incumbent employees, are expected to review this manual to gain familiarity and understanding of the district's rules and practices.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Joannette Thomas 

POSITION: Director of Federal Programs

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_





# GADSDEN COUNTY SCHOOL DISTRICT

# GRANTS MANUAL

GADSDEN COUNTY SCHOOL DISTRICT

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# Introduction

This manual sets forth the policies and procedures used by the Gadsden County School District to administer federal funds. Federal and State grants are processed through multiple program offices within the District to include: Academic Services, the Title I Office, the Office of Professional Learning, and the Exceptional Student Education (ESE) Office. The manual contains the internal controls and grant management standards used by the District to ensure that all federal funds are lawfully expended. It describes the District's financial management system, including cash management procedures and procurement policies; inventory management protocols; procedures for determining the allowability of expenditures; time and effort reporting; record retention; and sub-recipient monitoring responsibilities. New employees of the District, as well as incumbent employees, are expected to review this manual to gain familiarity and understanding of the District's rules and practices.

## I. Financial Management System

The District maintains a proper financial management system in order to receive both direct and state-administered grants and to expend funds associated with a grant award. Certain fiscal controls and procedures must be in place to ensure that all financial management system requirements are met. Failure to meet a requirement may result in return of funds or termination of the award.

### A. Financial Management Standards

The standards for financial management systems are found at 2 C.F.R. § 200.302. The required standards include:

#### *Identification*

The District must identify, in its accounts, all federal awards received and expended and the federal programs for which they were received. Federal Programs and award identifications must include, as applicable, the Assistance Listings (formerly referred to as the CFDA) title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

#### *Financial Reporting*

Accurate, current, and complete disclosure of the financial results of each federal award or programs must be made in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

#### *Accounting Records*

The District must maintain records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, financial obligations, unobligated balances, assets, expenditures, income and interest, and be supported by source documentation.



### ***Internal Controls***

Effective control and accountability must be maintained for all funds, real and personal property, and other assets. The District must adequately safeguard all such property and must assure that it is used solely for authorized purposes.

“Internal controls” are tools to help program and financial managers achieve results and safeguard the integrity of their program. Internal controls should be designed to provide reasonable assurance that the following objectives are achieved:

- Effectiveness and efficiency of operations;
- Adequate safeguarding of property;
- Assurance property and money is spent in accordance with grant program and to further the Selected objectives; and
- Compliance with applicable laws and regulations.

### ***Budget Control***

Actual expenditures or outlays must be compared with budgeted amounts for each federal award.

### ***Cash Management***

The District must maintain written procedures to implement the cash management requirements found in EDGAR.

Please see page 15 for these written cash management procedures.

### ***Allowable Costs***

The District must maintain written procedures for determining allowability of costs in accordance with EDGAR.

Please see page 9 for these written allowability procedures.

## **B. Overview of the Financial Management/Accounting System**

The District uses SKYWARD-QMLATIV- as its financial management and accounting system. SKYWARD-QMLATIV holds all the grant budgets and is the primary system used for procurement, inventory, and financial reporting. Budgets are created in SKYWARD-QMLATIV and identified by fund, function, object code, project number, and sub-project and program numbers. SKYWARD-QMLATIV also breaks down which budget line items relate to different schools, departments, charter schools, or private schools. Within SKYWARD-QMLATIV, users can view purchase orders and track where and how the funding is spent.

The Finance Department is responsible for assuring the District to participate in and maintain compliance with grant programs available through federal, state, local, and private sources. The Finance Department monitors budgetary expenditures, guarantees local commitment, facilitates timely and accurate submission of financial reports, maintains audit documents, and coordinates multi-department grant project implementation activities.

## C. Budgeting

### *Planning the Budget*

The budgeting process differs depending on whether the grant involved falls under the Title I Office, the Office for ESE. Programs that are primarily administered through the Title I Office include Title I, Title II, Title III Title IV, Title V, Title IX. As such, these budgeting procedures will address the Title I and ESE Office procedures separately.

#### *Academic Services Department*

The Academic Service Department begins the budget planning process by evaluating the District's needs and reviewing what is contained in the grant. The federal program offices assess the needs of their respective programs and communicate those to the Special Projects Office. The District collaborates with private schools, charter schools, principals, and department heads to identify specific school needs and inform budget determinations. Budget considerations also include the provisional allocation amount from the State, administrative costs, indirect costs, and adjustments for routine raises. The Title I Department calculates and budgets required set-asides for some of the federal grant programs. For example, Title I applies a formula to determine the allocation for equitable services under Title I based on proportional enrollment.

The department heads, program offices, the Finance Department, and the Budget Manager convene to write the budget in accordance with the grant. Using the provisional allocation as a guide, the District determines whether there will be roll forward funds that might be available. For state-administered programs, the District typically receives the final allocation from the State by early February. Once the District receives the final allocation, the Budget Manager and program offices confirm the budget and roll forward funds amount. If the final allocation includes an amount of roll forward funds different from the provisional allocation, the Academic Services Department completes a reallocation of the roll forward funds and drafts an amendment to the budget to determine how roll forward funds will be spent. See page 18 for further discussion on roll forward funds and page 15 for budget amendment procedures.

### *Title I Office Grants*

The Title I Office conducts a four-step comprehensive needs assessment to begin the budgeting process. Using the results of the needs assessment and the provisional allocation, the Title I Office makes budget determinations, starting with which personnel should continue and other Human Resources allocations. The Title I Office writes the budget based on numbers from the current fiscal year and add buffers in case of funding reductions. In addition, schools must submit project applications to assess how they want to earmark Title I funds. Project applications are typically due in May. The Title I Office uses excel spreadsheets for budget planning and staffing purposes before giving them to the Finance Department to entering the budget into SKYWARD-QMLATIV. SKYWARD-QMLATIV provides visibility into what funds are being spent in real time and also shows which funds are encumbered. SKYWARD-QMLATIV do not interface with one another.

### *ESE Office Grants*

The ESE Office has several state and federal program grants, including the Individuals with Disabilities Education Act (IDEA). When planning the ESE budget, the ESE Office conducts a needs assessment, taking into consideration staffing, all sources of funding, and how IDEA funds might support the District's schools. ESE calculates the early intervening services set-aside under IDEA and receives the maintenance of effort calculations from the Finance Department. The ESE budget might utilize funds from Vocational Rehab, Medicaid, or other sources of funding in addition to IDEA, to meet the needs of the schools in the District. The Finance Department uses SKYWARD-QMLATIV to create the budget and track expenditures.

### ***Reviewing the Budget***

Once a grant budget is drafted, the program director or designee reviews the items in the budget to ensure allowability. The District looks to the assurances provided by the State along with the guidelines in the project application to determine which costs are allowable. See page 9 for a discussion on allowability determinations. If a cost is determined to be unallowable, the requesting department will be notified. While developing and reviewing the grant budget, the academic service and Finance Department should keep in mind the difference between direct costs and indirect costs.

*Determining Whether a Cost is Direct or Indirect:* Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activities, or that can be directly assigned to such activities easily with a high degree of accuracy. 2 C.F.R. § 200.413(a). Indirect costs are those that have been incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. 2 C.F.R. § 200.1 (*Indirect costs*). Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs. 2 C.F.R. § 200.413(a).

Identification of federal awards rather than the nature of the goods and services involved is the determining factor in distinguishing direct from indirect costs of Federal awards. Typical costs

charged directly to a federal award are the compensation of employees who work on that award, their related fringe benefit costs, the costs of materials and other items of expense incurred for the Federal award. 2 C.F.R. § 200.413(b). Administrative and clerical staff salaries should generally be treated as indirect costs. Direct charging of these costs may be appropriate only if *all* of the following conditions are met:

- Administrative or clerical services are integral to a project or activity;
- Individuals involved can be specifically identified with the project or activity;
- Such costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and
- The costs are not also recovered as indirect costs. 2 C.F.R. § 200.413(c).

Indirect costs are only budgeted at the District level, not by individual schools. The State provides the District with the indirect cost rate. Where a federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap must include all direct administrative charges as well as any recovered indirect charges.

### ***Approving the Budget***

Once the budget is reviewed for allowability, the budget is sent to the Superintendent. If the grant budget is under \$10,000, the Superintendent is the highest level of approval required to approve the budget. If the grant budget is between \$10,000 and \$250,000, the budget must receive approval from Superintendent. Any budget over \$250,000 must obtain approval from the Superintendent, and the Board. The budget is then sent to FLDOE for approval. Once the final budget is approved, it is entered into SKYWARD-QMLATIV.

### ***Amending the Budget***

For Title I grants, the Federal Programs Director will do amendments and submit them to the Assistant Superintendent in Academic Services. For proposed amendments to the ESE budget, the ESE director will initiate an amendment, which is sent to the Assistant Superintendent for approval, and then is submitted to FLDOE for review. For grants through the Academic Services office, proposed budget modifications or amendments are submitted via e-mail to the FLDOE. FLDOE requires that any changes to the budget be reviewed by the State, although a formal amendment may not be required. Some questions or budget modifications may be addressed informally via email exchanges with FLDOE, while other modifications require the District to proceed through the formal amendment process. Amendments or modifications to the budget only require State approval if the amendment would cause a change to the programmatic scope of the grant. Whether a proposed amendment seeks to change the programmatic scope of a grant is determined by the Academic Services. However, the District's best practice is to consult with the State when considering any budget amendments.

If a proposed amendment is determined to change the scope of a grant, it must first receive approval from the Superintendent and the Board. The Superintendent signs the FLDOE Form 150, which requires an explanation as to why the District is requesting the amendment, as well as FLDOE

Form 151, which details the exact budget items that would be changed. Forms 150 and 151 can be found on the District's website. These forms are submitted to FLDOE for approval after being signed by the Superintendent. Amendments for over \$250,000 require approval from the Superintendent, Board, and State, regardless of whether they constitute a programmatic change.

### ***Budget Control***

The District monitors its financial performance by comparing and analyzing actual results with budgeted results. The Finance Department monitors grants monthly, and the Title I Office meets on a quarterly basis with the principals to monitor Title I grants. The Academic Services offices also meet with the Budget Office monthly to monitor all federal grants. Project managers and directors have primary visibility over the grant budgets. If monitoring results indicate the District is over or underspending, the District will call a meeting between the Finance Department, the overseeing program office and the Academic Service Office, as applicable, to develop a solution.

## **D. Spending Grant Funds**

### ***Determining Allowability of Costs***

Expenditures must be aligned with approved budgeted items. When determining how the District will spend its grant funds, the academic services office reviews the proposed cost to determine whether it is an allowable use of federal grant funds *before* obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200, which are provided in the bulleted list below. The program office must consider these factors when making an allowability determination. Additional helpful questions to ask when making allowability determinations are located on page 14 of this policy.

- **Be Necessary and Reasonable for the performance of the federal award.** District staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.

When determining the reasonableness of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the federal award.
- The restraints or requirements imposed by factors such as: sound business practices; arm's-length bargaining; federal, State and other laws and regulations; and SKYWARD-QMLATIV and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.

- Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the District, its employees, its students, the public at large, and the federal government.
- Whether the district significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. 2 C.F.R. §200.404

While 2 C.F.R. §200.404 does not provide specific descriptions of what satisfies the “necessary” element beyond its inclusion in the reasonableness analysis above; necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the district can demonstrate that the cost addresses need, and can prove it. For example, the district may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program
  - Whether the cost is identified in the approved budget or application
  - Whether there is an educational benefit associated with the cost
  - Whether the cost aligns with identified needs based on results and findings from a needs assessment
  - Whether the cost addresses program goals and objectives and is based on program data.
- **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 C.F.R. §200.405. For example, if 50% of a teacher's salary is paid with grant funds, then that teacher must spend at least 50% of his or her time in the grant program.
  - **Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the District.**
  - **Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the SKYWARD-QMLATIV and conditions of the federal award.**
  - **Consistent treatment.** A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award. For example, a budget clerk's salary may not be charged as a direct cost if another budget clerk's salary is charged as a direct cost under a different federal grant.
  - **Adequately documented.** All expenditures must be properly documented.



- **Be determined in accordance with General Accepted Accounting Principles (GAAP), unless provided otherwise in Part 200.**
- **Not included as a match or cost-share unless the specific federal program authorizes federal costs to be treated as such.** Some federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the federal program.
- **Be the net of all applicable credits.** The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions include: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2 C.F.R. §200.406.
- **Incurred during the approved budget period.** Costs must be obligated not only within the grant’s period of performance, but also within an approved budget period. There may be multiple budget periods within a grant’s period of performance. To be allowable, costs must be obligated within an approved budget period. See page 16 for additional details on timely obligation of funds.

Part 200’s cost guidelines must be considered when federal grant funds are expended. As provided above, federal rules require State- and District-level requirements and policies regarding expenditures must be followed as well. For example, State and/or District policies relating to travel or equipment may be narrower than the federal rules. The District must follow whichever policy is more restrictive.

*Applying the Indirect Cost Rate:* Once the District has an approved indirect cost rate, the percentage is multiplied against the actual direct costs (excluding distorting items such as equipment, contracts in excess of \$25,000, pass-through funds, etc.) incurred under a particular grant to produce the dollar amount of indirect costs allowable to that award. 34 C.F.R § 75.564; 34 C.F.R. § 76.569. Once the District applies the approved rate, the funds that may be claimed for indirect costs have no federal accountability and may be used as if they were non-federal funds. For direct grants, reimbursement of indirect costs is subject to the availability of funds and statutory or administrative restrictions. 34 C.F.R. § 75.564.

### ***Selected Items of Cost***

Part 200 examines the allowability of 56 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. §§ 200.420-200.476. These cost items are listed in the chart below along with the citation where it is discussed whether the item is allowable. Do not assume that an item is allowable because it is specifically listed in the regulation as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for several reasons, including: the express language of the regulation states the item is unallowable; the

SKYWARD-QMLATIV and conditions of the grant deem the item unallowable; or State/local restrictions dictate that the item is unallowable. The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

District personnel responsible for spending federal grant funds and for determining allowability must be familiar with the Part 200 selected items of cost section. The District must follow these rules when charging these specific expenditures to a federal grant. When applicable, District staff must check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules may deem a cost as unallowable and District personnel must follow those non-federal rules as well.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

<b>Item of Cost</b>	<b>Citation of Allowability Rule</b>
Advertising and public relations costs	2 CFR § 200.421
Advisory councils	2 CFR § 200.422
Alcoholic beverages	2 CFR § 200.423
Alumni/ae activities	2 CFR § 200.424
Audit services	2 CFR § 200.425
Bad debts	2 CFR § 200.426
Bonding costs	2 CFR § 200.427
Collection of improper payments	2 CFR § 200.428
Commencement and convocation costs	2 CFR § 200.429
Compensation – personal services	2 CFR § 200.430
Compensation – fringe benefits	2 CFR § 200.431
Conferences	2 CFR § 200.432
Contingency provisions	2 CFR § 200.433
Contributions and donations	2 CFR § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals and patent infringements	2 CFR § 200.435
Depreciation	2 CFR § 200.436
Employee health and welfare costs	2 CFR § 200.437
Entertainment costs	2 CFR § 200.438
Equipment and other capital expenditures	2 CFR § 200.439
Exchange rates	2 CFR § 200.440
Fines, penalties, damages and other settlements	2 CFR § 200.441
Fund raising and investment management costs	2 CFR § 200.442
Gains and losses on disposition of depreciable assets	2 CFR § 200.443
General costs of government	2 CFR § 200.444
Goods and services for personal use	2 CFR § 200.445

Idle facilities and idle capacity	2 CFR § 200.446
Insurance and indemnification	2 CFR § 200.447
Intellectual property	2 CFR § 200.448
Interest	2 CFR § 200.449
Lobbying	2 CFR § 200.450
Losses on other awards or contracts	2 CFR § 200.451
Maintenance and repair costs	2 CFR § 200.452
Materials and supplies costs, including costs of computing devices	2 CFR § 200.453
Memberships, subscriptions, and professional activity costs	2 CFR § 200.454
Organization costs	2 CFR § 200.455
Participant support costs	2 CFR § 200.456
Plant and security costs	2 CFR § 200.457
Pre-award costs	2 CFR § 200.458
Professional services costs	2 CFR § 200.459
Proposal costs	2 CFR § 200.460
Publication and printing costs	2 CFR § 200.461
Rearrangement and reconversion costs	2 CFR § 200.462
Recruiting costs	2 CFR § 200.463
Relocation costs of employees	2 CFR § 200.464
Rental costs of real property and equipment	2 CFR § 200.465
Scholarships and student aid costs	2 CFR § 200.466
Selling and marketing costs	2 CFR § 200.467
Specialized service facilities	2 CFR § 200.468
Student activity costs	2 CFR § 200.469
Taxes (including Value Added Tax)	2 CFR § 200.470
Telecommunications and video surveillance costs	2 CFR § 200.471
Termination costs	2 CFR § 200.472
Training and education costs	2 CFR § 200.473
Transportation costs	2 CFR § 200.474
Travel costs	2 CFR § 200.475
Trustees	2 CFR § 200.476

Likewise, it is possible for the State and/or District to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, employees must consult federal, State and District requirements when spending federal funds.

For a cost to be allowable, the expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins)), along with accompanying program regulations, non-regulatory guidance, and grant award notifications.

## ***Frequent Types of Costs***

*Travel:* Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of a grant recipient. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the recipient's non-federally funded activities and in accordance with the recipient's written travel reimbursement policies. 2 C.F.R §200.475(a).

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the District in its regular operations as the result of its written travel policy. In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies that (1) participation of the individual is necessary to the federal award; and (2) the costs are reasonable and consistent with the District's established policy. 2 C.F.R §200.475(b).

Please refer to GCPS Policy 7.52 for the District-specific travel policy.

## ***Helpful Questions for Determining Whether a Cost is Allowable***

In addition to the cost principles and standards described above, the program offices can refer to this section for a useful framework when performing an allowability analysis. To determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

- Is the proposed cost allowable under the relevant program?
- Is the proposed cost consistent with an approved program plan and budget?
- Is the proposed cost consistent with program specific fiscal rules?
  - For example, the District may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources.
- Is the proposed cost consistent with EDGAR?
- Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical matter, the program offices should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for limited English proficient (LEP) students, must only be spent on LEP students and cannot be used to benefit non-LEP students.

Also, funds should be targeted to address areas of weakness, as necessary. To make this determination, the program office should review data when making purchases to ensure that federal funds are being used to address the areas of concern.

## E. Accounting Records

The District documents federal costs as outlined in the Green Book, and documents Florida State costs as outlined in the Red Book. Costs are identified by a project number that starts with a letter. For annual grants, each letter is assigned to year of grant, so with each new year, the District moves to a new letter. Multi-year grants do not receive a new letter each year, but maintain the same letter assigned during the year in which the award was granted. Project numbers designate a line item as a grant item. The District also uses program numbers to identify whether the cost is administrative or programmatic, the grade span associated with the cost, and the specific position involved.

### *Budget Amendments*

To initiate a change to the budget in SKYWARD-QMLATIV, the project director fills out the District budget amendment form and certifies that there are no programmatic changes being requested. The project director then submits the form to the overseeing Assistant Superintendent of Academic Services for review. ESE budget amendments are submitted to the same office for review and processing; after receiving sign off by the Superintendent office. If at any point during this review process it is determined that the request is a programmatic change, the project director will need to instead submit a formal budget amendment request to the State. See page 8 for the budget amendment process.

## F. Federal Cash Management

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from FLDOE on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment annually to the U.S. Department of Health and Human Services (HHS) Payment Management System (PMS) in accordance with 2 C.F.R. § 200.305(b)(9). The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

According to guidance from the U.S. Department of Education (ED), when calculating the interest earned on ED grant funds, regardless of the date of obligation, interest is calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the Local Educational Agency (LEA).

Interest would not accrue if the LEA used nonfederal funds to pay the vendor and/or employees prior to the funds being drawn down from the G5 system, commonly known as a reimbursement.

The District returns funds, principal, and excess cash to the original federal agency payment system after reviewing its instructions. If the payment originated from PMS, the District includes the Payee Account Number (PAN) and the PMS document number. If the payment originated

from another federal agency payment system, the District includes the agency information indicating whom to credit the funding and the relevant account number. For either instance, the District includes a reason for the return (e.g., excess cash, funds not spent, interest, part interest part other, etc.) 2 C.F.R. § 200.305(b)(10).

### ***Payment Methods***

*Reimbursements:* The District will charge funds within the grant projects and then request reimbursement based on those expenditures.

The Director of Accounting or designated Finance Director will request reimbursement for actual expenditures incurred under the federal grants on a monthly basis. Reimbursement requests are prepared by a financial reporting personnel within the Finance organization. SKYWARD-QMLATIV expenditure reports are the basis of the request. The reimbursement requests are then reviewed by the Director of Finance prior to entry of the request in the grant system (FLAGS or G5). All reimbursements are based on actual disbursements, not on obligations.

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for FLDOE's review upon request.

Reimbursements of actual expenditures do not require interest calculations.

*Advances:* To the extent the District receives advance payments of federal grant funds, the District will strive to expend the federal funds on allowable expenditures within 72 hours of receipt.

The District will hold federal advance payments in interest-bearing accounts unless an allowable exception applies. 2 CFR § 200.305(b)(8). The District will calculate interest earned on cash balances after funds are deposited into the District's account.

Interest will be calculated annually, consistent with state requirements. Total federal grant cash balances will be calculated on cash balances per grant and applying the District's actual interest rate. When returning interest paid through PMS, the District provides an explanation stating that the refund is for interest, lists the PMS Payee Account Number and the federal award number, and makes the return payable to HHS. When returning interest not paid through PMS, the District includes the name of the awarding agency instead of the PMS Payee Account Number, though returns must still be made payable to HHS. 2 CFR § 200.305(b)(9)(i)-(ii). The District may retain up to \$500 of interest earned per year.

## **G. Timely Obligation of Funds**

### ***When Obligations are Made***

Financial obligations, when referencing a recipient's or subrecipient's use of funds under a federal award, means are orders placed for property and services, contracts and subawards are made, and similar transactions that require payment. 34 C.F.R. § 200.1 (*Financial obligations*)



The following table illustrates when funds are determined to be obligated under federal regulations:

<b>If the obligation is for:</b>	<b>The obligation is made:</b>
Acquisition of property	On the date which the District makes a binding written commitment to acquire the property
Personal services by an employee of the District	When the services are performed
Personal services by a contractor who is not an employee of the District	On the date which the District makes a binding written commitment to obtain the services
Public utility services	When the District receives the services
Travel	When the travel is taken
Rental of property	When the District uses the property
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E-Cost Principles.	On the first day of the project period.

34 C.F.R. §75.707; 34 C.F.R. §76.707.

### ***Period of Performance of Federal Funds***

All financial obligations must occur on or between the beginning and ending dates of the grant project. 34 C.F.R. §76.707. This time interval between the start of a federal award and the planned end date is known as the period of performance (also called the period of availability). 2 C.F.R. § 200.1 (*Period of performance*). The period of performance consists of either one, or many, funded portions or budget periods during which the District is authorized to spend awarded funds. For a cost to be allowable, it must be incurred in the appropriate budget period. 2 C.F.R. § 200.403(h). The period of performance and budget period are indicated in the federal award. Further, certain grants have specific requirements for roll forward funds that must be adhered to.

*State-Administered Grants:* As a general rule, State-administered federal funds are available for obligation within the year for which Congress appropriates the funds. However, given the unique nature of educational institutions, for many federal education grants; the period of availability is 27 months. Federal education grant funds are typically awarded on July 1 of each year. While the District will always plan to spend all current grant funds within the year the grant was appropriated for, the period of obligation for any grant that is covered by the “Tydings Amendment” is 27 months, extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second following fiscal year. This maximum period includes a 15-month period of initial availability, plus a 12-month period for roll forward funds. 34 C.F.R. 76.709. For example, funds awarded on July 1, 2020, would remain available for obligation through September 30, 2022.

*Direct Grants:* In general, the period of availability for funds authorized under direct grants are identified in the Grant Award Notification (GAN).

For both State-administered and direct grants, regardless of the period of performance, the District must liquidate all financial obligations incurred under the award no later than **90 days** after the end of the funding period, unless an extension is authorized. 2 C.F.R. 200.344(b). Any funds not obligated within the period of availability or liquidated within the appropriate timeframe will lapse and must be returned to the awarding agency. 2 C.F.R. 200.344(d).

### ***Roll Forward Funds***

*State-Administered Grants:* As described above, the Tydings Amendment extends the period of availability for applicable State-administered program funds. Essentially, it permits recipients to “carryover” any funds left over at the end of the initial 15-month period into the next year. These leftover funds are typically referred to as roll forward funds and continue to be available for obligation for an additional 12 months. 34 C.F.R. 76.709. Accordingly, the District may have multiple years of grant funds available under the same program at the same time.

*Direct Grants:* Grantees receiving direct grants are not covered by the 12-month Tydings period. However, under 2 C.F.R. 200.308, direct grantees have unique authority to expand the period of availability of federal funds. The District is authorized to extend a direct grant automatically for one 12-month period. Prior State approval is not required in these circumstances; however, to obtain this extension, the District must provide written notice to the federal awarding agency at least 10 calendar days before the end of the period of performance specified in the award. This one-time extension must not be exercised merely for the purpose of using unobligated balances.

The District must seek prior approval for the extension from the federal agency if any of the following apply:

- The SKYWARD-QMLATIV and conditions of the Federal award prohibits the extension;
- The extension requires additional Federal funds; or
- The extension involves any change in the approved objectives or scope of the project. 2 C.F.R. 200.308(e)(2).

