

AGENDA

FINAL BUDGET HEARING

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

September 7, 2023

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. APPROVAL OF RESOLUTION NUMBER 23-01 (reaffirmed at final budget hearing) and FDOE form ESE 524

Fund Source: General Fund and Capital Project

Amount: Refer to millage rates and amounts stated on the Resolution

ACTION REQUESTED: The Superintendent recommends approval.

5. APPROVAL OF THE 2023 – 2024 FINAL BUDGET – RESOLUTION 23-02

Fund Source: All Funds Budget

Amount: Refer to final budget

ACTION REQUESTED: The Superintendent recommends approval.

6. APPROVAL OF RESOLUTION 23-03 CATEGORICAL FLEXIBLE SPENDING

Fund Source: General Funds

Amount: To Be Determined

ACTION REQUESTED: The Superintendent recommends approval.

7. APPROVAL OF RESOLUTION 23-04 – BOARD’S INTENTION ON USE OF GENERAL FUNDS

Fund Source: General Funds

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Rostan Professional Services Agreement Amendment 5 – **SEE PAGE #3**

Fund Source: FEMA Reimbursement  
Amount: Based on Services Required (Not to Exceed the Contract Limit)

ACTION REQUESTED: The Superintendent recommends approval.

- b. Unified School Improvement Grant (UniSig) 2023 – 2024 – **SEE PAGE #9**

Fund Source: UniSig  
Amount: \$1,118,225.00 Total

ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL ISSUES

- a. Small School District Council Consortium – **SEE PAGE #21**

Fund Source: General Funds  
Amount: \$3,250.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. 2023 – 2024 Student Code of Conduct – **SEE PAGE #26**

Fund Source: N/A  
Amount: \$0

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

10. SCHOOL FACILITY/PROPERTY

- a. Selection of CM-At Risk for New Quincy K-8 School – **SEE PAGE #103**

11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12. SCHOOL BOARD REQUESTS AND CONCERNS

13. ADJOURNMENT

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8a

**DATE OF SCHOOL BOARD MEETING:** September 7, 2023

**TITLE OF AGENDA ITEM:** Rostan Professional Services Agreement  
Amendment 5

**DIVISION:**

**X**

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

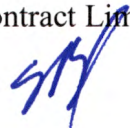
**PURPOSE AND SUMMARY OF ITEM:**

The continued professional services of Rostan Solutions, LLC is need to assist the District with filing appropriate documentation with FEMA to recover funding due to the District as a result of damages caused by Hurricane Michael. These services will not exceed the agreed upon amount of \$924,000.00 of Task Order 2: Amendment 3. To date Rostan has assisted the District in securing over \$12,000,000.00.

**FUND SOURCE: FEMA Reimbursement**

**AMOUNT:** Based on Services Required (Not to Exceed the Contract Limit)

**PREPARED BY:** Dr. Sylvia R. Jackson/LaClarence Mays



**POSITION:** Assistant Superintendent for Support Services/Finance Director

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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           1, 2          

CHAIRMAN'S SIGNATURE: page(s) numbered           1, 2

**AGREEMENT FOR PROFESSIONAL SERVICES**

Between the Gadsden County School District, Florida and Rostan Solutions, LLC

**Amendment to Professional Services Agreement**

Amendment 5

**WHEREAS** the Gadsden County School District, Florida (hereinafter the “GDS”) and Rostan Solutions LLC (hereinafter referred to as “Rostan”, collective referred to as the “Parties”) entered into an Agreement for Rostan to provide certain professional services related to federal and state disaster recovery and mitigation programs on November 29<sup>th</sup>, 2018, as subsequently amended on December 12<sup>th</sup>, 2019, June 16<sup>th</sup>, 2021; January 27<sup>th</sup>, 2023 and again on June 30<sup>th</sup>, 2023 and

**WHEREAS**, Section 3.4 [Term] of the Agreement, as amended, currently provides for no remaining one-year extensions; and

**WHEREAS**, the Parties recognize that additional work remains in order to complete the contracted scope of work; and

**WHEREAS**, as fully stated and justified in Exhibit A, the Parties recognize that additional work remains in order to complete the contracted scope of work; and

**WHEREAS**, the Parties hereby express their mutual desire to extend the term of the current Agreement to allow for the completion of the contracted scope of work;

The Parties now agree:

Section 3.4 of the Agreement is hereby revised to read as follows:

*This agreement shall be in effect until June 30, 2024 to satisfactory conclude the remaining FEMA projects from Hurricane Michael.*

This amendment is hereby agreed to and is incorporated into the Agreement as of the date of the signature of the latest party’s authorized agent.

**GADSDEN COUNTY SCHOOL DISTRICT**

**ROSTAN SOLUTIONS, LLC**

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**PROFESSIONAL SERVICES TASK ORDER**

**Task Order Number: 02 Amendment 3**

Subject to the Agreement between the Gadsden County School District FL, Florida [the CLIENT] and Rostan Solutions, LLC [ROSTAN], effective November 20, 2018 the CLIENT hereby authorizes ROSTAN to perform services as specified in this Task Order and in accordance with the above-mentioned Agreement.

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**1. Basic Project Information**

Project Name: Hurricane Michael Disaster Recovery Consulting  
FEMA-DR-4399-FL

Project Number: 287-01

Project Location: Gadsden County, FL

CLIENT Representative: Elijah Key, Superintendent

ROSTAN Representative: Keithan Williams, Project Manager / Josh Bennett, Director of PM Services

- 2. **Scope of Services:** ROSTAN shall perform its Basic and Optional Services as described in Attachment 1, Scope of Services, attached and incorporated into this Task Order.
- 3. **Period of Service:** The period of service for Task Order Number 02 shall be extended and shall run from June 1, 2019 through June 30, 2024.
- 4. **Compensation:** ROSTAN’s compensation under this Not-to-Exceed Task Order, shall not be increased prior written authorization of the CLIENT, is \$924,000.00.
- 5. This Task Order's Pricing Schedule is attached and incorporated as Attachment 2.

**ISSUED AND AUTHORIZED BY:**

GADSDEN COUNTY SCHOOL DISTRICT

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

**ACCEPTED AND AGREED TO BY:**

ROSTAN SOLUTIONS, LLC

By: \_\_\_\_\_

Name: Kyle Jones

Title: Vice President

## **PROFESSIONAL SERVICES TASK ORDER**

### **Task Order Number: 02 Amendment 3**

#### **Attachment 1**

#### **Scope of Services**

This task order will authorize Rostan to provide consulting services at the direction of the CLIENT to facilitate the CLIENT's recovery from Hurricane Michael under one or more federal or state disaster recovery programs.

#### **Project Overview**

The Gadsden County School District FL was substantially impacted by Hurricane Michael in October of 2018. This Task Order represents a continuation of the CLIENT's recovery efforts. Rostan may perform some or all the following tasks, as directed by CLIENT:

#### **Grant Management Tasks:**

- Provide general grant management advice.
- Assist in the development of a disaster recovery team.
- Assist in the development of a comprehensive recovery strategy.
- Provide advice to disaster recovery team as appropriate and participate in meetings.
- Prepare draft correspondence to State and FEMA as necessary.
- Facilitate the management of all submitted documentation, including Procurement Specifications for Restoration phase efforts and respond to all FDEM/FEMA Requests for Information (RFI).

#### **Eligibility Tasks:**

- Review eligibility issues. Work with CLIENT to develop justifications for work performed to remediate, restore, and mitigate.
- Assist CLIENT in developing approach to filing and tracking costs.
- Review contracts and purchasing documentation.
- Review documentation prepared by CLIENT.
- Assist CLIENT with compiling costs for presentation to FEMA and FDEM.
- Assist CLIENT to prepare Project Worksheets (PW) documentation.

#### **Engagement Task Deliverables:**

- Work with FDEM and FEMA representatives to facilitate the coordination of eligible damages for reimbursement for emergency protective measures, remediation activities and reconstruction activities to restore damaged facilities.
- Status meetings; Notes / Action Items
- Recommendation Memos regarding FEMA Process and/or Policy (as needed)
- Draft Project Worksheet(s) / supporting documentation, Emergency work categories.
- Draft Project Worksheet(s) / supporting documentation, Permanent / Restoration work categories.
- Draft projects / grant applications for mitigation work / hazard vulnerability / resiliency improvements.
- Procurement support to secure contracting services; Engineers, Environmental, Remediation, etc.
- Support in required responses to appeals, audits, and state/federal RFIs.

## **PROFESSIONAL SERVICES TASK ORDER**

### **Task Order Number: 02 Amendment 3**

Rostan shall provide the CLIENT written progress reports quarterly that include schedules and benchmarks. A progress meeting shall be held every 6 months to examine effectiveness and discuss schedules.

An assigned project manager will serve as engagement leader and perform the tasks outlined above, taking direction from CLIENT's designee. Other Rostan consulting staff will provide support or technical services as required for implementation and accounting of emergency protective measures.

#### **CLIENT Responsibilities:**

To assist us in completing the various work tasks described, CLIENT may need to assemble and provide the following information and resources:

- Identify a central contact person / key contacts.
- Provide a CLIENT organization chart, together with a list of names, roles, and phone numbers of personnel involved in FEMA grant management and insurance claim(s).
- Provide access to all relevant insurance and facility-related files.
- Provide access to knowledgeable individuals who can answer questions and assist in obtaining additional information, including engineering staff, finance staff, accounting staff, grant management staff, and operational staff.
- Provide a work area, such as a conference room or large office (this may be negotiated based on operational feasibility).

**PROFESSIONAL SERVICES TASK ORDER**

**Task Order Number: 02 Amendment 3**

**Attachment 2**

- 1.) **Pricing.** The scope of services set forth herein for Task Order 2 is being estimated conservatively based upon knowledge of CLIENT's damages and current status of claims. The budget estimate for this Task Order is a not-to-exceed amount of \$924,000.00. The not-to-exceed Task Order budget estimate is based on the overall damage estimate as mutually understood by the CLIENT and ROSTAN.
- 2.) **Expenses and Travel.** Expenses and Travel: Rates are inclusive of all costs with the exception to those expenses related to federal per diem for meals and incidentals, allowable mileage and/or rental vehicles, rental vehicle petroleum products, airfare, and lodging. Expenses will comply with General Services Administration (GSA) Federal Travel Regulation (FTR) and Travel/Per Diem Bulletins and be directly passed through without markup. Receipts will be provided.
- 3.) **Rate Schedule.**  
All rates remain identical to those specified in the original Agreement between the CLIENT and ROSTAN.



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD

AGENDA AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: September 7, 2023

TITLE OF AGENDA ITEM: Unified School Improvement Grant (UniSig) 2023-2024

DIVISION: Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

The Unified School Improvement Grant (UniSig) is available to schools that are implementing comprehensive support and improvement activities. Six schools are eligible: George W. Munroe Elementary School (\$253,000), Havana Magnet School (\$255,550), James A. Shanks Middle School (\$275,975), Stewart Street Elementary School (\$233,700), Carter Parramore Academy (\$50,000), and Gadsden Central Academy (\$50,000).

**FUND SOURCE:** UniSig

**AMOUNT:** \$1,118,225.00 Total

**PREPARED BY:** Lisa Robinson



**POSITION:** Director of Elementary Education

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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 \_\_\_\_\_



# UNISIG APPLICATION 2023-24

## 20 - Gadsden



Elijah Key, Superintendent

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## LEA Eligibility and Program Requirements

### Eligible LEA and Allocations

Funds will be allocated to Local Educational Agencies (LEAs) to serve traditional and charter public schools implementing Comprehensive Support and Improvement (CSI) activities under section 1111(d) of the Every Student Succeeds Act (ESSA), in alignment with Goal 1 of the Florida State Board of Education's K-20 Strategic Plan. Prioritization is granted to students attending Title I schools identified as CSI and to students attending any public high school regardless of Title I status that has a four-year adjusted cohort graduation rate at or below 67 percent based on 2021 graduation data. Eligible schools in a turnaround cycle must have an approved Turnaround Option Plan (TOP) by the State Board of Education to request funds. Local Educational Agencies must complete a Local Educational Agency Unified School Improvement Grant (UniSIG) Plan and Assurances as well as an individual UniSIG application for each eligible school. The LEAs must work with eligible charter schools to submit one plan. Submission guidelines and additional eligibility criteria can be found in the project Request for Application (RFA).