The Finance Director make program extension requests directly to the grantor, if necessary.

## **H. Program Income**

### ***Definition***

Program income means gross income earned by a grant recipient that is directly generated by a supported activity or earned as a result of the federal award during the grant’s period of performance. 2 C.F.R. § 200.1 (*Program income*).

Program income includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under federal awards, the sale of commodities or

items fabricated under a federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with federal awarded funds. Interest earned on advances of federal funds is not program income. Except as otherwise provided in federal statutes, regulations, or the SKYWARD-QMLATIV and conditions of the federal award, program income does not include rebates, credits, discounts, and interest earned on any of them. 2 C.F.R. § 200.1 (*Program income*). Additionally, taxes, special assessments, levies, fines, and other such revenues raised by a recipient are not program income unless the revenues are specifically identified in the federal award or federal awarding agency regulations as program income. Finally, proceeds from the sale of real property, equipment, or supplies are not program income. 2 C.F.R. § 200.307.

### ***Use of Program Income***

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The LEA may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2).

While the deduction method is the default method, the District always refers to the GAN prior to determining the appropriate use of program income.

## **II. Procurement System**

The Finance Director , the Purchasing Clerk, and the various program offices are responsible for grant procurement requirements. The District maintains the following purchasing procedures.

### **A. Purchase Methods**

#### ***Requisition Orders***

Requisition orders (ROs) are used to order equipment, supplies, A-V, books, and other purchased goods or services. At the school level, any teacher or staff may initiate the purchasing process by submitting a RO, which then must be signed by the school principal and sent to the program office. At the District level, the project director or designee initiates the RO.

ROs must identify the following:

- (1) funding source;
- (2) project with which the purchase requisition is associated;
- (3) object code; and
- (4) cost center.

ROs at both the school and District level must be entered into the SKYWARD-QMLATIV system for review by the Purchasing Clerk. At the District, ROs must be approved by the Expense Authorizer at the cost center (same as at the school level) and by the program office director or designee.

*Pre-Approval:* The purchasing process may also be initiated through the District's online pre-approval form. For schools, the pre-approval form should be submitted to the project director, who then pulls the grant for the school and reviews the request. If the project director confirms that the requested purchase is within the grant and within the school budget, the administrative assistant enters the request into SKYWARD-QMLATIV. Once the RO is entered into SKYWARD-QMLATIV, it must be approved by the cost center and by the project director. Even if the request was initiated through the pre-approval procedures, these three levels of approval are required in SKYWARD-QMLATIV. ROs at the District level may request pre-approval through the program office. After the RO is approved at each requisite level, the RO is sent to the Purchasing Clerk.

If adequate bids are not submitted with the RO, the finance director work with the Purchasing Clerk to request bids. Vendors register on Public Purchase, where they can view posted solicitation notices, free of charge. Vendors are required to register with Public Purchase in order to view bid/quote solicitations. If the requested item is on a District contract, no additional bids are required. The specific type of purchase procedures required depends on the estimated dollar threshold of the procurement. The following sections of this manual outline the required procedures for micro- purchases, small purchases, and purchases over \$25,000.

### ***Purchases up to \$3,000 (Micro-Purchases)***

A micro-purchase is a purchase of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed **\$3,000**. The micro-purchase method is used to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and cost. ROs for micro-purchases do not require School Board approval or more than one quote. However, the District's best practice is to obtain at least two bids for micro-purchases (when it is feasible to do so).

To the maximum extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The Purchasing Clerk review ROs for micro-purchases within SKYWARD-QMLATIV against recent purchases to ensure this distribution.

Micro-purchases may be awarded without soliciting competitive price or rate quotations if the District considers the price to be reasonable based on research, experience, purchase history, or other information and filed documents. The District maintains evidence of this reasonableness in the records of all micro-purchases. Please see page 9 for written procedures on how to determine whether a price is reasonable.

Under 2 C.F.R. § 200.320(a)(1)(iv), the District may self-certify an increase of its micro-purchase threshold up to \$50,000 if the District is a low-risk auditee or conducts an annual internal institutional risk assessment to identify, mitigate and manage financial risks. The self-certification

must include a justification, clear identification of the threshold, and supporting documentation. Currently, the District has not certified a micro-purchase threshold over \$10,000.

### ***Purchases between \$3,000 and \$25,000 (Small Purchases)***

A small purchase is the acquisition of property or services, for which the aggregate dollar amount is higher than the micro-purchase threshold of **\$3,000** but does not exceed **\$25,000**. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources as determined appropriate by the Purchasing Clerk.

The Purchasing Clerk requires that ROs for small purchases between **\$3,000 - \$25,000** be documented by at least three written quotes. Small purchases between **\$3,000 - \$25,000** require three written quotes *and* an additional level of approval by the Superintendent or by a position equal to or more senior than the Finance Director. Additionally, if the RO is more than \$10,000, an agreement must be executed by the requesting department that includes a termination clause, addressing termination for cause and for convenience, including the manner by which termination will be affected and the basis for settlement. In the absence of an executed agreement, the approved purchase order is considered the contract and contains the applicable SKYWARD-QMLATIV and conditions, including termination for cause or convenience.

### ***Purchases Over \$25,000***

The District requires formal advertised procurement procedures to be followed for any purchase greater than \$25,000. All purchases over \$25,000 must be approved by the Board, regardless of which procurement method is used.

*Sealed Bids (Formal Advertising)*: For purchases over **\$25,000**, bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material SKYWARD-QMLATIV and conditions of the invitation for bids, is the lowest in price. The sealed bid method is the preferred method for procuring construction if the following conditions apply:

- A complete, adequate, and realistic specification or purchase description is available;
- Two or more responsible bidders are willing and able to compete effectively for the business; and
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

If sealed bids are used, the following requirements apply:

- Bids must be solicited from an adequate number of qualified sources, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publicly advertised;
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services for the bidder to properly respond;

- All bids will be opened at the time and place prescribed in the invitation for bids, and for local and tribal governments, the bids must be opened publicly;
- A firm fixed price contract award must be made in writing to the lowest responsive and responsible bidder.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

*Best Value Procurement:* A procurement method in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are used when cost is not the only factor considered for award. They are awarded in accordance with the following requirements:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
- Proposals must be solicited from an adequate number of qualified sources; and
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

Competitive Negotiation (Competitive Consultant Negotiation Act (CCNA)) F.S. 287.055(5) establishes procedures for obtaining the professional services of architects, engineers and other design professionals. In compliance with this statute, the Purchasing Clerk uses a Request for Qualifications (RFQ). A Contract award for this procedure is based on several factors including qualifications and experience of the firm and where fair and reasonable cost is negotiated at the end of the process and is not a factor of the award.

No matter the procurement method, once the RO is received by the Purchasing Clerk, buyers review the RO by checking for timeliness, verifying object codes, and ensuring the RO has the required number of bids from qualified sources.

When the buyers approve the RO, the RO is batched overnight and becomes a purchase order (PO) the following morning. The Purchasing Clerk maintains a paper file copy of the PO and prints one copy for the vendor. All documentation from the RO process is attached to the PO, along with the SKYWARD-QMLATIV and conditions. To confirm that goods and/or services were received in accordance with the PO, the school or District will sign the receiving copy of the PO upon receipt and send that documentation to the Finance Department.

*Contract/Price Analysis:* The District performs a cost or price analysis in connection with every procurement action in excess of \$150,000, including contract modifications. 2 C.F.R. § 200.324(a). A cost analysis means evaluating the separate cost elements that make up the total price,



while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, buyers in the Purchasing Clerk must come to an independent estimate prior to receiving bids or proposals. 2 C.F.R. § 200.324(a). This analysis and estimate will be documented in the paper file containing the PO, maintained by the Purchasing Clerk. Buyers use a checklist to complete this price analysis.

When performing a cost analysis, buyers negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. 2 C.F.R. § 200.324(b).

### ***Noncompetitive Proposals (Sole Sourcing)***

There are specific circumstances in which noncompetitive procurement can be used. Noncompetitive procurement can only be awarded if one or more of the following circumstances apply:

- Micro-purchases
- The item is available only from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from publicizing a competitive solicitation;
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; or
- After solicitation of several of sources, competition is determined inadequate.

If the District or a school determines an item is eligible for sole sourcing, the State requires the request to be posted on the District website for at least 7 business days. Any project or item for which the cost is equal to or greater than \$25,000 requires approval from the School Board, regardless of which procurement method is used. A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$150,000. 2 CFR 200.324.

## B. Full and Open Competition

All procurement transactions for the acquisition of property or services required under a Federal award must be conducted in a manner providing full and open competition consistent with 2 C.F.R §§ 200.319 and 200.320. To ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals are excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

- Placing unreasonable requirements on firms for them to qualify to do business;
- Requiring unnecessary experience and excessive bonding;
- Noncompetitive pricing practices between firms or between affiliated companies;
- Noncompetitive contracts to consultants that are on retainer contracts;
- Organizational conflicts of interest;
- Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
- Any arbitrary action in the procurement process.

EDGAR further requires the following to ensure adequate competition.

### ***Geographical Preferences Prohibited***

The District must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

### ***Domestic Preference for Procurement***

The District, to the greatest extent practicable, provides a preference for the purchase, or acquisition, of goods and products produced in the United States. The District includes this preference in all contracts and purchase orders for work or products using federal funds.

### ***Prohibition on Certain Telecommunications Companies***

The District will not procure, enter into a contract to procure, or extend or renew a contract to procure covered telecommunications and video surveillance equipment or services described in Public Law 115-232, section 889. Covered telecommunications and video surveillance equipment or services are those produced by Huawei Technologies Company, ZTE Corporation, Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company, or any subsidiary or affiliate of such entities. 2 C.F.R. § 200.216.

### ***Never Contract with the Enemy***

The District complies with the regulations implementing Never Contract with the Enemy in 2 CFR part 183 prohibiting contracts, grants and cooperative agreements that exceed \$50,000, are performed outside the U.S. and its territories, and are in support of a contingency operation in which members of the Armed Forces are actively engaged in hostilities. 2 C.F.R. §200.215.

### ***Prequalified Lists***

The District must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the District must not preclude potential bidders from qualifying during the solicitation period.

### ***Solicitation Language***

The District must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restricts competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals. 2 C.F.R. §200.319(d)(1)-(2).

## **C. Federal Procurement System Standards**

### ***Avoiding Acquisition of Unnecessary or Duplicative Items***

The District must avoid the acquisition of unnecessary or duplicative items. All ROs must be checked against recent purchase history to be approved. Additionally, consideration is given to consolidating or breaking out procurements to obtain a more economical purchase. Likewise, appropriate, an analysis must be made of leases versus purchase alternatives, and another other appropriate analysis to determine the most economical approach.

These considerations are given as part of the process to determine the allowability of each purchase made with federal funds. Please see page 9 for written procedures on determining allowability.

### ***Use of Intergovernmental Agreements***

To foster greater economy and efficiency, the District enters into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

### **Use of Federal Excess and Surplus Property**

The District considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

### ***Debarment and Suspension***

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the SKYWARD-QMLATIV and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. The buyers in the Purchasing Clerk are required to check for excluded parties at the System for Award Management website before any procurement transaction. This list is located at: <http://www.sam.gov/>. In addition, vendors are required to sign a certificate verifying that they are not suspended or debarred. Once signed, this form is kept on record with the PO.

### ***Maintenance of Procurement Records***

The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

### ***Time and Materials Contracts***

The District may use a time-and-materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time-and-materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price; a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the District must assert a high degree of oversight to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

## ***Settlements of Issues Arising Out of Procurements***

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

## ***Protest Procedures to Resolve Dispute***

The District maintains protest procedures to manage and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. The protest procedures are located on in the District's policies on pages 397-398, 7.701

## **D. Conflict of Interest Requirements**

### ***Standards of Conduct***

In accordance with 2 C.F.R. §200.318(c)(1), the District maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value.

Consistent with the District's conflict of interest policy; the District completes a conflict of interest form, signed by all selection committee members, for all requests for proposals. The District's conflict of interest policy can be found in the School Board Bylaws and Policies here: <https://www.gadsdenschools.org/sys/search?q=policy> Chapter 6.00 number 6.301-page 331 Human Resources, Grants Management Chapter 7.00 number 7.25 page 359

### ***Disciplinary Actions***

Please refer to GCPS District's policy on disciplinary actions to be taken against an individual who violates the standards of conflict. <https://www.gadsdenschools.org/sys/search?q=policy>

## ***Mandatory Disclosure***

Upon discovery of any potential conflict, the District will disclose in writing the potential conflict to the federal awarding agency in accordance with applicable federal awarding agency policy. Elected District officials and some other District staff members must disclose in writing any conflicts at least on an annual basis. The Purchasing Clerk coordinates with these officials and staff to ensure processing of all required disclosure forms. The District also discloses in writing to the federal awarding agency or pass-through all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the award.

### **E. Contract Administration**

For purchased services, the Project Director or designee must confirm the services were satisfactorily performed and include that documentation in SKYWARD-QMLATIV. For purchased goods; inspection, receipt, tagging, and distribution is confirmed in accordance with the Inventory Procedures described on page 30. Contract disputes or concerns should be elevated to the Purchasing Clerk to be resolved through supplier communication and notice to cure procedures.

## **III. Property Management Systems**

### **A. Property Classifications**

**Equipment** Tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the capitalization level established by the District for financial statement purposes, which is \$1,000. 2 C.F.R. §200.1 (*Equipment*). Regardless of this threshold, the District treats any computing device valued between \$300-\$1,000 as equipment to be inventoried.

**Supplies** All tangible personal property other than Equipment. 2 C.F.R. §200.1 (*Supplies*).

**Computing devices** Machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.1 (*Computing devices*).

**Capital assets** Tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:

- Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or a lease accounted for as a financed purchase under Government Accounting Standards Board (GASB) standards or a finance lease under Financial Accounting Standards Board (FASB) standards; and



- Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.1 (*Capital assets*).

## B. Inventory Procedure

All items procured with District funds are to be delivered to the District Warehouse be verified upon receipt. The warehouse staff should adhere to the following:

- All approved purchase orders (PO) will be copied to the warehouse storekeeper.
- Storekeeper will maintain purchase orders as a record of purchased items to be received.
- Upon purchase receipt, the storekeeper will verify the quantity received, the condition of the item(s), and this inspection will be documented in the warehouse daily log.
- Storekeeper will notify the department(s) that their order has been received and is being stored in the warehouse awaiting inventory tags (If required) or awaiting pickup by the department.
- Storekeeper would notify the Inventory Coordinator if items delivered require immediate tagging. (**e.g., Computers, Laptops, Printers, iPad, etc.**) The warehouse staff will place delivered items in secure storage.
- Storekeeper will ensure that the PO(s) matches the shipping information (**Packing Slips**). The district retains documents based on Florida Statute.
- After the item(s) is tagged and inventoried, any/all technology items received will be placed in the District's Local Asset Management System. Those items exceeding the threshold amount will be placed in both Skyward and District's Local Asset Management System.

## C. Inventory Records

For each equipment and computing device purchased with federal funds, the following information is stored and maintained in SKYWARD-QMLATIV and Asset Tiger:

- Serial number or other identification number;
- Source of funding for the property;
- Who holds title;
- Acquisition date and cost of the property;
- Percentage of federal participation in the project costs for the federal award under which the property was acquired;
- Location, use and condition of the property; and
- Any ultimate disposition data including the date of disposal and sale price of the property.

## D. Lost, Stolen, or Missing Equipment

If inventory is stolen or lost, a form must be completed by the department that the item is registered to reporting the stolen or lost item and sent to Risk Management for processing. The Risk Management Office will determine whether the loss of the item was negligent. If the Risk Management Office finds that the loss of the item was negligent, the Risk Management Office will submit a written communication to the responsible employee and issue a verbal or written

reprimand. In addition, the Risk Management Office reviews procedures and proposes any necessary changes. A police report should be filed for stolen inventory.

If an asset is missing, meaning that there was no known incident or theft, but the school or department is unable to locate the asset, the cost center conducts research on where the asset might be. The school or department then receives an additional five days to attempt to locate the inventory. If after this investigation process, and the asset cannot be located, the asset is reported in SKYWARD-QMLATIV and the district Asset Management System.

### E. Physical Inventory

The federal rules require that a physical inventory of the property be taken, and the results reconciled with the property records at least once every two years. However, the District conducts inventory and reconciles the results on an annual basis.

The Property Records Office is responsible for conducting the physical inventory, which is led by the inventory specialist. Before beginning the inventory process, the inventory specialist prints the property records of existing inventory to use as a guide for reconciliation. The specialist walks through each location with inventory and note of all present assets and the assets which they were unable to locate. The specialist then does a second pass through the physical spaces to search specifically for the unlocated assets. For inventory sent home to staff or with students, the custodian will notify all staff or students of when the assets, such as laptops, must be called back to the school or department for inventory. The final inventory results are recorded and reconciled in SKYWARD-QMLATIV and the local asset management system, and the working papers from the inventory process are stored on the site of where each inventory took place. The inventory Specialist drafts a single report for the Board compiling all results of the inventory, including dollar values of the located and unlocated inventory.

### F. Maintenance

In accordance with 2 C.F.R.313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

When an employee is assigned equipment, the employee and supervisor or principal must complete and sign the Employee Assignment List. This form is filled out annually. Parents, staff, and custodians must also record and authorize equipment taken home by students. Students are to check out any computer when used and check it back in once returned to school.

If an asset is broken or damaged, a work order should be submitted to the Media Technician (MT) to initiate repairs. Media and Technology is the internal office responsible for maintenance of assets but will also refer some technology repairs to Dell through the District's contract.

## G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether the project or program continues to be supported by the federal award. The District will not encumber the property without prior approval of the federal awarding agency and the pass-through entity. When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency, in the following order of priority: (1) activities under a federal award from the federal awarding agency which funded the original program or project; then (2) activities under federal awards from other federal awarding agencies.

If the inventory is a tagged asset, an asset transfer is initiated and processed through SKYWARD-QMLATIV. The current custodian must sign off and authorize the transfer, and the new custodian must sign off upon receipt of the asset. The new custodian will also complete a new Receiver Form for the inventory. If the asset was originally purchased using federal funds, there will be an additional "special projects" field in SKYWARD-QMLATIV to ensure consistency with federal requirements in transferring the asset to other federal programs.

During the time equipment is used on the project or program for which it was acquired, the equipment will also be made available for use on other projects or programs currently or previously supported by the federal government. Provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by the federal awarding agency that financed the equipment. Second preference is given to programs or projects under federal awards from other federal awarding agencies. Use for non-federally funded programs or projects is also permissible.

## H. Disposal of Equipment

When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Inventory Specialist will contact the awarding agency or pass-through for disposition instructions.

Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency. If the item has a current FMV of more than \$5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds.

If acquiring replacement equipment, the District may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

## IV. Written Compensation Policies

### A. Time and Effort

#### *Time and Effort Standards*

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required “match” in a federal program. These documents, known as time and effort records, are maintained to charge the costs of personnel compensation to federal grants.

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Be incorporated into official records;
- Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- Encompass both federally assisted, and all other activities compensated by the District on an integrated basis;
- Comply with the established accounting policies and practices of the District; and
- Support the distribution of the employee’s salary or wages among specific activities or costs objectives.

#### *Time and Effort Procedures*

To meet the above requirements, the Title I Office requests, collects and records two types of documentation, the Personnel Activity Reports (PAR) and Semi-Annual Reports. The PAR is a federal requirement of each employee working on multiple cost objectives whose salary is either fully or partially paid from federal funds. The Semi-Annual report is a federal requirement of employees paid out of a single federal award or cost objective. Payroll provides the Special Projects Office with a list of federally funded employees who must keep time and effort documentation. For verification of an employee’s Salary Distribution, you may reference to SKYWARD-QMLATIV.

Title I office distributes PAR reports to all employees that email. These employees are given a salary code and a federal program number which identifies the federal cost objective. Using the PAR, the District records and certifies time for employees paid with objectives monthly. The district requires the employee submits the information as a digital signature for the PAR. Employees must document the actual amount of time they worked on each cost objective each day of the selected month, not just the time allocated to a cost objective in the budget. Each PAR also contains a field for employees to enter notes or comments.

Using the Semi-Annual report, the District records and certifies time worked where employees spent 100% of their time worked for one cost objective. The information for the report is generated by the Payroll department twice annually. The January report covers July 1st to December 31st and the July report covers January 1st to June 30th. The District requires for each Semi-Annual the principal/supervisor sign to certify that the employee(s) worked during that time.

### ***Reconciliation and Closeout Procedures***

Once submitted, PARs and Semi-Annuals are sent back to the Title I office, checked to make sure all forms have been received and checked for completion. Once checked, Title I saves all forms returned. The reports are saved for a period of 5 years and available for any audits?

If, after reviewing a PAR, the Title I Office determines that an employee is not working according to the budget or if there is a discrepancy in the recorded time, Title I Office will initiate a meeting with the project director/coordinator and school principal. In making a determination about a difference in recorded time vs. time budgeted, the Title I Office, project director/coordinator, and principal will consider the funding sources, available funds, and whether amendments to the budget might be necessary. All charged to the federal award must be accurate, allowable, and properly allocated. If changes need to be made to payroll those changes will be submitted in writing to the Finance Department and Human Resources Department.

When a grant is closed out, the finance director responsible for grants ensures all invoices have been paid and the final indirect cost journal entry has been booked. The final drawdown is completed. Then a project expenditure report (216) from SKYWARD-QMLATIV is run to use as the basis for preparing the FA399. The FA399 is reviewed by management prior to submission.

### ***Staffing Model***

A Staffing Model must be completed annually or if a department is proposing staffing changes, documenting the names and budgeted salaries of employees to be funded by a project. The staffing model is updated when the District hires new employees. The Human Resources Department provides the staffing model template which is submitted to the Human Resource Office promptly after its initial completion and when changes are made.

### ***Stipends***

A stipend is payment to school employees and contractors who officially request to participate in professional development outside of normal duty hours, provided that prior approval is obtained from the appropriate supervisor or principal. Upon completion of the professional development, the school or department completes a Stipend Payment Form, reflecting the project to be charged. The project director signs the form and submits it to the Assistant Superintendent Office, which reviews and approves the stipend form before forwarding it to Payroll for processing.

## B. Human Resources Policies

<https://www.gadsdenschools.org/sys/search?q=policy>

## V. **Record Keeping**

### A. Record Retention

The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Consequently, the District retain records for a minimum of five (5) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.334.

After three years, records are archived offsite in Central Records. After five years, records are destroyed consistent with Florida's record retention schedule.

### B. Access to Records

The District provides the awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives the right of access to any documents, papers, or other records of the District which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the District's personnel for the purpose of interview and discussion related to such documents.

### C. Privacy

<https://www.gadsdenschools.org/sys/search?q=policy>



## VI. Emergency Policies and Procedures

<https://www.gadsdenschools.org/sys/search?q=policy>

## VII. Subrecipient Monitoring

If the District awards subgrants to other entities, it is responsible for monitoring those grant subrecipients to ensure compliance with federal, state, and local laws. Monitoring is the regular and systematic examination of all aspects associated with the administration and implementation of a program. Each program office that awards a subgrant must have its own monitoring policy. This policy must ensure that any monitoring findings are corrected.

Private Schools: <https://www.gadsdenschools.org/sys/search?q=policy>

Charter Schools: <https://www.gadsdenschools.org/svs/search?q=policy>

## VIII. Legal Authorities and Helpful Resources

The following documents contain relevant grants management requirements. Staff should be familiar with these materials and consult them when making decisions related to the federal grant.

- Education Department General Administrative Regulations (EDGAR)
  - <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 CFR Part 200)
  - <http://www.ecfr.gov/cgi-bin/text-idx?SID=ccccf77e01c9e6d4b3a377815f411704&node=pt2.1.200&rgn=div5>
  -
- USDE's Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 CFR Part 3474)
  - [http://www.ecfr.gov/cgi-bin/text-idx?SID=ccccf77e01c9e6d4b3a377815f411704&tpl=/ecfrbrowse/Title02/2cfr3474\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?SID=ccccf77e01c9e6d4b3a377815f411704&tpl=/ecfrbrowse/Title02/2cfr3474_main_02.tpl)
- Federal program statutes, regulations, and guidance
  - <http://www.ed.gov/>
- State regulations, rules, and policies
  - <https://www.flrules.org/>
- District regulations, rules, and policies
  - <https://www.gadsdenschools.org/sys/search?q=policy>

## GADSDEN COUNTY SCHOOL BOARD

Karema Dudley, Chairperson

Leroy McMillian, Vice-Chairperson

Charlie Frost

Steve Scott

Cathy Johnson

### MISSION

The mission of Gadsden County Public Schools is to collaborate with and engage all stakeholders in providing safe, caring, rigorous and engaging environments in which students can learn and succeed.

### VISION

The Gadsden County Public Schools comprise a system of excellence that prepares ALL students to live and successfully complete in a global society

### CORE VALUES

all students will learn when instruction is engaging, rigorous, differentiated and individualized;  
learning environments must be safe and supportive;  
understanding and respecting diversity enriches students' lives;  
every student has a right to a high quality education;  
success requires shared responsibility, collaboration and communication among all staff, families, students and the community;  
everyone must be held to the highest ethical standards to achieve excellence;  
everyone must contribute to and be held accountable for student achievement; and  
all district services must clearly be linked to student achievement.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO. 9a**

**DATE OF SCHOOL BOARD MEETING:** October 22, 2024

**TITLE OF AGENDA ITEM:** Surplus School Furniture and Equipment

**DIVISION:** District Inventory/Maintenance

X

\_\_\_\_\_ This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

In accordance with Sections 274.04, 274.05 and 274.06, Florida Statutes, Board approval is requested to surplus old furniture and playground equipment removed from school sites and to discard the surplus in one of three processes, depending on the condition of the furniture: 1) disposal as refuse, 2) donation to community, or 3) sell to interested buyers.