School ID	School Name	Allocation
0041	George W. Munroe Elementary School	\$253,000.00
0091	Havana Magnet School	\$255,550.00
0201	Stewart Street Elementary School	\$233,700.00
0211	James A. Shanks Middle School	\$275,975.00
0231	Carter Parramore Academy	\$50,000.00
9106	Gadsden Central Academy	\$50,000.00
<b>Total School Allocations</b>		<b>\$1,062,313.75</b>
District Grant Administration		\$55,911.25
<b>Total District Allocation</b>		<b>\$1,118,225.00</b>

### LEA Assurances

#### Request for Applications

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the UniSIG program.

YES

#### General Terms, Assurances, and Conditions

We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

#### Risk Analysis

We understand the LEA must have a Risk Analysis (DOE 610) on file with the Florida Department of Education in order to apply for UniSIG.

YES

**Supplement, not Supplant**

We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

**Allocation to Schools**

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

**Alignment of Activities**

We understand the LEA must ensure the activities requested at eligible schools align to an Area of Focus within the SIP.

YES

**Instructional Programs**

We understand the LEA must ensure the SIP includes one or more evidence-based interventions that meet Tier 1, 2 or 3 of evidence as defined by ESSA.

YES

**Deliverables and Monitoring**

We understand the LEA must ensure that the deliverables for monitoring are prepared and submitted as required by BSI. BSI reserves the right to conduct desktop or on-site monitoring of each school site and LEA.

YES

**Adherence to K-12 ESEA Common Federal Program Guidance**

We understand the LEA must comply with the K-12 Elementary and Secondary Education Act (ESEA) Common Federal Program Guidance.

YES

**Supports for School Improvement**

### **Developing and Implementing**

Describe how the LEA will support each school identified as CSI in developing and implementing a SIP.

**Development: Gadsden School District will host a School Improvement Plan Development day where all CSI schools will convene together to develop their individual school's plans. The District's School Transformation Office will be in place to support the activity. Schools will collaborate to share ideas, recommendations and strategies.**

**Implementation: The Gadsden School District has established a School Transformation Office that will include subject matter experts who will be able to support each of the schools identified as CSI. The subject matter experts will be assigned to the CSI schools and will maintain weekly calendars that reflect their support. The calendars will be submitted to the Director of School Transformation. The Director of School Transformation will hold weekly meetings with the subject matter experts to analyze data, monitor student progress and plan support for classroom teachers. The Director of School Transformation will provide bi-weekly updates to the Directors of Elementary and Secondary.**

### **Alignment of Resources**

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes.

Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in CSI schools.

Provide the person(s) responsible, frequency of meetings, inventory of resources and any problem-solving activities used to determine how to apply resources for the highest impact.

#### **Process to Identify and Align District Resources:**

The district relies on data-informed decisions to positively impact student performance. District teams are utilized to analyze data to make the most effective decision. Priority of assignment of resources is based on the schools that demonstrate the greatest need. The district develops its Continuous Improvement Plan based on the schools' progress and performance data. Information to determine and discuss needs is gathered through monthly meetings with school principals and district department leads. The Superintendent's Leadership Team meets weekly to review strategic plans and make adjustments in order to meet the needs of all students.

#### **Methodology for Coordinating and Supplementing Funds:**

As required by statute, state and local funds are allocated first, then federal funds are used to provide additional support to each of the schools, in alignment with each federal program requirements. The District's management team and leadership teams work collaboratively to review and discuss purchases in order to maximize resources and services. The collaboration reduces duplication. Additionally, constant collaboration among the directors of each of the federal projects, the finance office and Academic Services ensures that all activities focused on the student success.

The district recognizes the value of collaboration and has established the following schedule of meetings.

\* Principal Leadership Team

- Monthly (2nd Thursday - AM)

- Lead: Directors of Instruction, Director of School Transformation, Directors of Instruction

- Participants: School Principals

\* APCs Meeting

- Monthly (2nd Thursday – PM)
- Lead: Directors of Instruction, Director of School Transformation
- Participants: Directors of Instruction, Director of School Transformation, Subject Matter Experts (ELA, Math, Science)

**\*Executive Management Team**

- Weekly (Monday)
- Lead: Superintendent
- Participants: Superintendent  
Assistant Superintendent of Academic Services  
Assistant Superintendent of Support Services  
Director of Human Resource  
Director of Finance  
Coordinator of School Safety  
Coordinator of Public Relations

**\*Extended Executive Management Team**

- Monthly (Last Monday)
- Lead: Superintendent
- Participants: Superintendent  
Assistant Superintendent of Academic Services  
Assistant Superintendent of Support Services  
Director of Human Resource  
Director of Finance  
Coordinator of School Safety  
Coordinator of Public Relations  
Director of MIS  
Director of Media and Technology  
Director of Professional Learning  
Director of Transportation  
Director of Facilities  
Coordinator of Parent Services  
Director of Exceptional Student Education  
Director of Prekindergarten/Head Start

Problem-solving discussions are held during each meeting, as continuous improvement occurs as the teams continuously plan and evaluate their actions.

**LEA Policies and Practices**

Identify specific policies and practices the LEA shall seek to add, modify, or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

All school board policies are annually reviewed, updated, and approved by the Board to ensure that policies and practices remain up-to-date with Florida Statutes. Policies strengthen systems that support school leadership teams to implement interventions. In the case of any required modifications, the modifications are submitted to the Superintendent who in turn submits to school leadership, together they make a recommendation to the Assistant Superintendent of Support Services to include changes or updates to school policies, properly notify the public, and make a recommendation for the School Board to approve in a regular Board meeting.

SB Policy 2.26\*+ School Improvement and Education Accountability. The School Board supports the

concept of school improvement as established by the State Board of Education. It maintains effective schools as defined by Florida Statute. A primary component of this policy is that a School Improvement Plan (SIP) is required for each school each year to be submitted and approved. The plan must address school progress, goals, indicators of progress, strategies, monitoring, and evaluation with all considerations of safety, discipline, attendance, accommodations, and other academic-related issues to be included. The plan must be developed in conjunction with the school advisory council.

(SB 2.30\*+) to address school specific needs and must meet the requirements of State Statutes and FDOE priority school requirements. Each plan must include partnerships with family and communities (SB 2.261\*+) and provide parents with school choice. Schools identified as priority school are provided additional resources and staffing to reach reform levels. SB Policy 2.261\*+ Family Involvement The Superintendent requires a comprehensive plan to engage parents, families, and community members in a partnership with parents to support student achievement, improvement, and support the school SIPs. The plan calls for an annual evaluation and identification of barriers to participation by parents and families.