**FUND SOURCE:** NA

**AMOUNT:** NA

**PREPARED BY:** Matthew Bryant

*MB*

**POSITION:** Inventory Specialist

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: *BA* page(s) numbered \_\_\_\_\_

REVIEWED BY: *[Signature]* \_\_\_\_\_

## **GADSDEN COUNTY SCHOOL DISTRICT**

### **Surplus Furniture and Equipment Request**

**Examples of Surplus Furniture:** Student desks, teacher desks, chairs, tables, bookshelves, cabinets

#### **List of Schools with Discarded Furniture**

Havana Magnet Elementary Schools (Received New Furniture)

Gadsden County High School (Received New Furniture)

West Gadsden Middle School (Received New Furniture)

Greensboro Elementary School (Received New Furniture)

Chattahoochee Elementary School (Received New Furniture)

James A. Shanks Middle School (Old Furniture Replaced with Furniture in Better Condition)

George Munroe Elementary School (Old Furniture Replaced with Furniture in Better Condition)

Carter Paramore Academy (Old Furniture Replaced with Furniture in Better Condition)

Gadsden Central Academy (Old Furniture Replaced with Furniture in Better Condition)

Stewart Street Elementary School (Old Furniture Replaced with Furniture in Better Condition)

Gadsden Elementary Magnet (Old Furniture Replaced with Furniture in Better Condition)

#### **Departments with Discarded Furniture**

Transportation (Old Furniture Replaced with Furniture in Better Condition)

#### **List of Schools with Discarded Playground Equipment**

(Received New Playground Equipment due to Mandated Safety Requirements)

Havana Magnet

Bold Step

George Munroe Elementary School

Stewart Street Elementary School

Gadsden Elementary Magnet School

Greensboro Elementary School

Chattahoochee Elementary School

**SUMMARY SHEET**  
For Fiscal year 2024-2025

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 9b

**DATE OF SCHOOL BOARD MEETING:** October 22, 2024

**TITLE OF AGENDA ITEMS:** Request to Delete from Capital Assets (Sell via salvage)

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

In accordance with Sections 274.04, 274.05 and 274.06, Florida Statutes, Board approval is requested to delete \$1,642,366.96 plus applicable depreciation from the Motor Vehicle Capital Assets. This action is required based on the information received from the Director of Transportation.

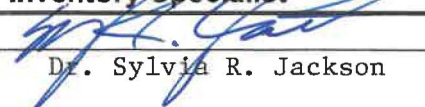
VIN #	Purchase Price	Miles	Property Tag #	Vehicle #
1. 1HVBBAAN4YH314423	\$ 51,416.00	258,781	200128	00-46
2. 1HVBBAAL4YH314422	\$ 46,365.00	236,097	200233	00-140
3. 1HVBBAAN81H387283	\$ 57,466.00	305,157	200225	01-38
4. 1HVBRAAN01A911899	\$ 55,500.00	245,039	042718	01-133
5. 1HVBRAAN71A911902	\$ 55,500.00	199,591	042719	01-135
6. 1HVBRAAL72A919126	\$ 45,000.00	166,738	200641	02-145
7. 1HVBRAAL92A919127	\$ 45,000.00	N/A	200642	02-146
8. 1BAKGCKA87F239194	\$ 69,725.00	N/A	200648	06-12
9. 1BAKGCKA17F239196	\$ 69,725.00	N/A	200646	06-24
10. 4DRBVAAN87A341737	\$ 86,124.00	188,108	200727	06-34
11. 1BAKGCPA89F262650	\$ 96,464.00	N/A	200723	09-17
12. 4UZABRDT3ACAR7703	\$ 98,328.00	N/A	037650	09-35
13. 1BAKGCPA59F29057	\$ 85,944.00	N/A	200713	09-41
14. 1BAKGCPA79F259058	\$ 85,944.00	N/A	200722	09-43
15. 4UZABRDT0BCAT7881	\$ 95,657.00	N/A	037904	11-3
16. 4UZABRDTXBCAU4241	\$ 88,549.00	N/A	037907	11-11
17. 4UZABRDT1BCAT7890	\$ 95,657.00	N/A	037895	11-49
18. 4UZABRDT3BCAT7891	\$ 95,657.00	N/A	037908	11-51
19. 4UZABRDT3BCAT7897	\$ 95,657.00	N/A	037891	11-60
20. 4UZABRDT6BCAT7898	\$ 95,657.00	N/A	037890	11-61
21. 4UZABRDT3BCAT7888	\$ 82,031.96	N/A	037905	11-62
22. 1HVBRAAL02A919128	\$ 45,000.00	N/A	200643	02-148

**REVENUE:** Applicable Funds

**AMOUNT:** \$1,642,366.00

**PREPARED BY:** Matthew Bryant

**POSITION(s):** Inventory Specialist

REVIEWED BY:   
Dr. Sylvia R. Jackson

**Matthew J. Bryant, BSIT  
Transportation Director / Risk Management Coordinator  
Gadsden County School District  
35 Martin Luther King Jr., Blvd.  
Quincy, Florida 32351**

**Requesting these Buses/Vehicles to be deleted from inventory due to age, body damage, blown engines, and transmissions etc... To repair these units, the cost would well exceed the value of the unit. A total of 22 units.**

- 1) 98-603-Chevy - Mini Bus- VIN:1GBHG31FOW1088137- Bad engine**
- 2) 00-46 INTL 77 pass - Bus- VIN: 1HVBBAAN4YH314423 - Outdated for parts availability**
- 3) 00-105 Chevy Minibus - VIN: 1GBHG31F6Y1181232- Bad engine/Outdated for parts availability**
- 4) 00-140 INTL 47 pass Bus- VIN: 1HVBBAAL4YH314422- Bad engine**
- 5) 01-38 INTL 77 pass Bus- VIN: 1HVBBAAN81H387283 - Bad engine**
- 6) 01-133 INTL 47 pass Lift Bus- VIN:1HVBRAAN01A911899 - Bad engine**
- 7) 01-135 INTL 47 pass Lift Bus-VIN:1HVBRAAN71A911902 - Bad engine**
- 8) 02-145 INTL 47 pass Bus -VIN:1HVBRAAL72A919126 - Bad engine**
- 9) 02-146 INTL 47 pass Bus -VIN:1HVBRAAL92A919127- Bad engine**
- 10)02-148 INTL 47pass Bus-VIN:1HVBRAAL02A919128 - Bad engine**
- 11)06-12 BB 77pass Bus-VIN:1BAKGCKA87F239194 - Bad engine**
- 12)06-24 BB 77pass Bus-VIN:1BAKGCKA17F239196 - Bad engine**
- 13)06-34 INTL 77pass Bus -VIN:4DRBVAAN87A341737- Bad engine**
- 14)09-17 BB 47pass Lift Bus-VIN:1BAKGCPA89F262650 - Bad engine**
- 15)09-35 Thomas 19pass Lift Bus-VIN:4UZABRDT3ACAR7703 - Bad Engine**
- 16)09-41 BB 77pass Bus-VIN:1BAKGCPA59F29057- Bad engine/Transmission**
- 17)09-43 BB 77pass Bus-VIN:1BAKGCPA79F259058 - Bad engine**

**Matthew J. Bryant, BSIT  
Transportation Director / Risk Management Coordinator  
Gadsden County School District  
35 Martin Luther King Jr., Blvd.  
Quincy, Florida 32351**

- 18)11-3 Thomas 77pass Bus - VIN:4UZABRDT0BCAT7881- Bad engine**
- 19)11-11 Thomas 47pass Bus - VIN:4UZABRDTXBCAU4241- Bad engine**
- 20)11-49 Thomas 77pass Bus-VIN:4UZABRDT1BCAT7890 - Bad engine**
- 21)11-51 Thomas 77pass Bus-VIN:4UZABRDT3BCAT7891- Bad engine**
- 22)11-60 Thomas 77 pass Bus-VIN:4UZABRDT3BCAT7897- Bad engine/Radiator**
- 23)11-61 Thomas 77pass Bus-VIN:4UZABRDT6BCAT7898 - Bad engine**
- 24)11-62 Thomas 77pass Bus-VIN:4UZABRDT3BCAT7888 - Bad engine**



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9c \_\_\_\_\_

DATE OF SCHOOL BOARD MEETING: 10/22/2024

TITLE OF AGENDA ITEM: Purchase Order Request for B&T Fencing

DIVISION: Facilities

\_\_\_\_\_ This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

Request for School Board approval to issue a purchase order to B&T Fencing in the amount of \$34,853.50. Attached is the quote for the demo and disposal of the current fencing at George W. Munroe Elementary School and the installation and supplies of 6-foot commercial galvanized chain link fence and 6ft. H x 4ft W commercial galvanized chain link gates around the current Pre-K playground located in front of the school and around the bus loop.

FUND SOURCE: General Funds

AMOUNT: \$34,853.50

PREPARED BY: Brenton Hudson

POSITION: Director, Facilities

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

REVIEWED BY:  \_\_\_\_\_



**B & T Fencing, Inc. TLH**  
 5159 Woodlane Circle  
 Tallahassee, FL 32303  
 P (850) 942-1003 F (850) 504-0705  
 info@bandtfencing.com  
 www.bandtfencing.com

**Quote**

Quote ID: QT2024-13289  
 Quote Date: 10/2/2024  
 Expiration Date: 11/1/2024

Billing Address: Gadsden County School District  
 805 South Stewart Street  
 Quincy, FL 32351

Shipping / Location: George W Munroe Elementary  
 1830 West King Street  
 Quincy, FL 32351-2013

Point of Contact: Brad Arnold  
 Phone: (850) 443-6219  
 Email: arnoldb@gcpsmail.com

Sales Consultant: Dan Conrad  
 (850) 556-3355  
 dconrad@bandtfencing.com

Description

*Demo/Disposal  
 Supply/Install 6' commercial galv chain link.*

Product

<u>Product</u>	<u>Total</u>
Demolition and Disposal of Existing Fence <i>Fence A - Playground area</i>	5,229.14
Supply and Install of 6' Tall Galvanized Chain Link Fence Commercial <i>Fence A - Playground area</i>	12,670.81
Supply and Install Commercial Galvanized Chain Link Gate 6ft H x 4ft W includes hardware. <i>Fence A - Playground area 1 - 4' wide walk gate on left side line at front of building. 1 - 4' wide walk gate on left side line at rear of building.</i>	1,197.24
Supply and Install of 6' H x 10' W Commercial Galvanized Double Gate, Includes Hardware <i>Fence A - Playground area 10' wide double drive swing gate at front left line of playground</i>	1,114.14
Demolition and Disposal of Existing Fence <i>Fence B - Bus Loop area</i>	3,399.83
Supply and Install of 6' Tall Galvanized Chain Link Fence Commercial <i>Fence B - Bus Loop area</i>	7,604.33
Supply and Install Commercial Galvanized Chain Link Gate 6ft H x 5ft W includes hardware. <i>Fence B - Bus Loop area 5' wide walk gate near south end of fence line.</i>	629.57
Supply and Install of 6' H x 12' W Commercial Galvanized Double Gate, Includes Hardware <i>Fence B - Bus Loop area 12' wide double drive swing gate near north end of fence line.</i>	1,324.91
Supply and Install of 6' H x 16' W Commercial Galvanized Double Gate, Includes Hardware <i>Fence B - Bus Loop area 16' wide double drive swing gate at breezeway to bus loop.</i>	1,683.53

Summary

Pieces	1,548
Subtotal	34,853.50
<b>Total</b>	<b>34,853.50</b>

Signature



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Expiration Date: 11/1/2024

Print Name & Title

Date

### Terms & Conditions

**PAYMENT TO BE MADE AS FOLLOWS:** 50% deposit due at acceptance of quote. Materials will only be ordered after signed quote, signed terms and conditions and deposit are received. For larger projects, B&T Fencing, Inc. reserves the right to establish a payment draw schedule (progress invoices). Customer agrees to pay B&T Fencing, Inc. immediately upon completion of installation full balance of amount due. Methods of payment accepted: Visa, MasterCard, American Express, Discover, check and cash. A 3% transaction fee will be applied to all credit/debit card transactions.

**FINANCE CHARGES:** Finance charges will be applied to past due invoices. Customer agrees to pay these finance charges at a daily rate of 0.0493% (18% annually).

**FLORIDA LIEN LAW:** Under Florida's laws, those who work on your property or provide materials and are not paid have a right to enforce their claim for payment against your property. This claim is known as a construction lien. If your contractor fails to pay subcontractors or material suppliers or neglects to make other legally required payments, the people who are owed money may look to your property for payment, even if you have paid your contractor in full. B&T Fencing, Inc. reserves the right to lien Customer's property if payment is not received. Learn more about the Construction Lien Law, Chapter 713, Part I, Florida Statutes.

**ATTORNEYS' FEES AND COSTS:** In the event of any dispute, enforcement action, or other action arising out of or related to this agreement or the work, the prevailing party shall be entitled to recover its attorneys' fees and costs.

**CANCELLATION:** Any cancellation requests must be made in writing. To offset some of the costs incurred during the various phases of processing this order, 50% of the contracted amount, in addition to any direct costs such as special materials and services will be charged against the Customer's deposit.

**SCHEDULING:** Any representation by B&T Fencing, Inc. regarding the installation date is for the Customer's convenience and is only an approximation. The installation schedule changes daily due to circumstances within and beyond our control including, but not limited to: weather, permits, progress on prior schedule.

**LAYOUT:** The Customer is responsible to indicate to the representative/crew the proper location for the fence and will provide B&T Fencing, Inc. with an accurate survey of the property. The Customer is solely responsible for location of the fence and knowledge of all property boundary lines. It is preferable that the Customer is onsite the morning of installation.

**WOOD FENCE DISCLAIMER:** Wood fences carry a manufacturer warranty against rotting, decay and infestation. This does not include labor. All lumber used is pressure-treated pine, unless otherwise stated. Pressure-treating does not protect wood from the effects of weather/sun exposure. Because wood is a naturally occurring material, this warranty does not extend to checking, cracking, warping, or discoloration. These are common and normal events for wood. We recommend that all wood be sealed.

**UNDERGROUND UTILITIES:** Before beginning work on your project, B&T Fencing, Inc. will call Sunshine 811 to have your underground utilities located. Sunshine 811 will notify member utility companies that we are planning to dig, and they mark the approximate location of underground lines, pipes and cables in your yard or construction site. Occasionally, unseen or unknown underground lines are hit and damaged (sprinkler lines are especially vulnerable). If this happens, the Customer is responsible for the repairs and costs because these lines cannot be seen and are unknown.

**DIGGING:** B&T Fencing, Inc.'s quote is based on normal ground conditions. If difficult digging is encountered during installation, B&T Fencing, Inc. will be entitled to a price increase to cover the cost of any equipment rental or extra labor, if any.

**HOA RESTRICTIONS:** The property to be fenced may have deed and/or Homeowner's Association restrictions or city or county planning and zoning restrictions. It is the sole responsibility of the Customer to look into this before contracting with B&T Fencing, Inc.

The crew will need room in order to produce quality work. The Customer agrees to have two feet on both sides of the proposed fence lines clear of obstructions, i.e. trees, bushes, debris, etc. If the fence lines are not cleared when the crew arrives, the crew may clear the fence lines and the Customer agrees to pay \$45.00 per man hour for this service. This will keep the crew working and unnecessary additional trip charges. This does not apply if clearing is included in your estimate.

**TRIP CHARGE:** This contract anticipates that once work has started, B&T Fencing, Inc. will be allowed to complete the entire scope of work without any interruptions or stoppage by the Customer. Any interruptions or stoppages will result in additional trip charges which Customer agrees to pay. B&T Fencing, Inc.'s trips charges are as follows: ½ day minimum charge of \$500.00; full day charge of \$1000.00.

**WARRANTIES:** We guarantee our workmanship and materials for one year from the installation date\*. Workmanship is defined as the quality of work produced by an installer. Please contact our office for more information on manufacturer's product warranties. Our warranty will cover any faulty workmanship or defective products associated with the construction of the improvements, excluding normal wear and tear. We guarantee the proper function of gates and gate hardware, with proper use, within the first year. This includes sagging of gates, defects in the hardware and proper hardware function. \*Wood systems and gate operator systems carry a 90-day warranty.

**WARRANTY EXCLUSIONS:** It is important to remember that a fence is an outdoor structure in which the environment can be very harsh. Our materials will change with exposure to the elements, this includes aging (weathering), discoloration or fading and dimensional changes (shrinkage or swelling). All lumber used is pressure-treated pine, unless otherwise stated. Pressure-treating does not protect wood from the effects of weather/sun exposure. Because wood is a naturally occurring material, we cannot warranty against warping, cracking, splitting, aging (weathering), discoloration and/or fading or dimensional change (shrinkage or swelling). We recommend that all wood be sealed. Other items excluded in our warranty include damage that is caused by vandalism, vehicle damage, climbing, storm or tree damage, swinging on gates or other misuse of gates or gate hardware. Gates that are left opened can slam shut causing latches to break or bend and hinges to come out of alignment. Gate hardware is meant to work properly under controlled conditions, this does not include forceful opening or shutting by an individual.

All measurements shown on the quote are approximate. The actual measurements of the fence may vary.

All materials will be specified on the quote and all workmanship will be to ASTM specifications.



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*Any and all excess materials remain the property of B&T Fencing, Inc. If B&T Fencing, Inc. is contracted to remove and haul away existing fence, then those materials also become B&T Fencing, Inc.'s property.*

*Any Customer requested changes or deviations from the estimated specifications or the quantities involving extra costs will be an extra charge over and above the Estimate-Contract.*

*By signing below, I acknowledge that I agree to these terms conditions set forth herein. I attest that this e-signature is my legally binding signature and that my e-signature is the legal equivalent of my physical signature. I hereby fully bind myself (and if I'm signing as an agent on behalf of any person or entity, I am binding such person or entity) to this agreement.*



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# Quote

Quote Date: 10/2/2024  
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Images



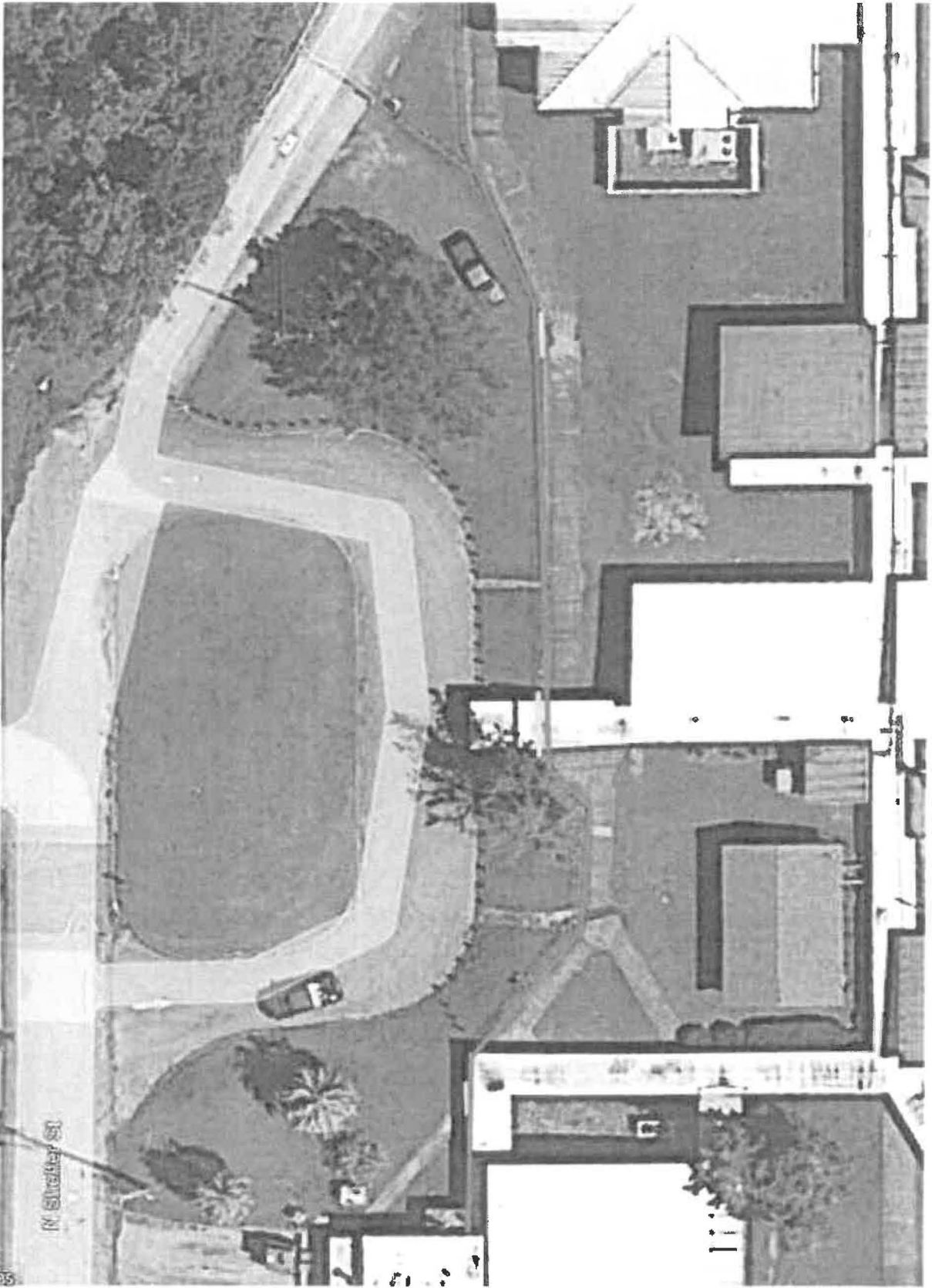


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# Quote

Quote Date: 10/2/2024  
Expiration Date: 11/1/2024

Images



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO. 10a**

**DATE OF SCHOOL BOARD MEETING:** October 22, 2024

**TITLE OF AGENDA ITEM:** West Gadsden Middle School Marching Band

**DIVISION:** Academic Services

\_\_\_\_\_ This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:**

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. West Gadsden Middle School Marching Band is requesting approval for an out-of-state field trip to Dothan, Alabama.

Please see the attached documentation.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Tammy McGriff, EdS 

**POSITION:** Assistant Superintendent, Academic Services PreK-12

---

INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_ 1 \_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered  1

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_



**\*FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP\***

OCT 11 24 RCV

## FIELD TRIP REQUEST

<b>DATE OF REQUEST:</b> Sept. 17, 2024	<b>SCHOOL:</b> West Gadsden Middle	<b>CONTACT FOR FIELD TRIP:</b> Ms. Ceceilia Madry
---	---------------------------------------	--

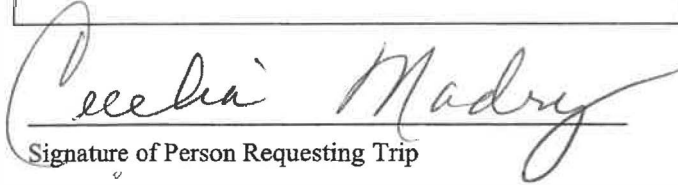
<b>DATE OF TRIP:</b> October 26, 2024	<b>WHO IS ATTENDING: (grade/organization)</b> Marching Band
--	--

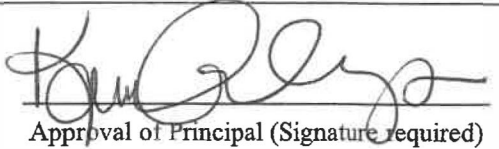
<b>LOCATION:</b> Dothan, Alabama	<b>TRAVELING BY:</b> <input checked="" type="checkbox"/> School Bus <input type="checkbox"/> Charter Bus
-------------------------------------	---

<b>PURPOSE:</b>  National Peanut Festival Parade
--

- SCHOOL BUS -Required items for approval:**
1. Principal's signature
  2. Complete list of participants and chaperones
  3. Complete final itinerary
  4. Documentation showing correlation of the Florida Standards or benchmark to the field trip request

- CHARTER BUS-Required items for approval:**
1. Principal's signature
  2. Complete list of participants and chaperones
  3. Complete final itinerary
  4. Copy of charter bus contract with signatures
  5. Proof of Insurance showing either district or school as insured

  
 Signature of Person Requesting Trip

  
 Approval of Principal (Signature required)

____ APPROVED	____ DENIED
Superintendent/Designee	Date

**Please forward completed form via district mail or fax:**

**Mrs. Eureka Fields, Program Assistant for Instructional Services**

**Fax: (850) 627-3530    Email: fieldse@gcpsmail.com**

**UPDATED: 2/28/2022**



## **West Gadsden Middle School**

*Department of Music*

200 Providence Road

Quincy, FL 32351

Kimberly Cummings, Principal

(850) 442-9500 Phone | (850) 442-6126 Fax

### **ITINERARY** **DOTHAN, ALABAMA**

**STUDENTS ARRIVE AT WGMS: 11:00 A.M.**

**LEAVE WGMS: 11:30 A.M. (EST)**

**ARRIVE IN DOTHAN, AL: 12:30 P.M. (CST)**

**PARADE BEGINS: 3:00 P.M. (CST)**

**ARRIVE AT THE FAIR AFTER THE PARADE**

**BOARD BUS: 6:00P.M. TO RETURN TO WGMS (CST)**

**RETURN TO WGMS: 7:00 – 8:00 P.M. (EST)**  
**APPROXIMATELY**

Shannon Williams  
Assistant Principal



# West Gadsden Middle School

*Department of Music*

200 Providence Road

Quincy, FL 32351

Kimberly Cummings, Principal

(850) 442-9500 Phone | (850) 442-6126 Fax

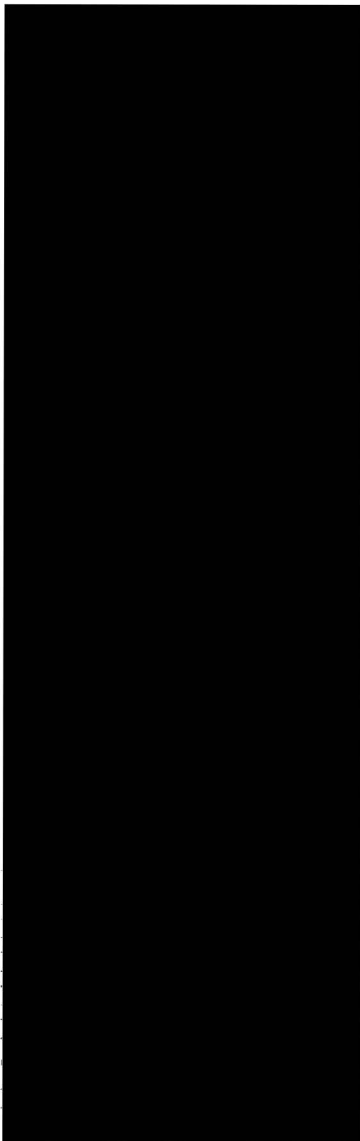
## NATIONAL PEANUT FESTIVAL

### DOTHAN, ALABAMA

#### BAND STUDENTS AND CHAPERONES

### WGMS BAND STUDENTS FOR 2024 - 2025 YEAR

- 1.
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- 41.



### CHEERLEADERS

- 42.
- 43.
- 44.
- 45.
- 46.
- 47.
- 48.
- 49.
- 50.
- 51.



### CHAPERONES

52. MS. MADRY
53. MS. VICKERS
54. MS. DENTON
55. MR. LUCKY
56. PARENT
57. PARENT
58. PARENT

Shannon Williams  
Assistant Principal



# West Gadsden Middle School

*Department of Music*

200 Providence Road

Quincy, FL 32351

Kimberly Cummings, Principal

(850) 442-9500 Phone | (850) 442-6126 Fax

## Correlation of the Florida Standards

Enduring Understanding 1 MU.68.S.1 : The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Enduring Understanding 2 MU.68.S.2 : Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

Enduring Understanding 3 MU.68.S.3 : Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

Shannon Williams  
Assistant Principal

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: October 22, 2024

TITLE OF AGENDA ITEM: Report on 24-25 FSSAT Findings, Strategies and Activities

DIVISION: Safety and Security

       This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:** Florida Statutes requires that annually the school safety specialist provide recommendations to the Superintendent and Board which identify strategies and activities that the District should consider implementing in order to address and improve school safety and security. These recommendations are based on findings from the recently completed Florida Safe Schools Assessment Tool (FSSAT) for each public school and public charter school. Subsequently, these findings and Board action are required to be reported to the Office of Safe Schools within thirty (30) days of this Board meeting. This report is confidential and exempt from public records requirements pursuant to 1006.1493(5) Florida Statutes. A copy was made available to the Board in an Executive Session.

**FUND SOURCE:** not applicable

**AMOUNT:** not applicable

**PREPARED BY:** Officer Tiffany Parsons-Buckhalt - TPB

**POSITION:** Director of Safety

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

NA Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered NA

CHAIRMAN'S SIGNATURE: page(s) numbered NA

REVIEWED BY: \_\_\_\_\_

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO. 10c**

**Date of School Board Meeting:** October 22, 2024

**TITLE OF AGENDA ITEM:** Student Code of Conduct

**DIVISION:** Academic Services/Support Services

X  This is a CONTINUATION of a current project, grant, etc.

**PURPOSE AND SUMMARY OF ITEM:** This is a request for Board Approval of the 2024-2025 Student Code of Conduct.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Dr. Loietta Holmes



**POSITION:** Director of Secondary Education

---

INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_

# Gadsden County School District

## 2024-2025

# CODE OF STUDENT CONDUCT



**Elijah Key**  
SUPERINTENDENT OF SCHOOLS  
35 MARTIN LUTHER KING, JR. BLVD  
QUINCY, FLORIDA 32351  
TEL: (850) 627-9651  
FAX: (850) 627-2760  
[www.gadsdenschools.org](http://www.gadsdenschools.org)

**Board  
Approved**

CATHY S. JOHNSON  
DISTRICT NO. 1  
HAVANA, FL 32333  
MIDWAY, FL 32343

STEVE SCOTT  
DISTRICT NO. 2  
QUINCY, FL 32351  
HAVANA, FL 32333

LEROY McMILLAN.  
DISTRICT NO. 3  
CHATTAHOOCHEE, FL 32324  
GREENSBORO, FL 32330

CHARLIE D. FROST  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

KAREMA D. DUDLEY  
DISTRICT NO. 5  
QUINCY, FL 32353



*"The Gadsden County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information."*

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DISCIPLINE INCIDENT FORM  
ATTENDANCE AND SOCIAL WORK REFERRAL FORM  
NOTICE REGARDING CODE OF STUDENT CONDUCT

70  
71  
70

DRAFT

# THE SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd  
Quincy, Florida 32351  
Main: (850) 627-9651 or Fax: (850) 627-2760  
[www.gadsschools.org](http://www.gadsschools.org)

**Elijah Key**  
**Superintendent**  
**HYPERLINK**

## SUPERINTENDENT'S MESSAGE

In order for the Gadsden County School District to perform effectively, it must operate within a system of rules. These rules are written in the Code of Student Conduct to ensure a safe learning environment for the students who attend our schools. We know that there are many factors that contribute to discipline problems in a school; consequently, schools have the responsibility to encourage, promote, and maintain effective disciplinary practices.

The contents of this document apply to all students in grades Pre-K -12, unless otherwise stated. The information contained in the Code of Student Conduct is written specifically to ensure that each student associated with school activities has positive experiences in a safe learning environment.

This document will explain the rules of the Gadsden County School District, student rights and student responsibilities, disciplinary actions, and the disposition of school records. While this document does not contain all the Florida Statutes referenced herein, a copy of those statutes can be obtained from the district office at 35 Martin Luther King, Jr. Boulevard in Quincy upon request or viewed on the State of Florida website at <http://www.leg.state.fl.us/statutes/>

The administrators and school personnel will continue to promote and maintain the kind of leadership that will foster a healthy dose of intervention, prevention, and the encouragement to discontinue those behaviors that are not acceptable to a safe learning environment. As we continue to find ways to make all of our schools safer, we realize that consequences for inappropriate behavior must be fair, consistent, and comply with policies as conflicts are resolved and undesirable behavior is modified.

Please read and thoroughly discuss this document with your child. Help us maintain the safe school status which we all desire throughout our district. We want to ensure that each student will have positive experiences in a safe, nurturing learning environment.

Respectfully yours,



Superintendent of Schools

EK:jb

CATHY S. JOHNSON  
DISTRICT NO. 1  
HAVANA, FL 32333  
MIDWAY, FL 32343

STEVE SCOTT  
DISTRICT NO. 2  
QUINCY, FL 32351  
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GREENSBORO, FL 32330

CHARLIE D. FROST  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

KAREMA D. DUDLEY  
DISTRICT NO. 5  
QUINCY, FL 32353

## **JURISDICTION OF THE SCHOOL BOARD**

The Code of Student Conduct and the Positive Student Management Discipline Plan were adopted by the Gadsden County School Board and are compatible with the Florida State legislative codes. Subject to law and rules and regulations of the State Board of Education of the State of Florida, each student enrolled in a school shall, during the time he/she is being transported to or from school at public expense, during the time he/she is attending school, including the time during which he/she is proceeding from one school center to another during the school day, and during the time he/she is on the premises of any publicly supported school in this district, be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom such responsibility may be assigned by the principal; and each such student shall, during the time he/she is otherwise en route to or from school at public expense, or is presumed by law to be attending school, be under the control and direction of the principal or teacher in charge of the school where he/she is enrolled.

## **DISCRIMINATION STATEMENT**

In accordance with the Florida Educational Equity Act (FEEA), no individual shall be excluded from participation in, denied the benefits of, or subjected to discrimination in any education program or activity based on race, color, religion, sex, national origin, disability, age, or marital status.

This policy applies equally to students, employees, and all individuals conducting business with the School Board.

## **PLEDGE OF ALLEGIANCE**

The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle and high school in the Gadsden County School District. Upon written request by his or her parent, a student shall be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing headdress, except when such headdress is worn for religious purposes.

# STUDENTS' RIGHTS AND RESPONSIBILITIES

It is the intent of the Students' Rights and Responsibilities, as expressed in the Code of Student Conduct that students understand that their rights must be accompanied by corresponding responsibilities.

Florida's School Improvement and Accountability System states that all school communities will provide an environment that is alcohol and drug-free and protects students' health, safety, and civil rights.

## I. ATTENDANCE

All questions relating to the attendance policy are to be directed to the school's attendance office first, and then if needed, the school principal.

Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board.

The school attendance law was amended by the 1997 Florida Legislature to require that any sixteen or seventeen year old student withdrawing from school must file a formal declaration of intent to terminate school enrollment with the district school board.

A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students.

A student is considered a "habitual truant" when he/she has 15 unexcused absences within 90 calendar days.

### DISTRICT ATTENDANCE GOAL 2024-2025 SCHOOL TERM

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session. School attendance shall be the responsibility of parents and students. Absences shall be reported to the school attendance office by the parent or adult student as soon as practicable.

In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The School Board reserves the right to verify such statements and to investigate the cause of each single absence.

In addition, educators shall have the responsibility of encouraging regular attendance of students, maintaining accurate attendance records, and following reporting procedures prescribed by the Superintendent.

Provision shall be made for promoting school attendance through adjustment of personal problems, education of parents, and enforcement of the compulsory attendance laws and related child-welfare legislation. Accordingly:

- A. Teachers shall record absentees each period of the school day and report those absences;
- B. Parents should be notified each time their child is absent insofar as possible;
- C. When a student has been absent three (3) consecutive days and the school has been unable to ascertain the reason for the absences, the absences shall be investigated or at any other time if deemed necessary by the school principal.
- D. Absences must be reported to the school by the parent or adult student as soon as practicable. Failure to report and explain the absence(s) shall result in unexcused absence(s). The final authority for determining acceptability of the reason for the absence(s) shall rest with the principal.

#### School-Based Intervention Procedures for Truant Students

The Board requires that the following school-based intervention procedures be adhered to for truant students:

- A. After three (3) days of unexcused absences, within a ninety (90) day period, a parent/guardian/student contact/conference is conducted by teacher/school designee.
- B. After five (5) days of unexcused absences, within a ninety (90) day period, a referral is made to the principal to send a certified letter to parents/guardians and possibly to convene a student study team. NOTE: Student study team is to convene when a student misses five (5) unexcused absences within thirty (30) calendar days, or when a student misses ten (10) days within ninety (90) calendar days.
- C. After ten (10) days of unexcused absences within a ninety (90) day period, the student is referred to the visiting teacher.
- D. After fifteen (15) unexcused absences within a ninety (90) day period, the student is considered "habitually truant," pursuant to F.S. 1003.27(b).

The Florida Legislature enacted requirements that school districts report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birthdates, sex, and social security numbers of minors who attain the age of fourteen (14) and accumulate fifteen (15) unexcused absences in a period of ninety (90) calendar days. The legislation further provides that those minors under age eighteen (18) who thus fail to satisfy attendance requirements or drop out of (voluntarily withdraw from) school will be ineligible for driving privilege. Additional information about procedures and waivers is available from the school administration or guidance office.

Chronic truancy or deliberate nonattendance in excess of fifteen (15) school days within a semester shall be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under F.S. 1003.21.

#### **Excused Absence**

If the absences are excused, all educational requirements for the course shall be met before a passing grade and/or credit is assigned. The student shall have a reasonable amount of time, up to ten (10) school days, to complete make-up work for excused absences. Principals may grant extensions to the make-up time limit for extenuating circumstances. Regarding make-up of the work missed as a result of unexcused absences, each principal shall establish site-specific policies that encourage both regular attendance and high academic achievement and shall review and modify these policies from time-to-time as required to maintain and improve their effectiveness.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
- B. Court appearance of the student.
- C. Medical appointment of the student.
- D. An approved school activity (absences recorded but not reported).
- E. Insurmountable problems. Prior permission by principal or designee is required except in the case of an emergency.
- F. Other absences with prior approval of the Principal.
- G. Attendance at a center under Children and Families Services supervision.
- H. Significant community events with prior permission of the principal. When more than one (1) school is involved, the Area Superintendent will determine the status of the absence.
- I. Religious holiday (See Board Policy 3.18 and 5.40).
- J. Death in the immediate family.

Absences not included in excused absences listed above shall be unexcused.

Pursuant to State law, unexcused tardiness or absences shall not be grounds for suspension from school, but may result in other disciplinary consequences, such as detention or placement in existing alternative programs.

Any student who fails to attend any regularly scheduled class and has no excuse for absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents or guardians.

The Superintendent shall develop administrative procedures that:

- A. Provide the student and his/her parents with the opportunity to challenge the attendance record prior to notification and that such notification complies with applicable Board rules;
- B. Govern the keeping of attendance records in accordance with the rules of the State Board;
- C. Identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- D. Require that students whose absence has been excused have an opportunity to make up work they missed and receive credit for the work, if completed;
- E. Require that any student, who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence, is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 or other appropriate accommodation.

Such regulations should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

Whenever any student has a total of fifteen (15) days of unexcused absence from school during any semester, s/he will be considered habitually absent. The Board authorizes the Superintendent to inform the student and his/her parents of the record of excessive absences as well as the District's intent to notify the Registrar of Motor Vehicles, if appropriate, and the Judge of the Juvenile Court of the student's excessive absences.

Students may not be given excused absences to remain out of school for the purpose of working, unless the job is an integral part of the student's instructional program.

F.S. F.S. 1002.20, 1003.21, 1003.24, 1003.26, 1003.27, 1006.09

## **II. RESPECT FOR PERSONS AND PROPERTY**

### **Rights:**

Students are recognized as individuals. Their rights include a safe, healthy, and drug-free environment.

### **Responsibilities:**

Students should treat others, school property, and property of others with respect. Respectful behavior includes, but is not limited to, following school, classroom, and bus rules. Unacceptable behavior includes, but is not limited to, fighting, stealing, destroying property, and violating school rules.

### **Rule:**

Students will treat others and their property with dignity and respect.

### **Disciplinary Action:**

A student not respecting the right and property of others may be subject to disciplinary action allowed by School Board policy. Disciplinary action may range from counseling to expulsion.

## **III. RIGHT TO LEARN**



**Rights:**

Students have a right to be in an environment conducive to learning and will have appropriate educational programs.

**Responsibilities:**

Students should come to school prepared to take advantage of all educational opportunities offered. Students should inform school personnel if they have a problem at home or at school that keeps them from doing their best.

**Rule:**

Students will participate in educational opportunities and complete classroom assignments and homework to the best of their abilities.

**Disciplinary Action:**

Students who fail to comply with the above stated rule may hinder their educational progress and be subject to other disciplinary procedures allowed by the local school-wide discipline plan.

**IV. RIGHT OF ASSEMBLY**

**Rights:**

Students may meet in an orderly manner on the school grounds or building(s) if proper authorization has been granted.

**Responsibilities:**

The meetings must be approved by the principal/designee and must not interfere with other planned activities.

**Rule:**

With proper school authorization, students may assemble in an orderly manner.

**Disciplinary Action:**

Unauthorized or disorderly meetings will be terminated immediately by the principal/designee, and violators may be subject to further administrative disciplinary action.

## **V. RIGHT OF PRIVACY**

### **Rights:**

1. Only authorized persons may have access to student records as governed by Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g. Regulations: 34 CFR Part 99.)
2. Students and their storage area, under the jurisdiction of the School Board, may be searched in cases of reasonable suspicion. Strip searching is prohibited. The use of metal detectors or specially trained animals is permissible.

### **Responsibilities:**

1. Students, parents/guardians should give the school any information needed to work with the student.
2. Students should not bring prohibited items to school.

### **Rule:**

Students will respect the privacy of others.

### **Disciplinary Action:**

Prohibited items will be confiscated by school personnel and the students will be subject to disciplinary actions allowed by School Board policy.

## **VI. PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES**

### **Rights:**

All students will be a part of classroom instruction and other school activities for which they are qualified, without regards to their race, sex, religion, national origin, age, marital status, disability, or perceived disability.

### **Responsibilities:**

Students should do their best in school or while participating in school activities. They should also be aware of the rights and responsibilities of others so as to make the school the best place of learning possible.

### **Rule:**

Students who participate in or attend school activities will do so in a manner which promotes the objectives of the school and/or the activity.

### **Disciplinary Action:**

Students who violate the above stated rule may be subject to disciplinary actions allowed by School Board policy.

## **VII. DRESS AND GROOMING**

Disciplinary action resulting from a student's clothing or accessories must be determined pursuant to the school district's dress code unless the wearing of such clothing or accessories causes a substantial disruption of student learning, in which case the infraction may be addressed in a manner consistent with district school board policies for similar infractions.

### **Rights:**

Students have a right to dress comfortably.

### **Responsibilities:**

Students have a responsibility to wear clothes that are not dangerous to their health or safety and to dress in a manner that is not disrupting the educational process. Clothes worn should not advertise drugs, gangs, alcohol, tobacco, inappropriate language and/or sexual behavior.

### **Rule:**

Student will dress and groom in such a way as to express personal preferences within the guidelines of the school dress code. Students are prohibited from wearing bandannas, dropped pants, low riding jeans, and shorts revealing the buttocks or underwear, short tops revealing the belly button, and inappropriate short dresses, shorts, or skirts.

### **Elementary and Middle School Requirements:**

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being and moral and character development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance as follows:

- 1) All students in elementary or middle school shall wear a school uniform while in attendance during the regular school day and on school sponsored field trips.
- 2) Colors shall be that of the official school colors and other colors as recommended by the School Advisory Committee and approved by the principal of the school.
- 3) Shirts/blouses must have a collar. T-shirts may be worn at the discretion of the individual school. Shirts must be tucked into pants.
- 4) Uniform style bottoms will be dark blue, black, tan (khaki). No sweat pants, overalls, or jeans will be allowed. Jeans are allowed to be worn at the discretion of the principal.
- 5) Uniform knee-length shorts/skirts will be acceptable.
- 6) Shoes must be safe and appropriate covering the student's feet.
- 7) Socks must be black, white, or other color as approved by the principal.
- 8) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 9) Outer garments for cold weather are permissible. Hooded sweatshirts are allowed but hoods may not be worn during school hours. Uniform shirts are required underneath.

A student who transfers from one school to another in the county will be required to wear the "generic school uniform" and will have 15 days to acquire the new school's uniform.

### **The "generic uniform" shall consist of the following:**

- A. Khaki or black pants, shorts, or skirt
- B. White collared shirt
- C. Safe and appropriate shoes covering the feet.

At the beginning of the school year, students will be required to conform to the uniform dress code within but no later than the first ten (10) school days. Likewise, students transferring into the district will have the first fifteen (15) days of school enrollment in order to conform to the uniform dress code.

**ALL STUDENTS (ELEMENTARY, MIDDLE AND HIGH) FOUND IN VIOLATION OF THE DRESS CODE WILL BE SUBJECT TO THE FOLLOWING OPTIONS:**

### **School Disciplinary Action:**

Any student enrolled in an Elementary, Middle and High School who reports to school improperly attired shall be disciplined as follows:

- A. First and second offense consequences are:
  - a. Notification of parent or guardian and require student to change into appropriate attire
- B. Third offense consequences are:
  - a. Notification of parent or guardian, require student to change in to appropriate attire and may receive counseling via School Counselor and/or School Social Worker
  - b. One day of in-school suspension (if available) or three (3) days of after school detention.
- C. The fourth and subsequent offenses are considered to be willful disobedience that will result in further disciplinary action that may include additional days of in-school suspension, after school detention, or work detail.
- D. Students may also be removed from extracurricular activities by the Principal (not to exceed 7 days/1 week/2 extracurricular activities)

Clothing and/or other personal adornment that is so unusual or non-traditional that it attracts undue attention and distracts from the academic climate of the classroom cannot be allowed.

### **APPROPRIATE ATTIRE**

- When young ladies wear shorts, skirts, and dresses, the length must be near their knees. This knee length is determined by the indentation of the tip of the student's middle finger when placed against the student's attire.
- Bound sleeveless shirts and/or dresses that cover the armpits may be worn.
- Shirts/blouses must cover the midriff at all times.
- Young men must wear belts or suspenders with their pants. Elastic waistband/draw strings are acceptable.
- Hats and hoods may be worn outside of the building only.

### **INAPPROPRIATE ATTIRE**

- Tight-fitting stretchy pants, leotards, bicycle pants, or body gloves without appropriate length tops.
- Blouses or shirts that are unbuttoned, see-through, halter tops, tank tops, or muscle shirts and dresses that are strapless, spaghetti strap, or sun dresses,
- Section cutout garments with holes that are deemed inappropriate by administration
- Clothes that advertise gangs, alcoholic beverages, tobacco, drugs, suggestive or sexually explicit logos, or offensive racial slogans
- Headbands, bandannas, scarves, stocking/wave caps, or any other headgear
- Bare feet, bedroom slippers, flip-flops or beach shoes
- Hair combs, hair picks, or hair rollers
- Drop pants / saggy pants (F.S. 1006.07(2)(d) and F.S. 1006.15(4))
- Hooded sweatshirts are allowed, but hoods may not be worn during school hours. Must meet all clothing guidelines.

\* **These** dress code guidelines are subject to the interpretation of the administration, faculty, and staff. Any other type of clothing or garment that is distracting, immodest, or interferes with learning will not be allowed.

## VIII. WIRELESS COMMUNICATION DEVICES

The School Board is aware that wireless communication devices (WCDs) are used by students and parents to communicate with each other. However, the use of wireless communication devices (WCDs) on school grounds must be appropriately regulated to protect students, staff, and the learning environment. This policy sets forth the District's policy with respect to WCDs.

Students may possess wireless communication devices (WCDs) in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions, provided that during school hours and on school vehicles the WCDs are used for educational purposes for grades K-8 and at the discretion of the principal in grades 9-12.

A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), Blackberries/Smartphones, Wi-Fi-enabled or broadband access devices, two-way radios or video broadcasting devices, laptops, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Also, during after school activities when directed by the administrator or sponsor, WCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight.

The requirement that WCDs must be powered completely off will not apply in the following circumstances when the student obtains prior approval from the building principal:

- A. The student is a member of a volunteer fire company/department, ambulance or rescue squad.
- B. The student has a special health circumstance (e.g. an ill family member, or his/her own special health condition).

The student is using the WCD for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision. However, the use of any communication functionality of the WCD is expressly prohibited. This includes, but is not limited to, wireless Internet access, peer-to-peer (ad-hoc) networking, or any other method of communication with other devices or networks. In no circumstances shall the device be allowed to connect to the District's network. The preceding prohibitions do not apply to Board-owned and issued laptops, PDAs or authorized assistive technology devices.

Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit, written consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Students who violate this provision and/or use a WCD to violate the privacy rights of another person may have their WCD confiscated and held until the parent is contacted and picks up the device from the school.

"Sexting" is prohibited at any time on school property or at school functions. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity. Such conduct not only is potentially dangerous for the involved students but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

The use of WCDs that contain built-in cameras (i.e. devices that take still or motion pictures, whether in a digital or other format) is prohibited in locker rooms and/or bathrooms and other areas where there is an expectation of privacy.

No expectation of confidentiality will exist in the use of WCDs on school premises/property.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5.321 – Bullying and Harassment. In particular, students are prohibited from using their WCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity and is harmful to minors. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the WCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed. In particular, egregious offenses involving the invasion of another person's privacy, the Board reserves the right to confiscate the WCD and hold it. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian. WCDs in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5.321 Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a WCD to school for a designated length of time or on a permanent basis.

A person who discovers a student in possession of or using a WCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damage, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians. Students may use their WCDs after the school day has ended.

F.S. 847.0141, 1006.07(2)

## **IX. DISCRIMINATION/SEXUAL HARASSMENT**

### **Rights:**

Students have the right to attend school and learn in an environment free from discrimination and sexual harassment.

### **Responsibilities:**

Students should report occurrences of discrimination or sexual harassment to the school administration through the proper grievance procedures.

### **Rules:**

No student shall on the basis of race, sex, religion, national origin, age, marital status, disability, or perceived disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination/sexual harassment under any educational program or activity.

### **Disciplinary Actions:**

Students who violate the above-stated rule may be subject to disciplinary actions allowed by School Board policy.