### **Operational Flexibility**

Provide the LEA's definition of "operational flexibility" provided to CSI schools to enable full and effective implementation of the SIP.

Operational flexibility is defined by the Gadsden County School District as the school's ability to make decisions based on the school's data. Each school's leadership team has the flexibility to employ intentional strategies to address the priority issues identified by data. Operational flexibility requires that changes can be and are made immediately. Such flexibility means that the School Improvement Plan provides a framework that clearly and specifically set goals and objectives that improve student learning and change culture.

### **External Partners**

Describe the LEA's rigorous review process to recruit, screen, select and evaluate any external partners with whom the LEA will collaborate.

The Gadsden County School District has empowered each of the building leaders to interact with the community so that the specific needs of the school are met. To recruit external partners, the district provides media blasts and information sessions on the needs of our schools. Once an external partner has been identified and selected, they are screened in accordance with Florida statute. For example, partners who will visit the school physically, must undergo required background clearance. The process is managed through the Family and Community Engagement department. Annually, partner services are celebrated, with recognition of their contributions to each of the schools.

### **Monitoring**

Describe how the LEA will monitor each school receiving UniSIG funds.

The district has established an Office of School Transformation to provide support to UniSIG schools. The following strategies will be implemented by the Directors of Instruction and School Transformation to support schools receiving UniSIG funds.

1. Quarterly review of the each School Improvement Plan
2. Class walkthroughs to ensure fidelity of implementation of strategies and to support instruction.
3. Monthly meetings with principals and Academic Services
4. Monthly review of budgets to ensure alignment of resources.



**Sustainability**

Explain the strategies and activities the LEA will implement to support the eligible school after exiting CSI status.

To support schools after exiting CSI, the district will continue to host the monthly meetings with school administrators, where data will be reviewed to monitor (1) student academic progress, (2) student attendance, (3) and student behavior. The district will continue to conduct classroom walkthroughs, providing support to fragile teachers. Professional development opportunities will continue to be provided to strengthen the workforce.

**Alignment with K-20 Strategic Plan**

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

In alignment with Florida's K-20 Strategic Plan, the Gadsden County School District will focus efforts on ensuring student achievement by providing the instruction that is aligned with the Florida standards and prepares students with academic success. Further, the district will focus on early learning to ensure readiness for school. The district will continue to provide professional learning to ensure a skilled workforce.

School Name	Plan Item	Function Co-Object	Narrative	FTE Position	Amount
0041 - George W. Munroe Elem. Sc	ESSA Subgroup specifically relating to Economically Disadvantaged	5100	391 Contracted services less than \$25,000. Contracted services to		\$8,750.00
0041 - George W. Munroe Elem. Sc	ESSA Subgroup specifically relating to Economically Disadvantaged	5100	510 Beyond the school day tutoring first semester (3) teachers for		\$45,000.00
0041 - George W. Munroe Elem. Sc	ESSA Subgroup specifically relating to Economically Disadvantaged	5100	510 Materials, supplies, and incentives. Recognitions and items to		\$7,000.00
0041 - George W. Munroe Elem. Sc	ESSA Subgroup specifically relating to Economically Disadvantaged	5100	510 Materials and supplies. Intervention resources to support duri		\$6,350.00
0041 - George W. Munroe Elem. Sc	ESSA Subgroup specifically relating to Economically Disadvantaged	6100	510 Materials, Supplies, and Parent Attendance Incentives. Parent		\$2,000.00
0041 - George W. Munroe Elem. Sc	ESSA Subgroup specifically relating to Economically Disadvantaged	7800	160 Offsite and onsite field trips that are aligned with standards-bi		\$30,000.00
0041 - George W. Munroe Elem. Sc	ESSA Subgroup specifically relating to Economically Disadvantaged	7800	330 Transportation for students participating in Beyond the Schoo		\$29,300.00
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Materials and supplies to support professional development t		\$5,000.00
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	120 Reading Coaches, teachers of ELA, Math, Science, and Social S		\$15,000.00
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	120 Instructional staff K-3 will spend a week during the summer pr		\$12,600.00
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	130 Salary. Math Specialist to support teachers and students B.E.S		\$15,000.00
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	210 Benefits. Retirement for Math Speciall		\$1,500.00
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	220 Benefits. FICA for Math Specialist.		\$1,147.50
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	230 Benefits. Group Insurance for Math Specialist.		\$1,250.00
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	240 Benefits. Workers Comp for Math Specialist.		\$217.50
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	330 Travel. Model School Conference: \$356(car rental and per die		\$10,640.00
0041 - George W. Munroe Elem. Sc	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	330 Model School Conference Registration for participants(10)		\$10,000.00
0041 - George W. Munroe Elem. Sc	Positive Culture and Environment specifically relating to Teacher Retention and Re	5100	120 Reimbursement for passing Reading Endorsement exam by th		\$1,600.00
0041 - George W. Munroe Elem. Sc	Positive Culture and Environment specifically relating to Teacher Retention and Re	5100	510 Monthly School-wide faculty and staff recognition and Motiva		\$4,995.00
0041 - George W. Munroe Elem. Sc	Positive Culture and Environment specifically relating to Teacher Retention and Re	5100	510 Faculty and staff t-shirts that represent the school brand and c		\$4,000.00
0041 - George W. Munroe Elem. Sc	Positive Culture and Environment specifically relating to Teacher Retention and Re	6400	510 Professional development to include training in core curriculu		\$6,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction		Supplemental, manipulative-based resource, Hand2MInd, allg		\$7,999.44
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	120 Interventionis	2	\$42,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	120 Salaries. Provide before, after and summer instruction to acce		\$10,500.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	210 Retirement for interventionists(Planning X .1191)		\$5,002.20
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	210 Retirement of Beyond The School Day activities (\$10,500 x 7.€		\$803.25
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	220 FICA for interventionists (Planning X .0765)		\$3,213.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	230 Group insurance (\$5,700 x 2)		\$11,400.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	240 Worker's Compensation (Planning X .012)		\$504.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	330 Transportation for end of the year field trips used as culminati		\$9,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	330 Entry fees for up to 5 field trips (Up to 5 trips x \$1375/trip) to		\$5,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	360 Licenses for Nearpod access. Resource allows teachers to mak		\$7,100.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Measuring Up! resource for ELA and Math-grades 3 - 8 (15 se		\$19,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Office and instructional supplies to support instruction (dupli		\$2,360.23
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Instructional materials and supplies for Beyond the School Da		\$1,596.75
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	520 Everglades Math books (3rd -8th grades), supplemental math I		\$8,475.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	120 "Support		\$10,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	120 Stipends for monthly Professional Development for Teachers a		\$10,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	130 Salary. Math s	0.25	\$15,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	210 Retirement (\$14,175 X .1191)		\$1,688.24
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	210 Retirement for math specialists (\$5500 x 10%/4 = \$1375)		\$1,500.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	220 FICA for math specialist (\$4207.50 x 7.65%/4 = \$1052		\$1,147.50
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	220 FICA (\$14,175 X .0765)		\$1,084.39
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	230 Group Insurance (\$5000/4 = \$1250)		\$1,250.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	240 Workers Comp (\$55,000 x 1.45%/4 = \$199)		\$217.50

0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	240 Worker's Compensation (Planning X .012)	\$120.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	330 Travel. Model School Conference Travel \$356 (car rental and p	\$5,270.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	330 Model Schools Conference Jun 25th - 28th (\$795 x 5 participai	\$3,975.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	510 Teach Up! 60 copies Subtotal Before Tax \$2,099.40 Estimated :	\$2,250.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Benchmark-aligned Instruction	7800	160 Field Trip Transportation to include a stipend for for drivers for	\$8,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Professional Learning Communities	5100	510 HMS will implement P.R.I.M.E. (Purposeful Remediation Inten	\$3,000.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Professional Learning Communities	6400	120 Stipend for staff members to participate in sensitivity training:	\$5,600.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Professional Learning Communities	6400	150 Stipend for staff members to participate in sensitivity training:	\$2,500.00
0091 - Havana Magnet School	Instructional Practice specifically relating to Professional Learning Communities	6400	510 Materials and supplies to support professional learning activit	\$2,900.00
0091 - Havana Magnet School	Positive Culture and Environment specifically relating to Other	5100	510 Materials and supplies to promote positive culture and enviro	\$7,500.00
0091 - Havana Magnet School	Positive Culture and Environment specifically relating to Other	6300	311 Contracted services. Individual trained in Restorative Practice:	\$15,000.00
0091 - Havana Magnet School	Positive Culture and Environment specifically relating to Other	6400	150 Stipend for staff members to participate in cultural sensitivity	\$2,500.00
0201 - Stewart Street Elementary S	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 NearPod	\$7,000.00
0201 - Stewart Street Elementary S	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Professional Learning materials and supplies	\$5,000.00
0201 - Stewart Street Elementary S	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Literacy Leadership Team & Math/Science Leadership Team s	\$2,500.00
0201 - Stewart Street Elementary S	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	520 Florida Coach	\$10,000.00
0201 - Stewart Street Elementary S	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	520 Everglades Math	\$9,515.00
0201 - Stewart Street Elementary S	Instructional Practice specifically relating to Benchmark-aligned Instruction	6100	130 K-2 Interventionist for ELA and Math (part-time)	\$25,000.00
0201 - Stewart Street Elementary S	Instructional Practice specifically relating to Benchmark-aligned Instruction	6100	130 3-5 Interventionists for ELA and Math (part-time)	\$25,000.00
0201 - Stewart Street Elementary S	Instructional Practice specifically relating to Benchmark-aligned Instruction	6300	130 B.E.S.T. Math Specialist to support teachers and students	\$19,115.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Early Warning System	5100	330 Educational Field Trips	\$40,000.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Early Warning System	5100	510 STEM Lab: student lab coats and stools	\$3,500.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Early Warning System	5100	590 Students will partake in the Positive Behavior store and other	\$19,900.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Early Warning System	5100	590 Club apparel for Boys of Wisdom (BOW), Girls and Pearls (GAF	\$10,000.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Early Warning System	5100	590 Student recreational center for positive behavior	\$7,000.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Early Warning System	5100	590 Mustang Stamps	\$500.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Early Warning System	6000	130 Mental Health consultant (part-time)	\$21,000.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Teacher Attendance	5100	590 Faculty & Staff recognitions	\$9,485.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Teacher Attendance	5100	590 Teacher & staff awards and appreciation	\$5,000.00
0201 - Stewart Street Elementary S	Positive Culture and Environment specifically relating to Teacher Attendance	5100	590 Mustang Mondays to motivate teachers at the start of the we	\$2,500.00
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	369 Imgaine	\$33,739.50
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Office Instructional Supplies to support instruction	\$5,830.37
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Science Supplies	\$5,534.18
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Hands to	\$2,549.85
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Hands 2	\$1,485.00
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	519 Headphones to Support FAST Testing and online	\$5,273.40
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	519 Ink instructional supplies to support instruction	\$3,000.00
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	520 Supplementa	\$12,237.50
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	520 Everglades Math books (4th -8th grades), supplemental math	\$10,636.46
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Dream box Reading Plus Licenses (600 Licences) supplemental	\$20,000.00
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Measuring up Supplemental resource (Science, Math, and Rea	\$14,605.84
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Dream box learning Math Licenses (600 License), supplement	\$13,200.00
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Flocabulary Plus 600 students x \$6.50 per student	\$3,900.00
0211 - James A. Shanks Middle Sch	Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Quizziz	\$3,000.00