## **X. COUNSELING**

### **Rights:**

Students have the right:

1. To be informed as to the nature of the guidance services available in their school.
2. To have access to individual and group counseling.
3. To request a change of counselor as applicable.
4. Students have the right of confidentiality except in the following circumstances:
  - a. Reports of abuse or neglect,
  - b. Indication of harm to self/others.

### **Responsibilities:**

Students have the responsibilities:

1. To use guidance services for their own educational and personal improvement.
2. To schedule appointments in advance unless the problem or concern is one of an emergency.
3. To work cooperatively with all school personnel.

### **Rule:**

Students should participate appropriately in the counseling process.

### **Disciplinary Action:**

Students who fail to participate appropriately in the counseling process may temporarily have their opportunities for counseling suspended, or other disciplinary measures may be taken.

## **XI. FREE SPEECH AND PUBLICATION**

### **Rights:**

1. Students will be given the opportunity to participate freely in class discussions.
2. Students may, with the approval of the principal/designee, write and distribute non-commercial printed materials. This shall include freedom of the press for all student publications.
3. Students may decide whether or not to participate in symbolic (e.g. flag salute) or religious activities.
4. After receiving permission from the principal, students may display posters, notices, magazines, or articles.
5. Students' participation in classroom instruction or other school activities may not be denied based on race, sex, religion, national origin, age, marital status, exceptionality, or perceived disability.

### **Responsibilities:**

1. Students must use appropriate language when expressing their thoughts, concerns, and opinions.
2. Students must respect the principal's decision concerning the request to display printed material.
3. Students should respect others' rights, responsibilities, and opinions.

### **Rule:**

The principal/designee will ensure that all printed materials distributed in the school reflect appropriate journalistic ethics and are not obscene or offensive by school and community standards.

### **Disciplinary Action:**

The principal may discipline any student for infraction of the above stated rule.

## **XII. STUDENT GOVERNMENT**

### **Rights:**

Students have the following rights:

1. To form and operate a student government at their respective schools under the direction of a faculty advisor.
2. To have access to policies of the School Board and the individual school.
3. To seek office in student government, or any school organization, regardless of race, sex, religion, national origin, age, marital status, disability, or perceived disability.
4. To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal.

### **Responsibilities:**

Students have the following responsibilities:

1. To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.



2. To become knowledgeable of the School Board and individual school policies governing the actions of students.
3. To conduct election campaigns in a positive, mature manner, with all due respect provided to their opponents.
4. To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

**Rule:**

Students will use the democratic process to conduct student government operations.

**Disciplinary Action:**

The principal/designee may apply disciplinary procedures as appropriate.

### **XIII. STUDENT RECORDS**

**Rights:**

Students/Parents/guardians have the following rights:

1. Information contained in records that relates directly to the student may be inspected, reviewed, and challenged.
2. Personal identifiable information will be protected by legal provisions which prohibit its release to any person who is not legally authorized by the consent of the parent, guardian, or eligible student. (An eligible student is one who is 18 years of age or over and/or one who attends a post-secondary institution.)
3. Parents/guardians will receive annual notification, written in their native language, stating that they may review their child's record.

Rules/Procedures Relating to Student Records:

Student Records: The principal of each school shall be responsible for all student records and will ensure that all state and federal rules are followed. The Superintendent will make all rules available to principals.

- I. Purposes. Rules cover all school records of all students.
- II. Definitions:
  - A. Education Records: Records required by law containing information about the student
    1. Category A - Permanent Information: student information that is required by law to be kept indefinitely.
    2. Category B - Temporary Information: student information that may be kept for a short time then discarded or changed
  - B. Child: a person who is under 18 years of age
  - C. Pupil/Student: a person who is enrolled in a school
  - D. Eligible Student: a person who is 18 years old or older and who is enrolled in one or more offered educational programs by the Gadsden County district (see section IV.)
- III. The Cumulative Record: The principal is responsible for all cumulative records. These records must be kept at school and may be relocated to other schools upon appropriate written request.

- A. Content of Category A Records: Category A records contain the permanent report card and education records. These records are kept up to date and cannot be changed without the permission of the principal. The person making the change will initialize each change.
1. Student's birth certificate name
  2. Birth date, place of birth, race, and sex
  3. Current address of the student
  4. Name of parent(s) or guardian(s)
  5. Name of last school attended
  6. Number of days present, absent
  7. Date enrolled, date withdrawn
  8. Classes/subjects taken, grades received
  9. Date of graduation or program completion
- B. Content of Category B Records:
1. Health information
  2. Information about the student's family
  3. Test scores
  4. School and vocational plans
  5. Honors and school activities
  6. Reports of special classes required by law
  7. List of schools attended
  8. Driver education certificate
  9. Letters from other groups
  10. Written requests for permission to review the record
  11. List of people who requested and received a copy of the record
  12. Written information indicating any changes made in the record
  13. Summary of state student assessment test results
  14. Copies of exceptional student education placement reports as required by law.
  15. Records of discipline, suspension, and expulsion
  16. Records of counselors' and teachers' conferences with students
  17. Free lunch applications, work experience interviews, and other records
- IV. The following strategies may be used for an eligible student or parent/guardian to change or remove a portion of the student record:
- A. A written request must be submitted to the principal, clearly identifying the part of the record to be changed and specifying why it is inaccurate or misleading.
  - B. If the request is approved, the change or removal shall be made in writing and signed and dated by the eligible student or parent/guardian and a school official. The written agreement shall show only that the record has been corrected or a portion removed.
  - C. If the District denies the request for the change of record, the District will notify the eligible student or parent/guardian of the decision, advising them of their right to a hearing. Information regarding the hearing procedures will be provided to the eligible student or parent/guardian.
  - D. If a hearing is held and a decision is made to keep the record intact without the proposed change, the eligible student or parent/guardian may include a written statement in the record. The statement may indicate disagreement with the decision and state reasons for disagreement.
- V. Procedures for Transfer of Education Records.
- A. Records shall be transferred immediately upon written request from an eligible student or parent/guardian or from a school to which a student has transferred. The principal or designee shall transfer all Category A and Category B information and shall keep a copy of Category A information.

- B. Records shall not be prohibited from transfer for unpaid fees or fines assessed by the school.
- C. For all Gadsden County schools, current records shall be passed to a middle or high school upon student promotion to that school. This transfer will occur automatically without request.
- D. If a school is closed by order of the School Board, student records shall be transferred to the school at which students will attend the following year. If students will not attend school the following year, the Superintendent shall decide where records will be kept.

**Notification of Rights for Elementary and Secondary Schools**

FERPA affords parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

- 1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents/guardians or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
- 2. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal (or appropriate official), clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- 3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional) Upon request, the school discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents/guardians have the following rights:

- a. They may review their child's school records.
- b. They may give permission for others to review the records.
- c. They may challenge information in the records.
- d. Upon request they will receive a copy of this rule from the Superintendent’s office.
- 4. Eligible students or parents/guardians of the student may review individual records. Copies of records may be obtained through written request to the principal or School Board contact person. All requests will be granted within 5 working days.
- 5. An eligible student or parent/guardian may give permission for others to review letters or statements in the student's records. Permission must be in writing and signed by the eligible student or parent/guardian. Access by others to a student's record will be closed upon written request by the eligible student or parent/guardian.
- 6. The fee for copying the school records shall be as provided by School Board Policy.

7. Student records are located at the school/district office.
8. Records that give personal information may not be released without an appropriate request, except to the following:
  - a. District and school administrators and supervisors
  - b. District and school personnel, their interns, and substitutes
  - c. Administrative secretaries (as required for record keeping duties)
  - d. Gadsden County Health Department (health records only)
  - e. Florida Diagnostic and Learning Resource System personnel
  - f. Officials from a school to which a student has moved
  - g. State and federal officers, if records are needed to meet legal requirements, including Judicial and law enforcement agencies as specified within signed interagency agreements.
  - h. Persons requiring information for the purpose of donating money for tuition and other related expenses
  - i. State and local people who collect data for factual reporting
  - j. Colleges/Universities needing information for the benefit of students
  - k. People who set standards for schools
  - l. Parents/guardians for tax reasons
  - m. To comply with a court order
  - n. Any person requiring information for health or safety emergencies
  - o. Persons needing information for student expulsion hearings
  - p. Educational researchers who will not publish personal identification, and who destroy the information at the end of the study
9. Parents/guardians eligible students have the right to file complaints with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). Inquiries may be addressed to:  
Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW,  
Washington, DC 20202-4605

**Responsibilities:**

Students/Parents/guardians have the following responsibilities:

1. To inform the school of any information that may be useful in making appropriate educational decisions.
2. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student.

**Rule:**

Students and parents/guardians must comply with board policies related to student records.

**Disciplinary Action:**

Failure of students/parents/guardians to provide accurate information may result in inaccurate maintenance of student records and a delay in delivery of services in a timely manner. For additional information regarding student records, and procedures, see Appendix.

**XIV. GRADES**

**Rights:**

Students have the following rights:

1. To receive a teacher's grading criteria at the beginning of each year or semester course.

2. To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent unsatisfactory work is being performed.
3. To receive periodic academic reports which may include, but not be limited to, academic and/or conduct grades. A conduct grade may not affect an academic grade.

**Responsibilities:**

Students have the following responsibilities:

1. To become informed of the grading criteria and behavior standards.
2. To maintain standards of academic performance commensurate with ability.

**Rules:**

Students enrolled in the Gadsden County School District will comply with the provisions of the Student Progression Plan.

## GENERAL DISCIPLINARY PROCEDURES

Students are under the authority of the principal/designee, teacher, or bus driver any time they are going to or from school, at school, or at any school activity. Law enforcement or other appropriate agencies may be notified by the principal/designee as deemed necessary. Law enforcement must be notified for battery, homicide, kidnapping and sexual battery.

### I. PRESENCE OF PUPILS, WHEN AND WHERE AUTHORIZED

Students have permission to be on the school grounds during the regular school day and during special activities. The principal will use appropriate disciplinary procedures with any student who is found on campus without permission.

### II. AUTHORITY OF THE TEACHER

- A. The teacher has the authority to control students while on school campus or at any school event.
- B. Florida Statutes F.S. 1003.32 (4) authorizes the teacher to remove from class, students with abusive, disruptive, or unruly behavior. According to the statute, a teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom. **(Refer to F.S. 1003.32 for more details.)**

### III. OFFENSES

- A. Students shall not be subject to discipline, which is verbally abusive, severe, or humiliating. Discipline shall not consist of the denial of breakfast, lunch, or toileting.
- B. The principal may discipline any student for, including but not limited to, the following misbehaviors:
  1. disobeying or threatening any school personnel
  2. profanity; offensive gestures
  3. destroying property
  4. disturbing school functions (FS 1006.145)
  5. leaving school without proper permission

6. excessive tardies and/or unexcused absences from school
  7. breaking school rules
  8. serious misconduct
  9. sexual harassment
  10. multiple offenses
  11. fighting (to include instigating a fight)
  12. usage of wireless communication devices and all other electronic devices (such as cellular phones, iPads, Laptops)
  13. possession of weapons and/or any firearm, to include imitation firearm
  14. possession or use of alcohol, tobacco, or other drugs
- C. Serious misconduct or multiple offenses may result in expulsion of the student by the School Board.
- D. When a non-English-proficient student and/or parent/guardian(s) are involved in any disciplinary procedure, an interpreter will participate in the process.
- E. When a student is guilty of any act or threat of violence to any school personnel on campus or at a school activity, the principal may discipline the student by suspension and/or request that the School Board expel the student.
- F. School personnel should use the disciplinary method commensurate with the offense. The discipline will be fair and will be given to each student on an individual basis. Before the student is disciplined, the student has the right to tell his/her side of the story and he/she should be told why he/she is receiving the punishment.
- G. If a student is to be suspended, he/she will be told why before being suspended and will also get an explanation of the evidence and a chance to tell his/her side. Every effort will be made to notify the parent/guardian(s) as soon as possible. A principal may suspend for five days. If the suspension is for more than five days, or if the student is recommended for expulsion, a hearing will be held. If the student is a danger to other students or constantly keeps others from learning, he/she may be immediately removed from class and/or school. Only the School Board can expel a student. (See VIII A-B.) When a student is suspended, privileges to participate in extra-curricular activities will be revoked.
- H. All disciplinary referrals will be maintained in the district's student database.

#### **IV. DEFERRED PUNISHMENT FOR OFFENSES**

Disciplinary action for offenses occurring near the end of the school year may be carried over to the next school term.

1. Dismissal of a student with a disability shall follow the procedures contained in School Board Policy.
2. Prior to making a recommendation for expulsion to the Superintendent or (his/her designee), the principal (or his/her designee) shall notify the Director of Exceptional Student Education (or designee) in writing that this action is being considered.
3. The principal, or his/her designee, shall meet with the school staffing committee and the Director of Exceptional Student Education (or designee) to determine if the student's actions are a result of his/her disabling condition (Manifestation Determination). The staffing committee will be comprised of the following personnel: Director of Exceptional Student Education or designee, School Administrator, ESE teacher, general education teacher(s), parents, school counselor, and any other appropriate individuals.
4. If the staffing committee determines that the student's actions are not a result of his/her disabling condition, the principal, or his/her designee, may submit a recommendation for alternative placement or expulsion to the Superintendent, or his/her designee. This recommendation shall contain the school staffing committee report, the Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), and the student's Individual Educational Plan (IEP). A copy of this recommendation shall be sent to the Director of Exceptional Student Education.
5. If the staffing committee determines the student's conduct is a manifestation of his/her disability, then an IEP meeting must be held to determine the adequacy of the current special program and related services.
6. Prior to any Change of Placement, the Individual Educational Plan Procedures, as outlined in *Gadsden*

*County Special Programs and Procedures for Exceptional Students.* will be followed to ensure that parents/guardians are provided safe-guards consistent with State Board of Education Rule 6A-6.03311.

7. Any change in the educational placement of a student with a disability will not result in a cessation of education services.

## **BULLYING AND HARASSMENT – Gadsden School Board Policy #5.321**

(F.S. 1006.147)

The Gadsden County School Board prohibits acts of bullying and harassment. The School Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying or harassment, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying or harassment is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees.

Bullying or harassment is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

### 1. Statement Prohibiting Bullying and Harassment

A. It is the policy of the Gadsden County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying. The District will not tolerate bullying and harassment of any kind. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.

B. The District upholds that bullying or harassment of any student or school employee is prohibited:

1. During any education program or activity conducted by a public K- 12 educational institution;
2. During any school-related or school-sponsored program or activity;
3. On a school bus of a public K-12 educational institution; or
4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution.

### 2. Definitions

A. **Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

1. Unwanted teasing;
2. Social Exclusion;
3. Threatening;
4. Intimidation;
5. Stalking;
6. Cyberstalking;
7. Cyberbullying;
8. Physical violence;
9. Theft;
10. Sexual, religious, or racial harassment;
11. Public humiliation;

12. Rumor or spreading falsehoods; or
  13. Destruction of school or personal property.
  14. Private humiliation
- B. **Harassment** means any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:
1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
  2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
  3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
  4. Has the effect of substantially disrupting the orderly operation of a school.
- C. **Cyberstalking** is defined in F.S. 784.048(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- D. **Cyberbullying** means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
- E. **Bullying, Harassment, and/or Cyberbullying** also encompass:
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
  2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
    - a. Incitement or coercion;
    - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
    - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
  3. Unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories, refer to Board Policy 2.70 (F.S. 1000.05(2)(a))
- F. **Accused** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities



or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.

- G. **Complainant** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other.

#### Behavior Standards

- A. The Gadsden County School District expects students and adults to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with proper regard to the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. The School District prohibits the bullying of any student or school employee:
- a. During any educational program or activity conducted by Gadsden County Schools District;
  - b. during any school-related or school-sponsored program or activity or on a Gadsden County school bus;
  - c. Through the use of any electronic device or data while on school grounds or on a Gadsden County school bus, computer software that is accessed through a computer, computer system, or computer network of the Gadsden County School Board. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
  - d. Through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a Gadsden County school bus.
  - e. While the District does not assume any liability for incidents that occur at a bus stop or in route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.
- D. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive reinforcement for good conduct, self-discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior (the school's Discipline Plan).
- E. Student rights shall be explained as outlined in this policy and in the Code of Student Conduct: Respect for Persons and Property.
- F. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Code of Student Conduct and this Policy.

#### 4. Stakeholder Responsibilities

- A. Each school principal shall create a School Safety team and designate one of its members as a School Safety Liaison and contact who shall serve on a district School Safety team that address acts of violence and school safety. The district's Safety Investigation's Officer will head the School Safety Team. At minimum, school teams should include staff members from administration, guidance, and instruction. These persons will serve as the key school based personnel who will receive prevention/safety training and assist in the

dissemination of prevention/safety procedures, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.

5. The Academic Services' Office, in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that adults are there to protect and help them. Additionally, students and staff (including but not limited to school-based employees, administrators, district personnel, counseling staff, and bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.
6. The Family and Community Engagement Office, in collaboration with other District departments, will train a wide range of community stakeholders, profit, non-profit, School Resource Officers, and faith-based agencies to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention.
7. The District School Safety Team will serve as the coordinators and trainers of prevention/safety for all school staff and outside agencies/community partners. The District Safety Team will receive training in violence prevention programs. These teams will ensure that these programs are evidence-based and proven. The team will be responsible for implementing evidence-based interventions and proven programs within each of their schools.
8. The Family and Community Engagement Office, in collaboration with other District departments, will provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. The District will offer parents and parent associations' training on violence prevention as well as knowledge of and/or opportunity to participate in any violence prevention initiatives currently taking place in their school via the district and school websites, open houses, and school newsletters. Training will provide resources and support for parents by linking them with internal supports as well as referral to community-based resources as needed.
9. Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted at least every three years and shall include data-based outcomes.
10. The Superintendent, other district administrators, as well as school principals, will be held accountable for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to ensure that student support services are fully integrated with their instructional components at each school as well as in policy and practice.
11. Training for all Stakeholders
  - A. At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Code of Student Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

12. Consequences

A. Committing an act of bullying or harassment

1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, gross acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

B. Wrongful and intentional accusation of an act of bullying or harassment.

1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

C. Receiving Reports of Acts of Bullying or Harassment

1. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
2. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
3. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
4. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
5. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
6. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
7. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
8. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
9. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

- D. Investigation of a Report of Bullying or Harassment
1. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is in route to school aboard a school bus or at a school bus stop.
  2. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
  3. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
  4. The investigator shall collect and evaluate the facts including but not limited to:
    - i. Description of incident(s) including nature of the behavior;
    - ii. Context in which the alleged incident(s) occurred;
    - iii. How often the conduct occurred;
    - iv. Whether there were past incidents or past continuing patterns of behavior;
    - v. The relationship between the parties involved;
    - vi. The characteristics of parties involved, *i.e.*, grade, age;
    - vii. The identity and number of individuals who participated in bullying or harassing behavior;
    - viii. Where the alleged incident(s) occurred;
    - ix. Whether the conduct adversely affected the student's education, educational environment or mental well-being;
    - x. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
    - xi. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
  5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include but not limited to:
    - i. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
    - ii. A written final report to the principal.
  6. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
  7. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
- E. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District
1. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
  2. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
    - i. If it is within the scope of the District, a thorough investigation shall be conducted.
    - ii. If it is outside the scope of the District and determined to be a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
    - iii. If it is outside the scope of the District and determined not to be a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- F. Notification to Parents/Guardians of Incidents of Bullying or Harassment
1. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.

2. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
  3. If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “. . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
- G. Immediate notification to the parents/legal guardians of the perpetrator of an act of bullying or harassment. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- H. Notification to local agencies where criminal charges may be pursued. Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.
- I. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling
1. When bullying or harassment is suspected or when a bullying incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.
  2. The teacher or parent/legal guardian may request informal consultation with school staff, *e.g.*, school counselor, school psychologist, to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student’s parents or legal guardian are included.
  3. School personnel or the parent/legal guardian may refer a student to the school intervention team for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
  4. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
  5. The intervention team may recommend
    - i. Counseling and support to address the needs of the victims of bullying or harassment;
    - ii. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or
    - iii. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.
- J. Reporting Incidents of Bullying and Harassment
1. Incidents of bullying or harassment shall be reported in the school’s report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report shall also include each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
  2. The District will utilize Florida’s School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as an incident code as well as bullying-related as a related element code.
    - i. Bullying and/or harassment incidents shall be reported and coded appropriately in SESIR using the relevant incident code and the bullying-related code as indicated in the *Code of Student Conduct*.

3. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
  4. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department of Education.
- K. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
1. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other non-instructional staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
  2. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying in schools.
  3. The policy includes, but not limited to, student behavioral assemblies, Parent Teacher Meetings, Pre-Planning, Staff Awareness Training, grade level meetings with students on identifying, preventing, and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. These programs/trainings are available, but not limited to:
 

Students	School administrators
Parents	Counseling staff
Teachers	School volunteers
- L. Reporting to a Victim's Parents/Legal Guardians the Actions Taken to Protect the Victim
- The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- M. Publicizing the Policy
1. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
  2. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
  3. The Superintendent shall also make all contractors contracting with the District aware of this policy.
  4. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students.
  5. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

Disclaimer: The Gadsden County School District prohibits bullying & harassment of any kind; if you know, heard, and/or witness any infraction, Please fill out a form from the district's website or any school in Gadsden's County. You may remain anonymous, if you desire.

# **DUE PROCESS PROCEDURES FOR SUSPENSION/EXPULSION OF STUDENTS WITH DISABILITIES**

(as defined under Section 504 Rehab Act 1973, ADA & IDEA)

Any student eligible under *Gadsden County Programs and Procedures for Exceptional Students*, who commits an offense which may be grounds for suspension/expulsion, shall have his/her case considered and decided on an individual basis.

**Prior to utilizing suspension as a disciplinary action for a Code of Student Conduct violation, The Principal/Designee MUST inquire with the teacher/staff involved to provide documentation of the implementation of the Positive Behavior Support Plan and FBA/BIP.**

## **A. Suspension**

1. A student with a disability may be suspended from the Gadsden County schools for infractions described in the Code of Student Conduct and Student Rights and Responsibilities.
2. In order to protect the rights of students and parents, the principal, or his/her designee, shall follow the procedures for suspension as contained in School Board Policy.
3. Whenever a student with a disability is suspended, the principal, or his/her designee, shall, within 48 hours send written notification to the Director of Exceptional Student Education or Designee.
4. The principal, or his/her designee, shall be responsible for convening a Manifestation/IEP meeting when an exceptional student accumulates a total of ten (10) days of suspensions within a school year.
5. If the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for each child before the behavior that resulted in the suspension, the IEP team will develop a behavior intervention and/or behavior intervention plan to address that behavior; or if the child already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

## **B. Expulsion**

### **6A-6.03312 Discipline Procedures for Students with Disabilities**

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of their **individual educational plans (IEPs)**. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in this rule, is appropriate for a student with a disability who violates the Code of Student Conduct.

The District may place a student with a disability at its Alternative School not more than forty-five (45) school days without regard to whether the behavior is determined to be manifestation of the student's disability if the offense falls into one of 3 categories:

1. Weapon possession - anything that can be used for or is readily capable of causing death or serious bodily injury.
2. Possession, Use, Sale or Solicitation of Illegal Drugs – does not include alcohol or tobacco
3. Serious Bodily Injury – injury to a person which consists of a physical condition that creates a substantial risk of death, serious personal disfigurement or protracted loss or impairment of the function of a bodily member or organ.

## PROCEDURES FOR THE DISCIPLINE OF PREKINDERGARTEN STUDENTS

The use of corporal punishment, humiliation, total or extended isolation, and/or withholding of food is prohibited as a form of discipline for prekindergarten students. (ACYF/HS 4.02;45 CFR 1304). When necessary, additional assistance will be acquired to provide for the needs of individual children.

Definitions specific to this policy:

Corporal Punishment - Paddling, slapping, pulling of hair, pinching, or any other means of causing bodily harm.

Denial of Participation in Extracurricular Activities - Denying a child the opportunity to participate in out-of-class activities such as field trips or parties. When necessary, additional assistance will be acquired to provide for the needs of individual children.

Extended Isolation in the Classroom - Denying a child the opportunity to participate in classroom activities for an unreasonable period of time. (e.g. long periods in time out).

Humiliation - Using derogatory remarks when referring to a child, name calling, or any other action that could lower the pride, dignity, or self-respect of a student.

Withholding of Food - Denying a child food that is provided to his/her peers such as dessert, snack, party foods, etc.

Total Isolation - Placing a child out of view of a responsible adult.

Suspension- The temporary removal of a child from his regular school program or the school bus.

Expulsion - The removal of the right and obligation of a child to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

Suspension and/or expulsion are NOT RECOMMENDED in disciplining prekindergarten children. Behavior Interventions and Social Skills Instruction should be utilized first to ensure the safety, health, or welfare of any student, teacher, or staff member.

If a child's problem behavior is extensive or has escalated over a period of time, this may be an indicator of a physical or emotional problem and a referral to the prekindergarten office as well as the MTSS/Problem Solving Team should be initiated.