0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Professional Development 2x for Dreambox Math Program	\$2,475.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Professional Development 3 sessions x \$750.00 for Top Score	\$2,250.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Professional Development 2x @750.00	\$1,500.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Online Training Flocabulary (1 time)	\$450.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	100 Professional Development 2x for Dreambox Reading Plus Prog	\$0.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	120 Benefits. Retirement for math specialists (\$60000 x 10%/4 = \$	\$1,500.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	130 Salary. Math s 0.25	\$15,000.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	220 Benefits. FICA for math specialist (\$60,000 x 7.65%/4)= \$1147	\$1,147.50
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	230 Benefits. Group Insurance (\$5000/4 = \$1250)	\$1,250.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	240 Benefits. Workers Comp (\$60,000 x 1.45%/4 = \$217.50)	\$217.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Collaborative Planning	5100	100 Book Study	\$18,200.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Collaborative Planning	5100	220 FICA (Planning X .0765)	\$1,392.30
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Collaborative Planning	5100	240 "Worker's	\$218.40
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Collaborative Planning	6300	100 "Support	\$70,000.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Collaborative Planning	6300	220	\$5,355.00
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Collaborative Planning	6400	510 Planning and Teaching in the Standards-Based Classroom to st	\$1,555.50
0211 - James A. Shanks Middle Sch Instructional Practice specifically relating to Collaborative Planning	6400	510 Is my school	\$323.45
0211 - James A. Shanks Middle Sch Positive Culture and Environment specifically relating to Early Warning System	6400	100 Conscious Disi 600	\$4,350.00
0231 - Carter Parramore Academy Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Instructional material such as copy paper, pens, pencils, printe	\$6,600.00
0231 - Carter Parramore Academy Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	120 Teachers of ELA, Math, Science, and Social Studies will be corr	\$8,400.00
0231 - Carter Parramore Academy Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	310 Contract services to provide professional development to tear	\$15,000.00
0231 - Carter Parramore Academy Positive Culture and Environment specifically relating to Early Warning System	5100	510 Purchase a curriculum that teaches character development ar	\$5,000.00
0231 - Carter Parramore Academy Positive Culture and Environment specifically relating to Early Warning System	6150	510 Materials, Supplies, to promote parent attendance and partici	\$2,500.00
0231 - Carter Parramore Academy Positive Culture and Environment specifically relating to Early Warning System	6300	311 Contracted Services for behavior support during the regular sc	\$10,000.00
9106 - Gadsden Central Academy Instructional Practice specifically relating to Benchmark-aligned Instruction	5100	510 Instructional material such as copy paper, pens, pencils, printe	\$5,000.00
9106 - Gadsden Central Academy Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	120 Teachers of ELA, Math, Science, and Social Studies will be corr	\$6,000.00
9106 - Gadsden Central Academy Instructional Practice specifically relating to Benchmark-aligned Instruction	6400	330 FCEC Conference and BSI trainings registration for three partic	\$6,000.00
9106 - Gadsden Central Academy Positive Culture and Environment specifically relating to Teacher Retention and Re	5100	510 Purchase a curriculum that teaches character development ar	\$5,000.00
9106 - Gadsden Central Academy Positive Culture and Environment specifically relating to Teacher Retention and Re	6150	510 Materials, supplies to promote parent attendance and participi	\$2,500.00
9106 - Gadsden Central Academy Positive Culture and Environment specifically relating to Teacher Retention and Re	6300	311 Contracted Services for behavior support during the regular sc	\$23,000.00
District-Wide	6300	130 Salary (.50). D 0.5	\$38,750.00
District-Wide	6300	210 Benefits. Retirement. Director of School Transformation (50%)	\$3,875.00
District-Wide	6300	220 Benefits. FICA for Director of School Transformation (50%) (\$3	\$2,964.38
District-Wide	6300	230 Benefits. Group Insurance for Director of School Transformati	\$2,500.00
District-Wide	6300	240 Benefits. Workers Comp (\$38,750.00 x 1.45%)	\$561.88
District-Wide	6300	330 Travel for Director of School Transformation to support schoo	\$2,540.00
District-Wide	6300	510 Materials and supplies for Academic Services and School Tran	\$2,911.25
District-Wide	6300	643 Laptop for Director of School Transformation to support scho	\$1,808.74

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 9a

**DATE OF SCHOOL BOARD MEETING:** September 7, 2023

**TITLE OF AGENDA ITEM:** Small School District Council Consortium

**DIVISION:**

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

**PURPOSE AND SUMMARY OF ITEM:**  
**(Type and Double Space)**

Board approval requested for participation in the Small School District Council Consortium for the 2023-24 fiscal year and pay annual dues.

**FUND SOURCE:** General Funds

**AMOUNT:** \$3,250.00

**PREPARED BY:** Elijah Key

**POSITION:** Superintendent

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INTERNAL 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 \_\_\_\_\_

# SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM

Founded in 1983

1018-B Thomasville Road, Suite 102B  
Tallahassee, Florida 32303

Telephone 850-508-5492  
[www.ssdcc.org](http://www.ssdcc.org)

## INVOICE FOR PAYMENT

To: Elijah Key, Superintendent of Schools, Gadsden School District

From: Robert Pearce, Superintendent, Wakulla School District and Fiscal Agent for the  
Small School District Council Consortium *RP by CBD*

Re: Invoice for Payment of SSDCC Participation Fees for 2023-24

Date: July 20, 2023

On behalf of the SSDCC, I want to thank you for your membership in the SSDCC during 2022-2023. We are appreciative of the continuing support that all of the members have given to the SSDCC.

The SSDCC Executive Committee has approved the participation fee for FY 23-24 at the current level of \$3,250.00. This is the fee that was set in the 2023 summer meeting.

This invoice is requesting payment in the amount of \$3,250.00 for the 2023-2024 Annual participation fees.

Please make your check payable to the **SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM** and mail it to the following address:

Small School District Council Consortium  
Fiscal Agent – Attention: Ms. Rhonda Stevens  
Wakulla School District  
P.O. Box 100  
Crawfordville, Fla. 32327

This payment is for the annual services associated with the Small School District Council Consortium.

Please process this Invoice for Payment as soon as possible. If you have any questions regarding this invoice, please contact Robert Pearce, Superintendent, Wakulla School District, Fiscal Agent for the SSDCC at 850-926-0065, or Chris Doolin, Consultant to the SSDCC at 850-508-5492.

**RESOLUTION  
AFFIRMING PARTICIPATION IN THE  
SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM**

**WHEREAS**, the Gadsden County School Board believes there is a need to have educational information, interpretation, and consultation on issues relating to small and rural communities that is not independently available, and

**WHEREAS**, the cost of providing such services independently for the School Board would make the cost prohibitive, and

**WHEREAS**, the needed services are provided through the Small School District Council Consortium, and

**WHEREAS**, the Gadsden County School District has recently begun to receive Sparsity funding, and

**WHEREAS**, the Gadsden County School District is geographically and strategically aligned with SSDCC membership in North Florida.

**NOW THEREFORE BE IT RESOLVED** that the Gadsden County School Board authorizes the participation in the Small School District Council Consortium for fiscal year 2023-23 and as such agrees to pay \$3,250.00 to the designated Fiscal Agent upon invoice for participation fees.

**BE IT FURTHER RESOLVED** that the SSDCC Fiscal Agent shall be the contracting agent for the employment and payment of consulting services and associated program costs.

Adopted by the Gadsden County School Board in Regular Session at Quincy, Florida on the 7th day of September, 2023.