## DISCIPLINARY PROCEDURES GRADES K-12

**Disclaimer:** The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

*\*Students enrolled in Carter Parramore Academy for discipline reasons, Disciplinary Consequences will begin within the last Offense in each Class/Category.*

### Discipline Guidelines and Procedures

CLASS I	MINOR OFFENSES
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#### **Document All Actions Taken in Class I on the Classroom Behavior Management Form**

- Chewing gum, eating food, or drinking beverages during class
- Tardiness: Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Use of offensive, profane or obscene language or gestures in general conversation with peers
- Disruption in class (Any conduct which is so disruptive as to interfere with the teacher's ability to communicate with the students in class and/or with the ability of other students to learn and does not cease with teacher/classroom documented-based progressive discipline plan )
- Inappropriate Public Display of Affection
- Possessing inappropriate items, (recording devices, air pods, electronic devices)
- Disrupting the class by any other minor offense

#### Actions To Be Taken By Teachers

##### ***1st Offense***

- Contact the parent/guardian. **[required]**
- Hold a teacher/student conference with documentation **[complete applicable section of Classroom Behavior Management Form (CBM)].**
- Collect inappropriate items from the student and return them at the end of the day or when a parent/guardian collects them.

##### ***2nd Offense***

- Use creative teacher interventions (may include behavior improvement plan, disciplinary work, etc.).
- Refer the student to the homeroom teacher (If student is an athlete, refer to coaches)
- Hold a formal teacher-student conference and contact the parent/guardian. **(complete applicable section of CBM)**
- Refer the student to the team leader or designee, if applicable.
- Refer the student to the Guidance Counselor/Resource person/MTSS-Problem Solving Team
- Arrange peer mediation for the student.

##### ***3rd Offense***

- Contact the parent/guardian. **[required]**
- Render a verbal reprimand.
- Provide notification of the consequences of the next offense.
- Arrange peer mediation for the student.

- Refer the student to the team leader or designee.
- Refer the student to a Guidance Counselor.
- MTSS-Problem Solving Team

#### **4<sup>th</sup> Offense**

#### **ACTIONS TO BE TAKEN BY ADMINISTRATORS**

- Contact the parent/guardian and the referral must be processed in FOCUS. **[required]**
- Refer the student to an Administrator for disciplinary action/parent/guardian contact and the referral must be processed in FOCUS. **[required]**
- Suspend the student from home-based school activities (not to exceed 7 days/1 week/2 extracurricular activities)
- Assign the student to after-school detention - 2 Days
- Assign work detail to the student (School Work Service – cafeteria detention and campus beautification)
- Assign the student to in-school suspension (ISS) for 3 to 5 days/parent/guardian contact.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

CLASS II	INTERMEDIATE OFFENSES
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- Repeating classroom disruptions
- Refusal or Failure to attend or participate in other previously assigned discipline such as detention or other disciplinary interventions
- Instigating conflicts by spreading rumors, false statements, accusations, threats and other statements that tend to escalate situations or incite chaos
- Throwing food or drinks in cafeteria
- Loitering in an unauthorized location
- Profane or offensive language or gestures directed to a school district employee or agent.
- Possession or use of tobacco/vape or tobacco/nicotine/vape products
- Cheating, plagiarism, abuse of technology, or forgery
- Skipping class/Leaving class (Skipping class is also considered arriving to class after 5 minutes.)
- Throwing or propelling objects or spitting
- Threatening, intimidating or harassing another student
- Dressing in opposition to the dress code (page 10)
- Repeating Class I offenses (minimum of 3)
- Unauthorized usage of electronic devices
- Drop Pants / Saggy Pants (reference page 10)
- Student use of unauthorized cell telephones/wireless communication devices
  - Personal cell telephones may be brought to school with the following conditions:
    - a. For education purposes at the discretion of the school principal. Phones must be turned off and kept out of sight during school hours and while riding on the school buses or using school transportation at any time.
    - b. If emergency calls to or from students are necessary, they should be placed through the school office and not to or from the student’s telephone.
    - c. Phones should be kept secure to prevent theft (vehicles, purses, backpacks, lockers, etc.) The school is not responsible for lost or stolen phones or any other electronic device.
    - d. Phones should not be used to violate other’s privacy (pg. 9). Phone may be confiscated for violating others privacy and student will be suspended

#### **Actions To Be Taken By Administrators**

- An administrator calls the parent/guardian. **[required]**
- The teacher/administrator writes a referral, the administrator
- Confers with the student and the referral must be processed in FOCUS. **[required]**

- An administrator will assign In-school suspension (ISS).
- An administrator will assign 3 - 5 days out-of-school suspension (OSS) /parent/guardian contact.
- An administrator will assign 5 days OSS [school level hearing/ parent/guardian conference]
- An administrator will provide a hearing with the option to give OSS of 5 more days.
- The School Resource Officer will issue a citation when appropriate.
- An administrator will provide peer mediation for the student
- An administrator will involve the **Guidance Counselor and/or School Social Worker** in fact-finding and counseling of students.
- Teacher/Administrator will refer the student to the MTSS/Problem Solving Team. **[required]**

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

CLASS III	GROUP A	MAJOR OFFENSES
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- Defying a school district employee (Action designed to provoke a confrontation)
- Defacing school property/malicious mischief
- Inciting or participating in riotous behavior
- Obstructing school employees from their duty (preventing fight breakups, etc.)
- Possessing merchandise stolen on school campus
- Trespassing
- Using school property without authorization (computers, A/V or PE equipment)
- Exhibiting lewd and lascivious behavior
- Possessing obscene literature or objects
- Stealing
- Repeating Class II offenses (minimum of 3)
- Leaving school campus without permission
- Under the influence of alcohol and/or drugs

#### Actions To Be Taken By Administrators

##### *1st Offense*

- An administrator calls the parents/guardians and the referral must be processed in FOCUS. **[required]**
- The teacher/administrator writes a referral, the administrator confers with the student and the referral must be processed in FOCUS. **[required.]**
- An administrator assigns 3-5 days out of school suspension.
- An administrator warns the student and parents/guardians of the consequence of the second offense. **[required.]**
- Guidance Counselors assist with fact finding and counseling of students.
- The student/parent/guardian makes restitution when required.
- The Resource Officer/School Safety Officer administers a civil citation when appropriate.
- A law enforcement officer is called to give assistance when necessary.
- Teacher/Administrator will refer the student to the MTSS/Problem Solving Team. **[required]**

##### *2nd Offense*

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral. **[required.]**
- An administrator confers with the student and the referral must be processed in FOCUS. **[required.]**
- An administrator assigns 5 days out of school suspension and conducts a hearing.
- An administrator warns the student and parent/guardian of the consequences of the third offense.
- An administrator informs the student and parent/guardian that all subsequent referrals will result in recommendation for alternative placement and/or expulsion. **[required.]**
- The student/parent/guardian makes restitution when required.
- The Resource Officer administers a civil citation when appropriate.

- A law enforcement officer is called to give assistance when necessary.

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.**

<i>CLASS III</i>	<i>GROUP B</i>	<i>MAJOR OFFENSES</i>
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- Fighting (involvement in physical confrontation in which the participant either initiated the fight or failed to take advantage of an opportunity to avoid escalation of the incident that led to the fight)
- Creating a hostile environment that includes harassing, physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual's ability to participate in or benefit from school activities. This includes all forms of sexual, racial, national origin, disability or other forms of discrimination or harassment prohibited by school board policies
- Threatening, harassing or intimidating a school district employee/adult
- Bullying & Harassment that is systematic in gesture or written, verbal, graphic, or physical acts. Also, a repeated behavior that has been already addressed.
- Distribution of obscene material, pictures, literature, fights or objects in print or electronically with the purpose of harassing or bullying.

**Actions To Be Taken By Administrators**

***1st Offense***

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral. **[required.]**
- An administrator confers with the student and the referral must be processed in FOCUS. **[required.]**
- An administrator assigns 5-10 days out-of-school suspension. (High School)
- An administrator assigns 5 days out-of-school suspension. (Middle School)
- An administrator assigns up to 5 days out-of-school suspension. (Elementary)
- Guidance Counselors and Social Workers assist in fact finding and counseling of students.
- An administrator reads the second offense consequences to the students and parent/guardian. **[required.]**
- An administrator provides peer mediation.
- Teacher/Administrator will refer the student to the MTSS/Problem Solving Team. **[required]**

***2nd Offense***

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral. **[required]**
- An administrator confers with the student and the referral must be processed in FOCUS. **[required.]**
- An administrator assigns 5 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations. **[required]**

**Disclaimer: The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction. *\*Students enrolled in Carter Parramore Academy for discipline reasons, Disciplinary Consequences will begin within the last Offense in each Class/Category.***

<b>CLASS III</b>	<b>GROUP C</b>	<b>MAJOR OFFENSES</b>
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**ZERO TOLERANCE OFFENSES**

**REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.  
Florida Statue: 1006.13 - Zero Tolerance Policy**

1. The Gadsden County School Board has a zero tolerance policy for:

(a) Crime and substance abuse, including the reporting of delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the district school board.

(b) Victimization of students, including taking all steps necessary to protect the victim of any violent crime from any further victimization.

2. The zero tolerance policy requires students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system. (See definition of expulsion.)

(a) Bringing a firearm, or weapon (as defined in F.S. 790.001) to school, to any school function, or possessing a firearm, at school. (to include the possession, use, or sell of a firearm, or explosive on campus, at a school activity, or on school sponsored transportation, including designated bus stops, or

(b) Making a threat or false report (as defined by subsection 790.162 and 790.163) respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity by bringing, possessing, using or selling a firearm, imitation firearm, or explosive on campus

## Offenses Prohibited

1. The Gadsden County School Board's zero tolerance for students that have been found to have committed any of the offenses listed below on school property, school sponsored transportation, including designated bus stops, or during a school sponsored activity. These students will be referred to the School Board for expulsion. Add Law enforcement must be notified.

- a. homicide (murder, manslaughter) – law enforcement must be notified
- b. sexual battery – law enforcement must be notified
- c. armed robbery
- d. aggravated battery – law enforcement must be notified
- e. assault, battery or aggravated battery on a teacher or other school personnel
- f. kidnapping or abduction – law enforcement must be notified
- g. arson
- h. possession, use, or sale of any firearm or weapon
- i. display, use, threaten, or attempt to use any firearm or weapon
- j. possession, use, or sale of any explosive device (including firecrackers or fireworks)
- k. possession, use, or sale of drugs or alcohol
- l. threat or false report involving a school or school personnel's property, school transportation, or a school sponsored activity.
- m. bomb threat
- n. possession, use of hazardous chemical or substances material

(The above terms are defined in the glossary.)

2. Any student charged with an assault or battery on any employee of the School Board shall be removed from the classroom immediately and placed in an alternative school setting pending disposition. After an investigation, if the student is found guilty of this offense and in violation of F.S. F.S. 784.081, he/she shall be expelled or placed in an alternative school setting (F.S. 1006.13(5)).

3. All incidents involving firearms, explosives, unlawful possession, use or sale of controlled substances, including alcohol, and offenses listed in 1 above will be referred immediately to law enforcement.

4. In the case of a physical altercation (fight) between two or more students on campus, school bus, or at any school sponsored activity, and where it is determined by the principal/designee that one or more of the students was/were the aggressor(s), and the remainder was/were the defender(s), the aggressive behavior of the student(s) shall be considered a zero-tolerance offense for which the student(s) will be subject to expulsion procedures as outlined in the Code of Student Conduct and the Fight Intervention Program.

5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

## **WEAPONS PROHIBITED**

1. Students must not bring or possess weapons on campus, at any school activity, or on school-sponsored transportation, including designated bus stops. For use in this policy, weapons shall include but not be limited to the following: air rifle, BB or pellet gun, rifle, shot gun, zip gun, stun gun, pistol, ammunition or explosive device (no matter how limited), incendiary device, ice pick, knife, box cutter, pocket knife, machete, hypodermic needle(s), laser pointer, brass knuckles, club, nunchakus, razor blade, self-defense sprays (such as mace or pepper gas), sling shot, spear, sword, or any item used with intent to cause bodily harm to another individual.
2. The principal or designee will immediately contain/remove the student from the class or school campus and investigate the alleged offense. After the investigation has been completed, the principal may complete procedures for suspension for up to five days.
3. The use and/or possession of a weapon other than a firearm, imitation firearm, or explosive device will result
4. in suspension, expulsion, or other disciplinary action.
5. All incidents involving weapons will be referred to law enforcement. Willful and knowing possession of these weapons (listed in A above) may be a misdemeanor or third degree felony.
6. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.
7. Pursuant to F.S. 790.001, simulating a firearm or weapon or wearing clothing or accessories that depict a firearm or weapon or expressing an opinion regarding a right guaranteed by the Second Amendment of the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system. Simulating a firearm or weapon while playing includes, but is not limited to:
  - Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon
  - Possessing a toy firearm or weapon that is 2 inches or less in overall length
  - Possessing a toy firearm or weapon made of plastic snap-together building blocks
  - Using a finger or hand to simulate a firearm or weapon
  - Vocalizing an imaginary firearm or weapon
  - Drawing a picture, or possessing an image of a firearm or weapon
  - Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon

However, a student may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of the consequences imposed on the student must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions.

## **CERTAIN DRUGS PROHIBITED**

1. The use, distribution, sale and/or unlawful possession of mood modifiers, MDMA/"Molly", FLAKKA, synthetic drugs included in Vapes, edibles, controlled substances or alcohol on campus, at school activities, or on school-sponsored transportation, including designated bus stops, is strictly prohibited. If, after an investigation, a student has been determined to be in violation of this section, he or she will be referred to the School Board for expulsion.
2. All incidents involving unlawful possession, use or sale of controlled substances, including alcohol, will be reported to law enforcement.
3. With written parent/guardian permission, using Form GCSB 893, a prescribed or non-prescribed medication may be given to a student by authorized school personnel. (See School Board rule 5.62.)
4. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

## PROCEDURES FOR STUDENT TRANSFER WITH FELONY CHARGES

1. Section 1006.09, Florida Statutes provides for the transfer to an alternative program of a student enrolled at school who:
  - a. has been formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a prosecuting attorney; and
  - b. the incident for which he/she has been charged occurred on other than school property, and
  - c. under circumstances in which the student would not already be subject to the rules and regulations of the Gadsden County Schools; and
  - d. the incident would have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled.
2. If the principal proposes a felony transfer, he/she will, in accordance with Section 1006.09(2), Florida Statutes, conduct an administrative hearing for the purpose of determining whether or not the student should be assigned to an alternative program pending determination of his/her guilt or innocence, or the dismissal of the charge, by a court of competent jurisdiction. The following procedures shall be followed if the principal proposes a felony transfer.
  - a. Upon receiving proper notice that a student has been formally charged with a felony or with a delinquent act which would be a felony if committed by an adult, the principal shall notify the parent/guardian of the student, in writing of the specific charges against the student and of the right to a hearing.
  - b. Such notice shall set a date for the hearing which shall not be less than two (2) school days nor more than five (5) school days from date of postmark or delivery. It shall also advise the parent/guardian of the conditions under which a waiver of discipline may be granted.\* A hearing can be held without the attendance of the parent/guardian after proper notification.

### **\*Waiver of Discipline:**

Any pupil who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter F.S. 893, may request a waiver of the discipline code:

- i. If the pupil divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the pupil voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information, or
  - ii. If the pupil commits himself/herself, or is referred by the court in lieu of sentence, to a state licensed drug abuse program and successfully completes the program. Florida Statute 1006.09.
3. The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent/guardian, the student's representative or counsel, and any witnesses requested by the student or the principal.
  4. The student may speak in his/her own defense, may present any evidence indicating his/her eligibility for waiver of disciplinary action, and may be questioned on his/her testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.
  5. In conducting the hearing, the principal/designee shall not be bound by rules of evidence or any other courtroom procedure and no transcript of testimony shall be required.
  6. Following the hearing, the principal shall provide the student and parent/guardian with a decision, in writing, as to whether or not student transfer for felony charges will be made, and if so, the effective date of such transfer. In arriving at this decision, the principal shall consider the conditions under which a waiver of discipline may be granted, and may grant such a waiver when she/he determines such action to be in the best interests of the school and the student.
  7. If the court determines that the pupil did commit the felony or delinquent act which would have been a felony if committed by an adult, the principal may recommend that the student be expelled. This expulsion, however, shall

not affect the delivery of educational services to the pupil in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. (F.S. 1006.09)

8. If a student is convicted or is found to have committed a felony or a delinquent act, which would be a felony if committed by an adult, regardless of whether adjudication is withheld, participation in interscholastic, athletic, and extra-curricular activities will be withheld.
9. Pursuant to Florida law pertaining to a lawful arrest, if a student commits a delinquent act or violation of law which would be a felony if committed by an adult or involves a crime of violence, after the arresting authority notifies the district school superintendent, or the superintendent's designee, the information must be released within 48 hours after receipt to appropriate school personnel, including the principal of the child's school, or as otherwise provided by law. The principal must immediately notify all the child's assigned classroom teachers.

## SUSPENSION/EXPULSION

The Gadsden County School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student with a disability, the district school board shall comply with applicable State Board of Education rules.

**Suspension**, also referred to as out-of-school suspension, is the temporary removal of a student from all classes of instruction on public school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee for a period not to exceed ten (10) school days. F.S. 1003.01 During the suspension, the student is remanded to the custody of the parent/guardian with specific homework assignments for the student to complete.

**Expulsion** is the removal of the right and obligation of a student to attend a public school under conditions set by the School Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

1. The principal must follow all procedures for suspensions/expulsions. Only the School Board can expel students.
2. If a student is suspended or expelled from school, the student will not be allowed to attend any other school or school activity in the district until the time of suspension or expulsion has ended, or the School Board or the Superintendent has assigned an alternative setting due to expulsion or disciplinary reasons. Failure to adhere to this rule could result in the extension of the suspension/expulsion and/or arrest.
3. Computerized records must be kept on all disciplinary actions that involve suspension/expulsion, and alternative placement.
4. The following are procedures for suspension:
  - a. Before suspending a student, the principal/designee will investigate the alleged offense, giving the student a chance to tell his/her side of the story and obtain written statements from witnesses, if appropriate.
  - b. When a student is suspended from school, an immediate attempt will be made to contact the parent/guardian(s). The student, the parents/guardians, and the Superintendent will be sent written notice (suspension form) within twenty-four hours.
  - c. The suspension by the principal may not be for more than ten days. No student will be suspended for more than five days without a school hearing which will adhere to the following procedures:



- i. A suspension form will be completed giving the date for the hearing (usually on the third or fourth day of the suspension), and it will also include the time, place, and the purpose for the hearing.
  - ii. The hearing will be video and/or audio taped.
  - iii. The student may bring witnesses to speak for him/her, ask other witnesses questions, and tell his/her side of the story.
  - iv. This hearing should include the student and his/her parent/guardian(s) and may also include teachers, administrators, guidance counselors, school psychologists, and/or others as appropriate.
  - v. Decisions will be based on the information presented.
  - vi. At the end of the hearing, the principal will tell the student and the parent/guardian(s) verbally and later in writing what he/she has decided to do about the misbehavior. The Principal may extend the suspension up to 10 days.
  
- 5. The following are procedures for an expellable offense:
  - a. When a student commits an expellable offense (see Zero Tolerance Policy), the Principal/Designee investigates. If after the investigation it is deemed necessary to continue the expulsion process, the Principal/Designee notifies:
    - i. parent/guardian of suspension and sets a hearing date. (hand delivered or certified mail)
    - ii. the District Office
    - iii. ESE, ESOL and School Psychologist (if appropriate)
  - b. At the school hearing the following will be present:
    - i. Student
    - ii. parent/guardian
    - iii. school personnel
    - iv. district personnel (include ESE Personnel if student with a disability)
    - v. witnesses
    - vi. other appropriate personnel
  - c. The following guidelines will be adhered to at the school hearing:
    - i. The Principal/Designee will chair the hearing.
    - ii. All information discussed will be recorded.
    - iii. Everyone involved in the incident may give his/her side of the story.
    - iv. All pertinent information will be discussed including the student's discipline, attendance, and academic records and other significant information such as police and witness reports.
    - v. The recommendations of the Principal/Designee may also include, but not be limited to, alternative programs, counseling, community service, drug and rehabilitative treatment centers, extended suspension, and expulsion.
    - vi. If expulsion is recommended to the Superintendent, the suspension is extended for a total of 10 days. The parent/guardian is notified of the date of the School Board Meeting.
    - vii. The parent/guardian has the right to request a School Board Hearing prior to the School Board Meeting.
  - d. If the Superintendent concurs with the Principal's decision, he will make a recommendation to the School Board. If the Superintendent does not agree with the expulsion recommendation, the student will be allowed to return to school.
  - e. All recommendations for expulsion are placed on the School Board agenda for final action. The Superintendent will give to the Board, prior to the School Board meeting, background information on the student. The Board will act upon the recommendation of the Superintendent. The principal making the recommendation for expulsion must be present when the case goes before the School Board.

## **CORPORAL PUNISHMENT**

- I. Corporal punishment is permitted pursuant to School Board Policy 5.31. F.S. 1003.32

Corporal punishment as used in this policy means paddling or spanking a child on the buttocks. Corporal punishment may be administered according to school board policy and procedures established by the superintendent. At a minimum, the following procedures shall apply:

- A. The use of corporal punishment shall be approved in principle by the principal before it is used, but approval is not necessary for each specific instance in which it is used.
- B. The child's parent must have provided written approval for the use of corporal punishment on an annual basis.
- C. The principal shall prepare guidelines for administering such punishment which identify the types of punishable offenses, the conditions under which the punishment shall be administered, and the specific administrative personnel on the school staff authorized to administer the punishment.
- D. The principal or other authorized administrator may administer corporal punishment only in the presence of another adult who is informed beforehand, and in the student's presence, of the reason for the punishment.
- E. The principal or other authorized administrator who has administered punishment shall, upon request, provide the student's parent with a written explanation of the reason for the punishment and the name of the other adult who was present and witnessed the punishment.

## REASONABLE FORCE

Florida Statute 1003.32(j) authorizes teachers and other instructional personnel to use reasonable force to protect himself/herself or others from injury. The Department of Education has defined reasonable force as, "appropriate professional conduct including physical force as necessary to maintain a safe and orderly environment." The Department of Education has clarified that school personnel do have the right and the authority to protect against conditions harmful to learning, self, and others. Note: F.S. 1006.11(2) further provides that a principal, teacher, other staff members, or bus driver shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, and expulsion of students, except in the case of excessive force or cruel & unusual punishment.

## COLLECTION OF EVIDENCE / SEARCH AND SEIZURE

The right of students as citizens to be free from unreasonable search shall be preserved in the schools. However, the principal or designee has the right to collect evidence as necessary to provide for the safe and orderly operation of the school and all of its functions. These may include, but not be limited to, the following measures:

1. **General Search:** In all cases of search the responsible school officials shall maintain an accurate written summary of the events surrounding the search incident.
2. **Lockers:** Lockers remain the property of the school and are provided to students without charge. The rights of personal property, however, as well as the rights of the school, must be afforded consideration. The school principal or his designee is authorized to open lockers in the presence of another witness and to examine their contents to include personal belongings of students when such person has reasonable suspicion to believe that the contents threaten the safety, health, or welfare of any student or include property stolen from the school personnel or other students. This policy does not preclude administrators from being able to randomly search lockers. Appropriate notices will be posted to this effect.
3. **Personal Search:** With reasonable suspicion, the administrator/designee may conduct a personal search of a student. Personal search may include: emptying of pockets, removal of shoes and socks, and removal of jacket. **STRIP SEARCHES ARE PROHIBITED.**
4. **Use of Metal Detectors:** As part of an overall plan to protect the health, welfare, safety, and lives of students, faculty, staff, and visitors to the public schools, and to enforce provisions of the Code of Student Conduct, metal detectors will be used to scan and screen for vapes, firearms, imitation firearms, and other weapons which have no place in public schools due to the fact that they are life threatening, cause bodily harm, and have adverse and disruptive effects on the educational process.

6. **Search of Vehicles:** Any motor vehicle parked on school property may be searched by the site administrator or designee with reasonable suspicion. Appropriate notices will be posted to this effect.
7. **Use of Video Cameras:** For the health, welfare, and safety of students, faculty, and staff, video cameras may be used on school buses and in school facilities as appropriate.
8. **Drug-Sniffing Dog:** In searching for illegal objects or substances in students' lockers or other school areas, a trained drug-sniffing dog may be used. The search procedure shall consist of the following:
  - a. Contact the Superintendent or his designee for approval.
  - b. The search will be conducted to avoid contact between students and the dog.
  - c. Contact the local law enforcement office and obtain a certified officer and a certified drug-sniffing dog, if drugs are suspected.

## **AUTHORITY OF THE SCHOOL BUS DRIVER**

1. The principal/designee gives to the bus driver authority to control students to and from school or on school trips. Any student who misbehaves may be reported to the principal.
2. The bus driver will not suspend a student from riding the bus, spank a student, or put a student off the bus at any place other than his regular stop. However, students' that have written permission from a parent/guardian and the request has been approved by the principal or designee and the Transportation Department may be transported to an alternate stop provided the bus has sufficient occupancy. If there is an emergency on the bus because of student behavior, the bus driver must take care of the emergency and protect the students on the bus. The bus driver will immediately report the incident to the proper authority.

## **MISCONDUCT ON SCHOOL BUSES**

If a student misbehaves on the school bus, the bus driver may report the misbehavior to the principal. The principal may suspend the student from riding the bus for no more than ten (10) school days per offense. Please note: If ESE students do not get a ride to school during the bus suspension, the suspension will count towards the maximum allowable ten (10) day school suspension for the year. If the suspension is for more than five (5) days, a hearing is required. The School Board may change the suspension to an expulsion from the school bus. The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

**Disclaimer:** The principal has authority, within Florida Statutes, to increase consequences based upon the severity of the infraction.

### **BUS OFFENSES**

#### **MINOR OFFENSES**

- Shouting/loud talking
- Eating / drinking
- Littering
- Holding hand/head outside of the bus

#### **Actions To Be Taken**

- **BUS DRIVERS' INTERVENTIONS (use one or more)**
- Conduct a conference with the student.
- Assign a new seat assignment.
- Write a referral and give it to an administrator.
- **ADMINISTRATORS' INTERVENTIONS**
- 1st referral: Notify parents/guardians and have a conference with the student.
- 2nd referral: 1- 3 days off bus -provide copy of referral to student and bus driver within 24 hours (hardcopy and/or electronic)

- 3rd referral: 3 days off bus
- 4th referral: 5 days off bus (**Hearing Requested**)

**MAJOR OFFENSES**

- Being out of seat when bus is in motion
- Using foul language/ racial slurs
- Defacing property
- Throwing objects
- Holding hand/head outside bus while in motion
- Fighting
- Distracting the bus driver with deviant behavior

**Actions To Be Taken By Administrators**

- Restitution is paid by the student/parent/guardian.
- 1st referral: 1-3 day off bus
- 2nd referral: 3-5 days off bus provide copy of referral to student and bus driver within 24 hours (hardcopy and/or electronic)
- 3rd referral: 5 days off bus
- 4th referral: 5 days off bus (**Hearing Requested/expulsion considered**)

The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

**ZERO TOLERANCE ON THE BUS**

- Threatening/assaulting the driver
- Possessing weapons / **Imitation of Weapons**
- Possessing/using drugs/alcohol

**ENROLLMENT OF STUDENTS EXPELLED/DISMISSED  
FROM OTHER SCHOOL DISTRICTS OR PRIVATE SCHOOLS**

The records of students seeking to enroll in Gadsden County Public Schools, who have been assigned to an alternative school by another public school district, a private school, or a charter school, must be reviewed by the Superintendent or Designee, Coordinator of Dropout Prevention, and the Principal of Alternative Education. The student will be assigned to the district alternative school or a reentry program for the period of time as determined to be appropriate.

The records of students seeking to enroll in Gadsden County Public Schools who are currently being recommended for expulsion or dismissal, or who have been expelled or dismissed from another public school district, a private school, or a charter school, must be reviewed by the Superintendent or Designee, Coordinator of Dropout Prevention, and the Principal of Alternative Education. The student will be assigned to the district alternative school or other alternative school program or a reentry program for a period of time as determined to be appropriate.

If a final order of expulsion has been imposed upon the student from a previous school/district, the Superintendent or Designee, Coordinator of Dropout Prevention, and the Principal of Alternative Education may choose to:

1. Honor the expulsion or dismissal of the student from the previous school/district;
2. Assign the student to a district alternative school; or
3. Assign the student to a zoned school of attendance.

## GLOSSARY

**Abuse of property/minor vandalism** - to use wrongly or improperly, or to maltreat any school equipment or property, including school buses.

**Aggravated battery** - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery.

**Alcohol possession, use, sale, storage, or distribution** - having on one's person or within one's personal property or under one's control by placement of and knowledge of the whereabouts or reasonable belief that one has assimilated, or reasonably appears, in the judgment of appropriate school officials, to be under the influence of any alcoholic substance

**Armed robbery** - the taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear; with the use of a firearm, imitation firearm, or other deadly weapon

**Arson** - to willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being

**Articles disruptive to school** - to possess, display or use anything that is disruptive to the general peace and welfare of a school center, school bus, or a school sponsored activity

**Assault** - an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so which creates a well-founded fear in such other person that such violence is imminent. (F.S. 784.011)

**Assault on school board employee** - any intentional, unlawful threat, by word or act, to do violence to a school board employee, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Attempted criminal act against a person** - any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense

**Attendance** - the action or state of going regularly to or being present at a place or event.

**Battery (BAT)-Level I** - (physical attack/harm) The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. (To distinguish from Fighting, report an incident as Battery only when the force or violence is carried out against a person who is not fighting back.) Law enforcement must be notified.

**Battery or aggravated battery on a school board employee** - a battery or aggravated battery on any elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business

**Bomb threat** - intentionally making a false report to any person concerning the placement of any bomb, dynamite, explosive, or arson-causing device

**Breaking and entering/burglary** - the unlawful entry into a building or other structure with the intent to commit a crime

**Bullying** - Systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- a. Unwanted teasing;
- b. Social Exclusion;
- c. Threatening;
- d. Intimidation;
- e. Stalking;
- f. Cyberstalking;
- g. Cyberbullying;
- h. Physical violence;
- i. Theft;
- j. Sexual, religious, or racial harassment;
- k. Public humiliation;
- l. Rumor or spreading falsehoods; or
- m. Destruction of school or personal property.

**Bus disruption** - behavior that disrupts and/or distracts the driver from safely operating the school bus

**Cheating (copying work of another, using materials not authorized to use** - copying of anyone else's work or cheating on any test or assignment

**Chemical/hazardous material** - Any chemical compounds or dangerous materials that may be used to cause harm or vulnerability to any person(s).

**Computer misuse/inappropriate use of e-mail/internet** - the inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files; accessing or entering unauthorized internet sites; distributing inappropriate electronic messages

**Confrontation/tussle** - a verbal confrontation, struggle, or scuffle involving more than one person; pushing, shoving, pulling, etc. that has the propensity to escalate into a fight

**Contraband, non-criminal** - possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, etc.; these will be confiscated

**Corporal punishment** - Paddling by the principal/designee on the student's buttocks.

**Criminal assault on a student/person** - any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Criminal battery on a student/person (non-School Board Employee)** - an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual, including child abuse; the malicious and unprovoked physical attack by an aggressor upon another person

**Destructive device** - A destructive device is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage (F.S. 790-001(4)).

**Disobedient/open defiance/insubordination** - refusal or failure to obey, marked by resistance to authority; the flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority

**Disobeying rules on the school bus** - violation of the posted or written rules of conduct for the bus that is not necessarily a disruptive behavior; e.g.: not in assigned seat, eating or drinking on the bus

**Disorderly conduct/disruption of school** - any act which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others

**Disrespectful language** - written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate; The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons

**Disruptive behavior** - behavior by its nature disrupts the educational process, but is not criminal.

**Disruptive play** - non-confrontational activity that is not appropriate in a school setting and is disruptive to the educational process; engaging in rowdy, rough behavior that interferes with the safe and or purposeful order of a school; e.g.: horseplay, chasing another student in the hallway of classroom, etc.

**Dress code violation** - to dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety; violations of the school dress code

**Drug paraphernalia use, sale, storage, or distribution** - to possess, use, sale, store, or distribute any equipment, device, or equipment used for the purpose of preparing or taking drugs

**Drug Use/Possession Excluding Alcohol (DRU)-Level III** - (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

**Due process** - A student has the right to a fair, reasonable, and impartial hearing for a broken or disobeyed rule. (F.S. 1006.07)

**Edibles** - commercially produced food items made with marijuana oil, but no other form of marijuana, that are produced and dispensed by a medical marijuana treatment center.

**Explosive (F.S. 790.001(5))** - any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators; but not including:

(a) Shotgun shells, cartridges, or ammunition for firearms;

(b) Fireworks as defined in F.S. 791.01(4)(a); means and includes any combustible or explosive composition or substance or combination of substances or, except as hereinafter provided, any article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation. The term includes blank cartridges and toy cannons in which explosives are used, the type of balloons which require fire underneath to propel them, firecrackers, torpedoes, skyrockets, roman candles, dago bombs, and any fireworks containing any explosives or flammable compound or any tablets or other device containing any explosive substance.

(c) Smokeless propellant powder or small arms ammunition primers, if possessed, purchased, sold, transported, or used in compliance with F.S. 552.241.

**Explosive devices possession, use, sale, or distribution (not firecrackers, fireworks)** - an explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators

**Expulsion** - Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance. Expulsion can also mean alternative placement.

**Extortion/blackmail/coercion** - the use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money

**Extracurricular** - any school-authorized or education-related activity occurring during or outside the regular instructional school day. (F.S. 1006.15)

**FLAKKA** – Synthetic drug that can be snorted, smoked, injected or swallowed. This designer drug is sweeping the State of Florida.

**Failure to comply with class/school rules** - violation of specified posted or written school or class rule that is not necessarily a disruptive behavior; e.g.: repeatedly chewing gum, repeatedly tardy for class, etc.

**False fire alarm/911 call** - whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call

**False report involving school, school personnel's property, school transportation or school sponsored activity-** Making a false report with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, or other deadly explosive.

**Fighting** - mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence

**Firearm** - means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. The term "firearm" does not include an antique firearm unless the antique firearm is used in the commission of a crime. (F.S. 790.001(6))

**\*Firearm, possession, use, or sale of** - Possession, use, or sale of any firearm, on school property, school-sponsored transportation or during a school-sponsored activity. A firearm, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. (F.S. 790.001(6))

**Fireworks/firecrackers** - possession, use, sale, storage, or distribution of fireworks or firecrackers or associated devices

**Forgery of a document or signature** - to fashion or reproduce for fraudulent purposes

**Gambling** - one who participates in games of chance or skill for money or profit

**Grievance procedure** - The process of filing appropriate forms resulting from a complaint filed by a student. Forms may be obtained from the principal.

**Harassment** - Any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

**Hazing** - to persecute or harass with meaningless, difficult, or humiliating tasks whether its mental and/or physical.



**Homicide/murder** - the unlawful killing of a human being; and manslaughter – the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification. Law enforcement must be notified.

**Illicit drug** - A drug not allowed by law, custom, rule, etc.

**Imitation firearm** – Any toy gun, replica of a firearm, air-soft gun that fires nonmetallic projectiles, or other device that is so substantially similar in coloration and overall appearance to a firearm.

**Inappropriate activity** - any activity that is disruptive and/or inappropriate in a school setting that does not fit into another category

**Incendiary device** - means any material, substance, device, or combination thereof which is capable of supplying the initial ignition and/or fuel for a fire and is designed to be used as an instrument of willful destruction.

**Intentionally striking a staff member intervening in a fight** - intentionally striking or violently struggling with a staff member intervening in a fight or confrontation

**Kidnapping or abduction** - forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority, with intent to hold for ransom or reward or as a shield or hostage; commit or facilitate commission of any felony; inflict bodily harm upon or to terrorize the victim or another person. Law enforcement will be notified.

**Leaving School Grounds without permission** - unauthorized leaving of the school grounds

**Lying/misrepresentation** - intentionally providing false or misleading information to, or withholding valid information from a school staff member

**MDMA/"Molly"** – Methylenedioxy-methamphetamine is a pure form of an ingredient found in Ecstasy.

**Motor vehicle theft** - theft or attempted theft of a motor vehicle; anything that is self-propelled

**Obscene, lewd, or inappropriate act** - the use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting

**Other potentially dangerous weapons/items** - any instrument or object, other than firearms or knives, deliberately used to inflict harm on another person, or used to intimidate any person

**Out of Assigned Area** - out of assigned area without permission and/or in a restricted access area without permission

**Permissible absence** - An absence which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstance. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. Work missed may be made up by the student.

**Petty theft/stealing 1 (\$0-\$10)** - the unlawful taking, carrying, or lending of property less than \$10.00 in value from the possession or constructive possession of another person

**Petty theft/stealing 2 (\$10-\$25)** - the unlawful taking, carrying, lending, or riding away of property more than \$10, but less than \$25 in value from the possession, or constructive possession of another person

**Petty theft/stealing 3 (\$25-\$50)** - the unlawful taking, carrying, lending, or riding away of property more than \$25, but less than \$50 in value from the possession, or constructive possession of another person

**Physical aggression (not involving law enforcement)** - the intentional physical aggression of one party against another person such as pushing, punching, or striking

**Plagiarism** - The unauthorized use of someone else's material, which is then presented as being the result of the plagiarist's own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words or allowing one's own personal work or homework to be copied

**Possession/use of tobacco products** - possession, use, sale, storage, or distribution of tobacco products on school district property

**Profane/obscene language** - abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person

**Prohibited items** - An item prevented by law or by an order.

**Public display of affection** - engaging in overtly amorous contact or language not appropriate in a school setting

**Remote learning** - is where the student and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments.

**Robbery** - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and /or by putting the victim in fear

**Synthetic Drug** - substances that mimic marijuana, cocaine and other illegal **drugs** are making users across the nation seriously ill, causing seizures and death.

**Sexual battery (attempted or actual forcible penetration)** - forced- oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object. Law enforcement must be notified.

**Sexual harassment** - any slur, innuendo, or other physical conduct reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational work environment; has the purpose or effect of unreasonably interfering with an individual's work or school performance or participation; or otherwise affects an individual's educational opportunities; sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

**Sexual misconduct** - engaging in a sex act or physical conduct of a sexual nature; the unlawful sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat and where the victim is capable of giving consent

**Stealing more than \$50** - the unlawful taking, carrying, leading, or riding away of property more than \$50, in value from the possession or constructive possession of another person or entity (meaning school)

**Suspension** - Removal of students from their regular school program for a period not to exceed 10 school days. Pursuant to Florida Statutes 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy.

**Tardiness, Habitual** - consistently late to class or school

**Tear gas gun or chemical weapon or device** - any weapon of such nature, except a device known as a "self-defense chemical spray." "Self-defense chemical spray" means a device carried solely for purposes of lawful self-defense that is compact in size, designed to be carried on or about the person, and contains not more than two ounces of chemical. (F.S. 790.001(3)(b))

**Threat against school, school personnel's property, school transportation or school sponsored activity** - Threatening to throw, project, place, or discharge any destructive device with intent to do bodily harm.

**Threat, non-criminal** - a threat (less serious than assault) by word or act to do violence to another person or his/her property; e.g.: "You better watch your back", "I'm going to get you after school."

**Trespassing** - to enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, employees not required by their employment to be at the particular location; and unauthorized persons who enter or remain on campus or school district facility or sponsored activity after being directed to leave

**Truancy/Unexplained Absence** - An absence from class or school that the reason or excuse is inadequate or does not meet the criteria for an excused absence

**Unauthorized possession or use of prescription medication** - to possess, use, sell, store, or distribute or be under the influence of any substance which requires a physician's prescription, or any over-the-counter medication without parent/guardian approval and school notification

**Unauthorized sale/distribution of materials (non-criminal)** - unauthorized selling or distributing of materials not generally considered illegal; e.g.: candy

**Unexcused absence** - An absence which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit.

**Unintentionally striking a staff member intervening in a fight** - unintentional striking or violently struggling with a staff member intervening in a fight or confrontation

**Unknown weapon possession** - type of instrument or object unknown at the time of the report

**Unserviced detention (extended)** - unexcused absence from a scheduled extended detention

**Unserviced detention (regular)** - unexcused absence from a scheduled regular detention

**Unserviced detention (Saturday)** - unexcused absence from a scheduled Saturday detention

**Use of intoxicants** - the inappropriate use of intoxicants, including but not limited to, glue, solvents, butane, and whipped cream, for the purpose of obtaining a mood-modifying experience

**Vandalism more than \$100 (includes time and labor)** - the willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, including bus seats and buses, without the consent of the owner or the person having custody or control of it. This includes graffiti.

**Weapon** - A weapon may be, but is not limited to, any firearm, any explosive or destructive device, any knife, razor blade or box cutter, any dirk (dagger), metallic knuckles, slung shot (a small mass of metal, stone, sand, or similar material fixed on a flexible handle, strap, or the like, used as a weapon.), billie [billie (also spelled billy) club, night stick, a stick of less than arm's length, usually made of wood, plastic, or metal], tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife [F.S. 790.001(13)] or any item used with intent to cause bodily harm to another individual.

**Weapon/knife possession** - the possession of any knife that may inflict harm on another person, or be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, and common pocket knives or any item used with intent to cause bodily harm to another individual.

# APPENDICES

# Gadsden Public School District

## Declaration of Intent to Terminate School Enrollment



### **Compulsory Attendance Requirements**

- All youths between the age of 6 and under 16 per Florida Statute 1003.21 must attend school.
- Students ages 16 and 17 are not required to attend school when and if a FORMAL DECLARATION OF INTENT TO TERMINATE SCHOOL ENROLLMENT FORM AND DOE EXIT SURVEY is on file with the district, and must be completed by Parent/Guardian and Student.

These forms are available with the Guidance Counselor at your child's school.

Elijah Key, Superintendent of Schools  
35 Martin Luther King, Jr. Boulevard  
Quincy, Florida 32351

Phone: (850) 627-9651

Fax: (850) 627-2760

**Florida Department of Education  
Exit Interview Student Survey**

<b>School Name:</b>	<b>School District:</b>
<b>Student Name:</b>	<b>Student DOB:</b>
<b>Grade Level:</b>	<b>Date:</b>

**Directions: Please check the response that best describes your experience or provide a description of your experience in the tables provided.**

1. Which of the following best describes your **primary** reason for terminating school enrollment?

- |   |  |
|---|--|
| Classes were not interesting/bored                | Student-teacher conflict                   |
| Missed too many days and could not catch up       | Employment/have to work full-time          |
| Did not like school                               | Friends dropped out                        |
| Failing classes/couldn't keep up with school work | Failed to pass Florida Required Assessment |
| Illness   | Intimidated/Threatened/Bullied             |
| Became a parent                                   | Migrant                                    |
| Getting married                                   | Homeless                                   |
| Felt like I did not belong                        | Family Problems                            |
| Expelled from school                              | Other                                      |

2. Which of the following best describes your **secondary** reason for terminating school enrollment?

- |   |  |
|---|--|
| Classes were not interesting/bored                | Student-teacher conflict                   |
| Missed too many days and could not catch up       | Employment/have to work full-time          |
| Did not like school                               | Friends dropped out                        |
| Failing classes/couldn't keep up with school work | Failed to pass Florida Required Assessment |
| Illness   | Intimidated/Threatened/Bullied             |
| Became a parent                                   | Migrant                                    |
| Getting married                                   | Homeless                                   |
| Felt like I did not belong                        | Family Problems                            |
| Suspended from school often                       | Other                                      |
| Expelled from school                              |  |

3. What would have improved your chances of staying in school? (Check all that apply.)

- |   |   |
|---|---|
| Opportunities for real-world learning (internships, service learning) | Better communication with your parents                  |
| Better teachers   | Increased parental involvement                          |
| Smaller classes   | Less freedom and more supervision from parents          |
| More individualized instruction                                       | Less freedom and more supervision from school officials |
| Better communication with your teachers                               | Other   |

**Exit Interview Student Survey (continued)**

4. What actions did your school personnel take to keep you enrolled in school?

- Provide student counseling
- Scheduled a conference with parent(s), guardian(s), student, and school staff
- Discussed and offered options for tutoring
- Discussed the consequences of dropping out
- Discussed and offered options for continuing education in a different environment (e.g., Adult Education, home school, virtual school, hospital homebound)
- Discussed and offered alternative options for graduation (e.g., diploma options, GED Exit Option or GED Testing)
- Conducted home visits
- Referred student to agencies/programs to address problems interfering with school success (e.g., substance abuse counseling, psychological counseling, family counselor)
- Discussed and offered participation in a credit recovery course/program
- Discussed and offered access to Dropout Prevention Program(s) (e.g., alternative education, disciplinary, teenage parent)
- Tracked student progress (by teacher, counselor, social worker, graduation coach, etc.)
- Changed or revised course schedule
- Implemented intervention contracts (e.g. attendance or behavior)
- Student reported that school staff took no action
- Other

**Please check and sign below to certify that each of the following statements were addressed by school personnel.**

I am at least 16 years of age and it is my intent to terminate my school enrollment. I received counseling from a guidance counselor or other school personnel which addressed the following:

Terminating school enrollment prior to graduation will likely reduce my potential earnings and negatively affect my career options.

Termination of school enrollment will result in the revocation/denial of my driving privileges until age 18

My reasons for leaving school prior to graduation.

Possible actions that could keep me from leaving school prior to graduation.

Options for continuing my education in a different environment, e.g., Adult Education or GED testing.

For Bright Futures eligibility, GED students must complete credit requirements before taking the GED exam.

Student Signature:	Date:
Parent/Guardian Signature: (if student is under 18 years of age)	Date:
School Personnel Signature:	Date:

**Optional:**

1. What is the highest level of education completed by your maternal parent/guardian? (check one)

Elementary      Middle School      High School      College      Graduate School      Unknown

2. What is the highest level of education completed by your paternal parent/guardian? (check one)

Elementary      Middle School      High School      College      Graduate School      Unknown

**DECLARATION OF INTENT  
TO TERMINATE ENROLLMENT**

HEREBY ANNOUNCE MY INTENT TO TERMINATE ENROLLMENT IN SCHOOL AND ACKNOWLEDGE THAT THIS ACTION IS LIKELY TO REDUCE MY FUTURE EARNING POTENTIAL. I ALSO UNDERSTAND THAT I MAY LOSE MY DRIVING PRIVILEGE BECAUSE THE SCHOOL DISTRICT IS REQUIRED TO NOTIFY THE DEPARTMENT OF HIGHWAY SAFETY AND MOTOR VEHICLES OF STUDENTS WHO TERMINATE SCHOOL ENROLLMENT.

STUDENT ID: \_\_\_\_\_

Print Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Student

\_\_\_\_\_  
Date Signed: \_\_\_\_\_

Student Signature

\_\_\_\_\_  
Date Signed: \_\_\_\_\_

Parent Signature

**Parent Notification of Student's Declaration of Intent to Terminate School Enrollment**

Name and title of person notifying parent: \_\_\_\_\_

School: \_\_\_\_\_ Date of Notification: \_\_\_\_\_

Method of notification:  Conference Telephone Parent present when student withdrew

Other: \_\_\_\_\_

**Students must be withdrawn from attendance using the Withdrawal Code W-05.**



**Florida Department of Education  
Exit Interview  
(Designated School Personnel)**

**To be completed by school guidance counselor or other school personnel:**

School Name:	School District:
Student Name:	Withdrawal date:
Grade Level:	Student ID#:
Student DOB:	School Transcript: <i>(Please attach)</i>

What is the **primary** reason the student is terminating school enrollment (check one)

<input type="checkbox"/>	Classes not interesting
<input type="checkbox"/>	Marriage
<input type="checkbox"/>	Employment
<input type="checkbox"/>	Student/teacher conflict
<input type="checkbox"/>	Parenting
<input type="checkbox"/>	Suspended to often
<input type="checkbox"/>	Friends dropped out
<input type="checkbox"/>	Illness
<input type="checkbox"/>	Homeless
<input type="checkbox"/>	Failing classes
<input type="checkbox"/>	Migrant
<input type="checkbox"/>	Truancy/absenteeism
<input type="checkbox"/>	Did not like school
<input type="checkbox"/>	Expelled
<input type="checkbox"/>	Failed to pass Florida Required Assessment
<input type="checkbox"/>	Family problems
<input type="checkbox"/>	Intimidated/Threatened/Bullied

Other:

Was the student in an alternative program prior to withdrawal from school? YES NO  
 If no, was an alternative program available YES NO  
 If yes, describe the alternative program:

Had the student received individual counseling prior to this meeting: YES NO  
 If no, was counseling made available to the student? YES NO

Has a child study team been convened on the student's behalf? YES NO  
 If yes, please list the interventions taken by the child study team:

Was the student involved in school sponsored extracurricular activities YES NO  
 Does the student have an IEP or Section 504 Accommodation Plan YES NO  
 Has the student received any remediation services in the past two (2) years? YES NO  
 If yes, please describe the remediation services:

What is the average number of days the student was absent over the past two (2) years Year 1 Year 2

How many unexcused absences or tardies has the student accumulated over the past two years?

Unexcused Absences:	Year 1	Year 2
Unexcused Tardies:	Year 1	Year 2

What interventions did the school attempt in response to unexcused absences or tardiness of the student while enrolled?

Communication between the school/teacher and the family/school

Attendance contract

Formal meeting with the parent

Mentoring

Changes to the learning environment

Referral to other agencies/services on behalf of family needs

Student counseling

Truancy petition

Tutoring

Other (please describe)

Has the student ever been suspended?	YES	NO
Has the student ever been expelled?	YES	NO
Is the student eligible for the free/reduced lunch program?	YES	NO
Does the student plan to earn a GED? If yes, inform student, for Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.	YES	NO
Has the student been informed of options for continuing his/her education?	YES	NO
Has the parent been notified of the student's intent to terminate school enrollment? If yes provide the date of parent notification:	YES	NO

The student has identified the following as actions that could be taken to keep them in school

Opportunities for real-world learning (internships, service learning)

Better communication with your parents

Better teachers

Increased parental involvement

Smaller classes

Less freedom and more supervision from parents

More individualized instruction

Less freedom and more supervision from school officials

Better communication with your teachers

Other:

Has the student completed the student survey? If no, how many attempts did the school make to obtain a completed survey from the student? _____	YES	NO
--	-----	----

**The following section is included to encourage dropout retrieval efforts.**

**Three (3) month follow-up:** (Please check all that apply)

**Method of contact:**

Letter (Level 1)	Phone Call (Level II)	Home visit (Level III)
Contact successful	Contact unsuccessful	

**Employment status:**

Employed full-time	Employed part-time	Unemployed	Unknown
--------------------	--------------------	------------	---------

**Education status:**

Working on GED	Earned GED	Enrolled in another school (private/vocational)	Unknown
----------------	------------	---	---------

**Other** (please explain)

Did the student return to school following this contract? YES NO

**Final contact (prior to start of next school year)**

**Not applicable: Student returned to school**

**Date:**

**Method of contact:**

Letter (level I)	Phone call (level II)	Home visit (level III)
Contact successful	Contact unsuccessful	

**Employment status:**

Employed full-time	Employed part-time	Unemployed	Unknown
--------------------	--------------------	------------	---------

**Education status:**

Working on GED	Earned GED	Enrolled in another school (private/vocational)	Unknown
----------------	------------	---	---------

**Other** (please explain)

Did the student return to school following this contract? YES NO

## School Violence: Suggested Prevention By District Safety Committee

School violence can be prevented. Research shows that prevention efforts – by teachers, administrators, parents, community members, and even students – can reduce violence and improve the overall school environment. No one factor in isolation causes school violence, so stopping school violence involves using multiple prevention strategies that address the many individual, relationship, community, and societal factors that influence the likelihood of violence. Prevention efforts should ultimately reduce risk factors and promote protective factors at these multiple levels of influence.