**BY:**

\_\_\_\_\_  
Chairperson, Gadsden County School Board

**ATTEST:**

\_\_\_\_\_  
Superintendent, Gadsden County School District

## **SSDCC Members and Board of Directors – FY 2022-23**

*The SSDCC Board is the Superintendent and a School Board member designated by the School Board*

District	District Superintendent is on the SSDCC Board of Directors	One School Board member designated at the November Meeting is on the SSDCC Board of Directors
Baker	Sherrie Raulerson	Jack Baker
Bradford	Will Hartley	Cheryl Canova
Calhoun	<b>Darryl Taylor, Jr. -SSDCC Exec. Comm.</b>	Danny Ryals
Citrus	Sam Himmel	Virginia Bryant
Columbia	Alex Carswell	Narrie Smith
DeSoto	Bobby Bennett	Karen Chancey
Dixie	Mike Thomas	<b>Cheryl Pridgeon - SSDCC Exec. Comm.</b>
Flagler	Cathy Middlestadt	Colleen Conklin
Franklin	Steve Lanier	Pamela Marshall
Gadsden	Elijah Key	Steve Scott
Gilchrist	Jim Surrency	Christie McElroy
Glades	Alice “Beth” Barfield	Crystal Drake
Gulf	Jim Norton	Cindy Belin
Hamilton	Lee Wetherington-Zamora	Cheryl McCall
Hardee	Bob Shayman	Claire Cornell
Hendry	Michael Swindle	Paul Samerdyke
Hernando	John Stratton	Mark Johnson
Highlands	Brenda Longshore	<b>Jan Shoop- SSDCC Exec. Comm</b>
Holmes	Buddy Brown	Shirley Owens
Indian River	David Moore	Teri Barenborg
Jackson	Steve Benton	Michael “MJ” Jackson
Jefferson	Eydie Tricquet	Gladys Roann-Watson
Lafayette	Robby Edwards	Amanda Tidwell Hickman
Levy	<b>Chris Cowart-SSDCC Vice-Chair</b>	Paige Brookins
Liberty	Kyle Peddie	Jason Singletary
Madison	Shirley Joseph	VeEtta Hagan
Monroe	Theresa Axford	Andy Griffiths
Okeechobee	<b>Ken Kenworthy-SSDCC Exec Comm</b>	Amanda Riedel
Putnam	<b>Rick Surrency -SSDCC Exec Comm</b>	Phil Leary
Sumter	Rick Shirley	Kathie Richard
Suwannee	Ted Roush	Ed DaSilva - <b>SSDCC Exec. Comm</b>
Taylor	Alicia Beshears	Deidre Dunnell
Union	Mike Ripplinger	Becky Raulerson - <b>SSDCC Exec. Comm</b>
Wakulla	<b>Robert Pearce –SSDCC Chair</b>	Laura Lawhon
Walton	Russell Hughes	Tammy Smith
Washington	Joe Taylor	Cindy J. Brown
<b>Regional Consortium Members</b>		
Heartland Ed. Consortia , North East Florida Ed. Consortia, Panhandle Area Ed. Consortia		
<b><i>Additional Entities Eligible for Membership in the SSDCC</i></b>		
<i>Bay, Charlotte, Martin, Nassau</i>		



**SSDCC OFFICERS**

Chairman Bobby Pearce – Superintendent of Schools – Wakulla County  
Vice Chairman Chris Cowart - Superintendent of Schools – Levy County

**Executive Committee**

Darryl Taylor, Jr. – Superintendent - Calhoun County  
Cheryl Pridgeon– School Board Member – Dixie County  
Jan Shoop – School Board Member – Highlands County  
Ken Kenworthy – Superintendent of Schools - Okeechobee County  
Ed DaSilva – School Board Member – Suwannee County  
Becky Raulerson – School Board Member – Union County  
Rick Surrency – Superintendent – Putnam County

**SSDCC Members for 23-24**

Baker County School District	Holmes County School District
Bradford County School District	Indian River School District
Calhoun County School District	Jackson County School District
Citrus County School District	Jefferson County School District
Columbia County School District	Lafayette County School District
DeSoto County School District	Levy County School District
Dixie County School District	Liberty County School District
Flagler County School District	Madison County School District
Franklin County School District	Monroe County School District
Gadsden County School District	North East Florida Ed. Consortium
Gilchrist County School District	Okeechobee County School District
Glades County School District	Panhandle Area Education Consortium
Gulf County School District	Putnam County School District
Hamilton County School District	Sumter County School District
Hardee County School District	Suwannee County School District
Heartland Educational Consortium	Taylor County School District
Hendry County School District	Union School District
Hernando County School District	Wakulla County School District
Highlands County School District	Walton County School District
	Washington County School District

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 9b

**DATE OF SCHOOL BOARD MEETING:** September 7, 2023

**TITLE OF AGENDA ITEM:** 2023-2024 Student Code of Conduct

**DIVISION:** School Safety

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

**PURPOSE AND SUMMARY OF ITEM:**

The Office of School and Safety is requesting the approval of the 2023-2024 Student Code of Conduct. Changes from the 2022-2023 Student Code of Conduct are highlighted in yellow.

**FUND SOURCE:** NA

**AMOUNT:** \$0

**PREPARED BY:** Officer Tiffany Buckhalt 

**POSITION:** District School Safety Coordinator

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INTERNAL 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 \_\_\_\_\_

# Gadsden County Public Schools

2023-2024

## STUDENT CODE OF 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**  
00/00/0000

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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NOTICE REGARDING CODE OF STUDENT CONDUCT ..... 73



# THE SCHOOL BOARD OF GADSDEN COUNTY

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Quincy, Florida 32351  
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**Elijah Key**  
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## 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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LEROY McMILLAN  
DISTRICT NO. 3  
CHATTAHOOCHEE, FL 32324  
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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**

No person shall, on the basis of race, color, religion, sex, national origin, handicap, age, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any education program or activity.

This practice shall apply equally to students, employees and all persons having 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 (brick and mortar or remote learning) - REMOVE**

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 2023-2024 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. [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 to 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 shirt is 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 SUBJECTED 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)

**High School Disciplinary Action: - REMOVE**

Any student enrolled in a high school who violates the dress code may receive counseling and/or parent/guardian(s) will be contacted. - REMOVE

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 waist band/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
- 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 head gear
- 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 principal 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 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 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 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 ~~principal gives to 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 pagers, cellular phones, iPods, MP3 players)
  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.