### A. What Is a School Crime Watch?

Based on the Neighborhood Watch concept, a school crime watch helps youth watch out for each other to make the entire school area safer and more enjoyable. The school crime watch is a student-led effort that helps youth take a share of responsibility for their school community. Youth who participate in a school crime watch learn how to keep from becoming victims. They also learn the best ways to report suspicious activities or arguments between students before they turn into fights or other disturbances.

### B. Planning a Successful Project

For more information on how to plan a successful project, see the National Youth Network's Planning a Successful Crime Prevention Project. This 28-page workbook explains the five steps of the Success Cycle:

- Assessing Your Community's Needs.
- Planning a Successful Project.
- Lining Up Resources.
- Acting on Your Plans.
- Nurturing, Monitoring, and Evaluating.

The workbook includes six worksheets for you to take notes on. You can get a copy of this planning workbook from the Juvenile Justice Clearinghouse, listed in the Resources section.

### C. What Are Some Possible School

#### **Crime Watch Activities?**

##### **Student Patrol Program**

A student patrol can be a powerful component of a school crime watch. These groups go beyond traffic safety patrol programs. They look for and report signs of crime and help keep crime off campuses. This moves the program from an informational and teaching posture to one of action. Patrol activities include monitoring halls and parking lots between classes and during lunch. This alone can reduce the number of crime related incidents. In schools with active patrols, crime has dropped 20 to 75 percent. Recognize, however, that if the patrol is not accepted by a majority of students, it can easily be seen as a group of "snitches."

##### **Anonymous Reporting System**

Another school crime watch activity is setting up an anonymous reporting system. A reporting system is critical to the success of a school crime watch program. Students should report crime or incidents because they are serious issues, not because they want to get someone they don't like into trouble. If an incident is not reported, it might escalate into a dangerous situation for the students involved. Reporting should be done on an anonymous basis, and all crime watch reports should be kept confidential. Such a reporting system can produce tips on areas to watch on the school grounds and reveal other issues of concern to students.

Crimestoppers International and Youth Crime Watch of America have worked with schools to implement these kinds of programs and can provide you with more specific information.

### D. Other Activities for School Crime Watch

Student crime watch programs can perform a number of other activities to promote the overall health of the school. These include: Hosting drug- and alcohol-free parties.

- Sponsoring crime prevention fairs.
- Working with local elementary schools on child safety issues.
- Writing a column about crime prevention for your local or school newspaper.
- Presenting daily or weekly crime prevention tips over the PA system during morning announcements.
- Teaching drug prevention, personal safety, and conflict resolution to peers and younger students.

- Organizing school cleanups.

**Resources –**

For more information, contact one of the following organizations or visit the U.S. Department of Justice Kids Page Web site at [www.usdoj.gov/kidspage](http://www.usdoj.gov/kidspage). This site includes information for kids, youth, parents, and teachers.

**Juvenile Justice Clearinghouse**

P.O. Box 6000  
Rockville, MD 20849-6000  
800-638-8736  
301-519-5212 (Fax)  
Internet: [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm)

**National School Safety Center**

4165 Thousand Oaks Boulevard  
Westlake Village, CA 91362  
805-373-9977  
Internet: [www.nssc1.org](http://www.nssc1.org)

**National Crime Prevention Council**

1700 K Street NW., Second Floor  
Washington, DC 20006-3817  
202-466-6272  
Internet: [www.ncpc.org](http://www.ncpc.org)

**Scholastic Crimestoppers International**

Larry Wieda  
4441 Prairie Trail Drive  
Loveland, CO 80537  
303-441-3327  
303-441-4327 (Fax)  
Internet: [www.c-s-i.org](http://www.c-s-i.org)

**Youth Crime Watch of America**

9300 South Dadeland Boulevard, Suite 100  
Miami, FL 33156  
305-670-2409  
305-670-3805 (Fax)  
Internet: [www.ycwa.org](http://www.ycwa.org)

**Gadsden County School District  
BULLYING AND HARASSMENT FINAL REPORT FORM**

<b>School Personnel Completing Form:</b>	<b>Position:</b>
--	------------------

<b>Today's Date</b>	Month	Day	Year	<b>School:</b>
---------------------	-------	-----	------	----------------

<b>Name of Person Who Reported the Incident (From Reporting Form):</b>
--

<b>Date of Initial Report:</b>	<b>Telephone:</b>	<b>E-mail:</b>
--------------------------------	-------------------	----------------

<b>Student</b>	<b>Parent/guardian</b>	<b>Other (specify)</b>
<b>Written Report (form)</b>	<b>Verbal Report</b>	<b>Other (specify)</b> <b>Anonymous Report</b>

<b>Name of alleged victim:</b>
--------------------------------

<b>Male/Female</b>	<b>Grade</b>	<b>Age</b>	<b>Race</b>	<b>Disabled</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Days absent as a result of the incident:</b>
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Name(s) of alleged offender(s) (if known)	Age	School	Is he/she a student?		Days absent due to incident (include OSS)
			YES	NO	

**INVESTIGATION**

3. **Parents/legal guardians of all involved were notified after the investigation was initiated.**

<b>Date:</b>	<b>Method:</b>
--------------	----------------

4. **What actions were taken to investigate this incident? (choose all that apply)**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Interviewed alleged victim <b>Date:</b></li> <li>Interviewed alleged offender(s) <b>Date:</b></li> <li>Interviewed witnesses <b>Date:</b></li> <li>Witness statements collected in writing</li> <li>Reviewed any medical information available</li> <li>Interviewed teacher/relevant school staff <b>Date:</b></li> </ul> | <ul style="list-style-type: none"> <li>Interviewed alleged victim's parent/guardian <b>Date:</b></li> <li>Interviewed alleged offender's parent/guardian <b>Date:</b></li> <li>Examined physical evidence</li> <li>Conducted student record review (for past incidents, etc.)</li> <li>Obtained copy of police report</li> <li>Other (specify)</li> </ul> |
|--|---|

5. **Nature of Incident: Possible reasons/alleged motives for the bullying incident (choose all that apply – be specific)**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Because of race</li> <li>Because of national origin</li> <li>Because of marital status</li> <li>Because of gender</li> <li>Because of gender identity</li> <li>Because of religion</li> <li>Because of imbalance of power</li> </ul> | <ul style="list-style-type: none"> <li>Because of physical appearance</li> <li>To impress others</li> <li>Just to be mean</li> <li>Past conflicts</li> <li>Retaliation</li> <li>Because of another reason (specify):</li> <li>The reason is unknown</li> </ul> |
|---|--|

6.	Brief summary of incident:
7.	Where has the alleged bullying/harassment occurred:
8.	Was a clear threat involved? <input type="checkbox"/> YES <input type="checkbox"/> NO
9.	Frequency and History: Did the alleged bullying occur at regular times/occasions/places? <input type="checkbox"/> YES <input type="checkbox"/> NO  How Often? Have any incidents occurred in the past by the same person/people? <input type="checkbox"/> YES <input type="checkbox"/> NO  Any past incidents from a different person/people? <input type="checkbox"/> YES <input type="checkbox"/> NO

**10. Effects of the bullying or harassment incident:**

Disrupted school environment and the educational process  
 Physical Harm. Any possible permanent effects?  YES  NO  
 Emotional/psychological harm or discomfort  
 Absenteeism  
 Damage to reputation and/or relationships  
 Other (specify) \_\_\_\_\_

**11. What corrective actions were taken in this case?**

**UNSUBSTANTIATED**

Parent contact \_\_\_\_\_  
 Student conference \_\_\_\_\_  
 Student warning \_\_\_\_\_  
 Withdrawal of privileges \_\_\_\_\_  
 Detention – How many days \_\_\_\_\_  
 In-school suspension – How many days \_\_\_\_\_  
 Counseling: Details \_\_\_\_\_  
 Other: \_\_\_\_\_

**SUBSTANTIATED – LEVEL III**

Parent contact \_\_\_\_\_  
 Behavior/No Contact contract \_\_\_\_\_  
 Suspension from bus – How many days \_\_\_\_\_  
 In-school suspension – How many days \_\_\_\_\_  
 Out-of-school suspension – How many days \_\_\_\_\_  
 Referral to law enforcement \_\_\_\_\_  
 Counseling: Details \_\_\_\_\_  
 Other (specify) \_\_\_\_\_

**12. What actions were taken in this case to protect the victim? (choose all that apply in both cases of substantiated and unsubstantiated incidents)**

Safety plan in place _____	No contact directive _____
Monitoring situation _____	Additional bullying prevention education delivered _____
Schedule change _____	Following-up meeting in place _____
Transportation supervision _____	Counseling: Details _____
Recommended staff the victim can go to if they feel unsafe _____	Other: _____

13. Parents/legal guardians of all involved were notified that the investigation is complete.

**Date:** \_\_\_\_\_ **Method:** \_\_\_\_\_

14. Parents informed of the investigation outcome and the actions taken to protect the victim. **Date**

Informed:      By Phone                      In Parent Conference                      By Letter



15. Additional pertinent information gained during investigation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Attach a separate sheet if necessary)

16. Physical evidence collected

\_\_\_\_\_

(Attach a separate sheet if necessary)

This allegation is:

**Substantiated**

**Unsubstantiated**

17. Entered in district discipline system:  Yes  No

**Substantiated** - BUL – Bullying or HAR – Harassment

**Unsubstantiated** - UBL – Unsubstantiated Bullying or UHR – Unsubstantiated Harassment

If **unsubstantiated** as bullying and/or harassment, what was the infraction? (Examples: disrespect, misconduct, altercation, intimidation/threats, verbal confrontation, unauthorized use of technology, other)

\_\_\_\_\_

Investigator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*Attach copies of supporting documentation (Bullying/Harassment Report Form, Witness Statement Form, all interview notes, and any physical evidence for your records. Send a copy of this form to Student Services)\*\***

# Bullying or Harassment Reporting Form <sup>(Rev. 5/13)</sup>

This form should be used to report a possible incident of bullying as defined in the Gadsden County School District's Policy Prohibiting Bullying and Harassment.

**Any student can report bullying or harassment by talking to an administrator or completing this form and returning it to an assistant principal or principal. This form can be placed in the school's designated drop off spot for anonymous reporting.**

## PLEASE PRINT

Your name (optional): \_\_\_\_\_

School: \_\_\_\_\_

Name(s) of student(s) accused of bullying and/or harassment: \_\_\_\_\_

Is this the first time you have been bullied or harassed?  Yes  No  
If NO, is the bullying by the same person(s) or a different person(s):  Same person  Different person  
Were any of these incidents previously reported?  Yes  No To Whom: \_\_\_\_\_

Where do the incidents happen (choose all that apply)  
On school property      At a school sponsored activity or event off of school property      On the computer  
On a school bus      On the way to/from school      Other  
On what dates did the incidents happen? \_\_\_\_\_

Choose the statement(s) that best describes what happened (choose all that apply)  
Teasing      Threat      Stalking      Theft      Cyberbullying  
Social exclusion      Intimidation      Physical violence      Public humiliation      other

What did the alleged offender(s) say or do? \_\_\_\_\_

Were there any witnesses?  Yes  No

\_\_\_\_\_  
Signature of student/employee completing this form (optional)      Date

Thank you. This report will be followed up in a prompt manner. By completing this form, you are verifying that your statements are true and exact to the best of your knowledge. If you fear a student is in IMMEDIATE danger, please contact a trusted adult right away!

### For Office Use Only

Date Received: \_\_\_\_\_

## Bullying Witness Statement Form (Rev. 5/13)

This form must be completed when there is a witness to an incident of alleged bullying. One form must be completed for each witness. All witness statements that relate to one incident should be attached to the Bullying or Harassment Reporting Form.

DATE OF INTERVIEW: \_\_\_\_\_

WITNESS NAME	WITNESS TITLE (ex. Parent, Student, or Teacher)
VICTIM NAME	
ACCUSED NAME	
PRINCIPAL/SCHOOL	INCIDENT DATE

Describe the location where the incident took place:

Description of incident witnessed:

Did you take any action to intervene?  Yes  No

If so, what did you do?

Have you witnessed any other bullying/harassing behavior towards the victim before?  Yes  No

If yes, was it by the accused or someone different?  Yes  No

List any other witness names and grades:

**I agree that all the information on this form is accurate and true to the best of my knowledge.**

\_\_\_\_\_  
Signature of witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of person interviewing witness

### Bullying Complaint Report Form

This report **MUST** be completed to file a complaint relating to an incident of alleged bullying (*for the purpose of this form, bullying encompasses bullying, harassment, and discrimination*) and turned in to the school Principal/designee of the victim's home school or the appropriate area/district office.

PERSON FILING COMPLAINT (last, first, middle)	SEX	GRADE
VICTIM'S NAME (last, first, middle)	SEX	GRADE
ACCUSOR'S NAME (last, first, middle)	SEX	GRADE
SCHOOL SITE (or site where incident occurred)	HOME SCHOOL/DEPT. OF VICTIM	
PRINCIPAL/ADMINISTRATOR	INCIDENT DATE / /	

Describe the location where the incident took place:

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Describe the incident:

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List all witness names and grades: List evidence of bullying (letters, photos, etc. – attach evidence if possible):

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**I agree that all of the information on this form is accurate and true to the best of my knowledge.**

\_\_\_\_\_  
Signature of complainant

\_\_\_\_\_  
Date

Be sure to attach any supporting documentation/evidence/investigation.

<b>Action</b>	Agreed to Informal Resolution (Student-Student only)	Formal Resolution	Appeals: Referral to Area Superintendent and/or Appropriate Area/District Administrator
<b>Date</b>			
<b>Outcome</b>			
<b>Signatures</b>			

Thank you. This report will be followed up within 2 school/work days.

If you fear a student is in IMMEDIATE danger, please contact the police immediately!

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## CLASSROOM BEHAVIOR MANAGEMENT FORM FOR MINOR OFFENSES IN K-12 SCHOOLS

STUDENT \_\_\_\_\_ I.D. \_\_\_\_\_ DATE \_\_\_\_\_  
 TEACHER \_\_\_\_\_ SUBJECT \_\_\_\_\_ PERIOD \_\_\_\_\_  
 CIRCLE IF APPLICABLE TO STUDENT: ESE \_\_\_\_\_ ESOL \_\_\_\_\_

The above student's behavior has been disruptive to the class and inhibits my ability to teach. Specifically, the problem is:

\_\_\_\_\_

As the classroom teacher, I have taken the following steps to correct the problem:

**1st Offense:** An **AFTER-CLASS DISCUSSION** was held on \_\_\_\_\_ with the student regarding the above problem. The student's reaction to the problem and my suggestions for improvement were:

\_\_\_\_\_ Favorable \_\_\_\_\_ Unfavorable \_\_\_\_\_ No reaction

\_\_\_\_\_ Teacher Signature

\_\_\_\_\_ Student Signature

**2nd Offense:** A **FORMAL TEACHER/STUDENT CONFERENCE** was held on \_\_\_\_\_ at \_\_\_\_\_.  
 (DATE) (TIME)

The problem was again discussed, and the student was warned that further misbehavior would result in a referral to the office. The student's reaction to my suggestions for improvement were:

\_\_\_\_\_ Favorable \_\_\_\_\_ Unfavorable \_\_\_\_\_ No reaction

### PARENT/GUARDIAN PHONE CONTACT

(Name and No.) \_\_\_\_\_ was called on \_\_\_\_\_. The parent/guardian was advised of the problems and the steps taken thus far by me to remedy the problem. The parent/guardian's support was requested. Parent/Guardian reaction was:

\_\_\_\_\_ Positive \_\_\_\_\_ Neutral \_\_\_\_\_ No reaction

**3rd Offense:** The following **RESOURCE PEOPLE** were consulted:

A. Department/Team Chairman/Leader: The following recommendation/s was made:

\_\_\_\_\_

B. Guidance Counselor: The following recommendation/s was made:

\_\_\_\_\_

C. Other: The following assistance was provided:

\_\_\_\_\_

**4th Offense: THE PROBLEM PERSISTS:** I request administrative assistance with this student. [Send this form and the student to the office.]

\_\_\_\_\_ Date/Time Student Sent

\_\_\_\_\_ Teacher signature

White – Office Yellow – Parent/Guardian Pink – Guidance Gold – Referring Teacher

# Discipline Incident Form

## Gadsden County Public Schools

School \_\_\_\_\_

Student #	Student name	Date	Time	Officer #	Reported by	Location
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**Incident Codes:**

- AR Arson
- AS Assault, Personnel/Student
- AU Alcohol, Using/ Possession
- BA Battery, Personnel/Student
- BE Breaking & Entering/Burglary
- BU Bullying, Cyber/Physical/Verbal
- DE Defiance/Disrespectful
- 1D Disruptive, Classroom/Bus
- DC Disruption on Campus/Major
- DI Driving Infraction
- DU Drugs, Use/Sale/Possession
- ED Electronic Device, School/Bus
- EX Extortion
- FI Instigating a Fight
- FO Fighting

Please check the appropriate infraction and circle the action/category if needed

- FR Failure to Report as Assigned
- HA Harassment, Physical/Sexual/Verbal
- HP Horse-playing, Campus/Bus
- I1 Inappropriate, Behavior/Clothing/Gesture/Language
- I2 Indecent Exposure
- LS Leaving School Grounds/Activity/Class
- OD Defacing/Destroying Property, School/Student
- SX Sexual, Act/Activity/Battery
- SG Stolen Goods, Possession
- T1 Threat, Property/Student/Personnel
- TL Theft, Personnel/School/Student
- TO Tobacco, Using/Possession
- TP Trespassing on School Campus/Activity
- VA Vandalism
- WF Weapon, Possession/Use

**Detailed Information:**

A. More Serious  B. Less Serious   
 Drugs: M- Marijuana  N- Non Controlled Substance   
 Incident needs to be reported to Law Enforcement:  yes or  no

Weapon: Description \_\_\_\_\_  
 # of weapons \_\_\_\_\_  
 Student in possession of weapon(s) Yes  No   
 Student arrested: Yes  No

**Comments:**

\_\_\_\_\_  
 \_\_\_\_\_

**Parental Contact**

Parent Notification:  Personal Contact  Phone Message  Written Communication

Name of Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

**Notes:**

\_\_\_\_\_  
 \_\_\_\_\_

**Administrative Use Only**

**Administrative Disposition:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> BR Bus Suspension             | <input type="checkbox"/> DJ Placed in Time-Out  | <input type="checkbox"/> DS Saturday Detention     |
| <input type="checkbox"/> BS Ban from School Activities | <input type="checkbox"/> DK Require Restitution | <input type="checkbox"/> EX Recommending Expulsion |
| <input type="checkbox"/> DA Changed Assignment         | <input type="checkbox"/> DN Assigned Detention  | <input type="checkbox"/> IS In-School Suspension   |
| <input type="checkbox"/> DG Referred to Guidance       | <input type="checkbox"/> DO Work Detail         | <input type="checkbox"/> LP Alternative Placement  |
| <input type="checkbox"/> DH Conference w/ Student      | <input type="checkbox"/> DP Parent Conference   | <input type="checkbox"/> OS Suspension from School |

Number of Days: \_\_\_\_\_ Beginning Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

**SWD Student:** If the student has received more than ten days of suspension during the current school year a manifestation meeting is required within 10 days.

Please check, if you sent notification to the Director of Exceptional Student Education. (All suspensions requires notification.)

**Comment:** \_\_\_\_\_

Action by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Witness: \_\_\_\_\_

Principal / Asst principal / Dean: \_\_\_\_\_

Copies: White-Parents Canary-Teacher Pink-Office Gold-Bus Driver

<b>ATTENDANCE &amp; SOCIAL WORK REFERRAL FORM</b>
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School \_\_\_\_\_ Referred by \_\_\_\_\_ Date \_\_\_\_\_  
Student's Name \_\_\_\_\_ Computer ID # \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Gender \_\_\_\_\_  
Mailing Address \_\_\_\_\_ Physical Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PERSONAL INFORMATION**

(current only)

**PARENT/GUARDIAN**

Father \_\_\_\_\_ Phone (w) \_\_\_\_\_ (h) \_\_\_\_\_

Mother \_\_\_\_\_ Phone (w) \_\_\_\_\_ (h) \_\_\_\_\_

**EMERGENCY CONTACT**

Name \_\_\_\_\_ Relation \_\_\_\_\_ Phone \_\_\_\_\_

Specific directions to home (use major highway, churches, businesses, left, right, landmarks, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Utilize FOCUS to identify and print attendance summary. Attach attendance summary for documentation.



**INTERVENTIONS**  
(must provide written documentation)

3 unexcused (Teacher)

Date: \_\_\_\_\_


Summary of parent/child conference

\_\_\_\_\_

\_\_\_\_\_

5 unexcused (Guidance Counselor/Child Study Team)

Date: \_\_\_\_\_


8 unexcused (Administrator)

Date: \_\_\_\_\_

Summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*8 unexcused-certified letter from school administrator (send copy of certified letter)*

*10 unexcused (send referral to Visiting Teacher)*

*Social Work Referral (state problem)*


**PUBLIC NOTICES WITH PARENTAL OPT-OUT PROVISIONS  
DIRECTORY INFORMATION / PHOTOGRAPHS / PUBLICATIONS**

From time to time, The Gadsden County School District photographs or videos students, and occasionally posts student-produced work online for public recognition. Local media often utilize these photographs and videos, and/or work, or come on campus with school permission to photograph or video students. Additionally, students may be videoed by school personnel for diagnostic/educational purposes. The Gadsden County School District may use these photographs, videos and work for an indefinite period of time unless the parent chooses to OPT-OUT, in writing. However, if the parent chooses to OPT-OUT, the Gadsden County School District shall not be required to recall affected work, publications, photographs, videos, and any other recorded images taken prior to the parent's OPT-OUT authorization.

If the parent does not wish photographs and/or videos of his/her child released, or does not want their child's work posted online, he/she must notify the student's school (Attn: Registrar Office), by completing this OPT-OUT form. The District will then take every reasonable effort to ensure such photographs, videos, and work will not be released. THIS PARENTAL OPT-OUT OPTION DOES INCLUDE THE PUBLICATION OF PHOTOGRAPHS OR VIDEO TAKEN FOR THE SCHOOL YEARBOOK OR SIMILAR PUBLICATIONS.

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**PARENT'S OPT-OUT AUTHORIZATION**

**I understand that when I sign this Opt-Out form, I am instructing the Gadsden County School District not to take photographs or videos of my child and not post any of their work or post photographs/videos of their participation in school events, and the school yearbook.**

\_\_\_\_\_  
Parent of Child (please print)

\_\_\_\_\_  
Student's name (please print)

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Address of Parent/Student,  
Including City and State

**GADSDEN COUNTY SCHOOL DISTRICT  
LETTER OF ACKNOWLEDGMENT  
and  
NOTICE REGARDING CODE OF STUDENT CONDUCT  
FOR SCHOOL YEAR 2024-2025**

In order to conserve resources, schools will not distribute paper copies of the *Code of Student Conduct* (Code) to every student. You can locate an electronic copy of the Code online at the District website at: [www.gadسدenschools.org](http://www.gadسدenschools.org). **If you require a paper copy of the Code, please check the box where indicated below, sign and return this sheet, and one will be provided to your child.**

This Code has been adopted to help your son/daughter gain the greatest possible benefit from his/her education; therefore, please read and discuss the Code with your son/daughter. **To request a printed copy of the Code, please sign this sheet and return it to your child’s teacher or guidance counselor.** I, as well as my child, acknowledge and will comply with the duties, responsibilities and requirements outlined in the Code of Student Conduct.

This form will be kept at the school. Training on the Code of Student Conduct will be provided to all students, teachers and administration during the first month of school.

**FAILURE TO RETURN THIS REQUEST FORM WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE *CODE OF STUDENT CONDUCT* OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO GADSDEN COUNTY PUBLIC SCHOOL PROPERTY.**

Please check only if you require a paper copy of the 2024-2025 *Code of Student Conduct*. **One (1) copy per household will be provided.**

Please provide a paper copy of the Code \_\_\_\_\_  
Check here Name of your child’s school

\_\_\_\_\_  
 Print Student Name Student Signature Date

\_\_\_\_\_  
 Print Parent/Guardian Name Parent/Guardian Signature Date

\_\_\_\_\_  
 School and Teacher Printed Name Teacher Signature Date

**FOR DISTRICT USE ONLY**

A copy of the Code of Student Conduct has been printed and returned to \_\_\_\_\_  
 on \_\_\_\_\_. Please return this request and the paper copy of the Code to the  
 parent/guardian of \_\_\_\_\_.

\_\_\_\_\_  
 Signature of District Office Employee