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

#### **B. Expulsion**

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.

(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

3. 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 incidences 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 Student Code of 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 Student Code of Conduct and this Policy.
4. Stakeholder Responsibilities
- A. By August 2009, 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 be 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.
  - B. 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.

- C. 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.
- D. 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 team will ensure that these programs are evidence-based and proven. The team will be responsible for implementing the evidence-based interventions and proven programs within each of their schools.
- E. 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' trainings 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.
- F. 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.
- G. 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 assure that student support services are fully integrated with their instructional components at each school as well as in policy and practice.

#### V. Training for all Stakeholders

- 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 Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

#### VI. 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 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 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.
    - i. 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).
    - ii. 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.”

2. 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).

3. 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.

#### G. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling

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.

1. 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.
2. 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.
3. 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.
4. 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.

#### H. 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.

#### I. 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 nonteaching 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

J. 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).

K. 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

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.



## 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 immediately 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.

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## PROCEDURES FOR THE DISCIPLINE OF STUDENTS WITH DISABILITIES

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

### 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 a 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:

- **Weapon possession - anything that can be used for or is readily capable of causing death or serious bodily injury.**
- **Possession, Use, Sale or Solicitation of Illegal Drugs – does not include alcohol or tobacco**
- **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 ALLOWED** in disciplining prekindergarten children. **Behavior Interventions and Social Skills Instruction** should be used for 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.**

### Discipline Guidelines and Procedures

CLASS I

MINOR OFFENSES

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

- Chewing gum, eating food, or drinking beverages during class - **EXTRACT/REMOVE**
- Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers – **EXTRACT/REMOVE**
- Disrupting the classroom (talking out loud, getting out of seat, laughing **without permission** or talking at inappropriate times)
- Displaying intimate affection in public
- 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 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 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**

**\*Students enrolled in Success Pathways Academy Disciplinary Consequences will begin/be initiated at the 3<sup>rd</sup> Offense**

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

#### ACTIONS TO BE TAKEN BY ADMINISTRATORS

- Contact the parent/guardian. [required]
- Refer the student to an Administrator for disciplinary action/parent/guardian contact
  - E. Suspend the student from home-based school activities (not to exceed 7 days/1week/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
- Failing to serve 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
- Using obscene or profane language or gestures towards staff
- Possessing or using tobacco products, including vaping
- 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
- 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 use by 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)

**Actions To Be Taken By Administrators**

- An administrator calls the parent/guardian. [required]
- An administrator will assign In-school suspension (ISS) for 1-3 days
- 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. – EXTRACT/REMOVE
- 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.
- Drop pants / saggy pants: verbal warning; suspension – EXTRACT/REMOVE due to repetition

**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 (an attitude -REMOVE 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. [required]
- The teacher/administrator writes a referral and administrator confers with the student.
- 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.
- Guidance Counselors assist with fact finding and counseling of students.
- The student/parent/guardian makes restitution -REMOVE
- The Resource Officer administers a civil citation - REMOVE
- A law enforcement officer is called to give assistance -REMOVE
- Corporal punishment (one to two paddlings)

**2nd Offense**

- An administrator calls the parents/guardians. [required]
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- 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.
- The student/parent/guardian makes restitution. - REMOVE
- The Resource Officer administers a civil citation. - REMOVE
- A law enforcement officer is called to give assistance. - REMOVE

- Corporal punishment (two to three paddlings)

**\*Students enrolled in Success Pathways Academy Disciplinary Consequences will begin/be initiated at the 3<sup>rd</sup> Offense**

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

CLASS III	GROUP B	MAJOR OFFENSES
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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.

**Actions To Be Taken By Administrators**

**1st Offense**

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 3-5 days out-of-school suspension. (High School)
- An administrator assigns 3-5 days out-of-school suspension. (Middle School)
- An administrator assigns up to 3 days out-of-school suspension. (Elementary)
- Guidance Counselors and Social Workers assist in fact finding and counseling of student.
- An administrator reads the second offense consequences to the students and parent/guardian.
- An administrator provides peer mediation.

**2nd Offense**

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5-7 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations. – **REMOVE**
- Teacher/Administrator will refer the student to the MTSS/Problem Solving Team

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

CLASS III	GROUP C	MAJOR OFFENSES
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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.
- 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
  - i. display, use, threaten, or attempt to use any firearm
  - 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 in suspension, expulsion, or other disciplinary action.
4. 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.
5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.
6. 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, 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 nonprescribed 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.
1. 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 Statutes 1006.09.
2. 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.
  3. 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)
  7. 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.
  8. 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. 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)
    - 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. **FRISKING AND 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 may be used to scan and screen for 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.
5. **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.
6. **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.
7. **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

DRAFT

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 |
| <b>Illness</b>                                    | 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 |
| <b>Illness</b>                                    | 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 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)

- Classes not interesting
- Marriage
- Employment
- Student/teacher conflict
- Parenting
- Suspended too often
- Friends dropped out
- Illness
- Homeless
- Failing classes
- Migrant
- Truancy/absenteeism
- Did not like school
- Expelled
- Failed to pass Florida Required Assessment
- Family problems
- 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? YES      NO  
 If no, how many attempts did the school make to obtain a completed survey from the student? \_\_\_\_\_

**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 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
----------------	------------	---	---------

<b>Other</b> (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
----------------	------------	---	---------

<b>Other</b> (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 Crime Prevention Council**

1700 K Street NW., Second Floor  
Washington, DC 20006-3817  
202-466-6272  
Internet: [www.ncpc.org](http://www.ncpc.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)

**National School Safety Center**

4165 Thousand Oaks Boulevard  
Westlake Village, CA 91362  
805-373-9977  
Internet: [www.nssc1.org](http://www.nssc1.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)

DRAFT

**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>
---------------------	-------	-----	------	----------------

**Name of Person Who Reported the Incident (From Reporting Form):**

<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> |

**Name of alleged victim:**

<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>
--------------------	--------------	------------	-------------	---	---

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)**

- |  |   |
|--|---|
| Interviewed alleged victim <b>Date:</b><br>Interviewed alleged offender(s) <b>Date:</b><br>Interviewed witnesses <b>Date:</b><br>Witness statements collected in writing<br>Reviewed any medical information available<br>Interviewed teacher/relevant school staff <b>Date:</b> | Interviewed alleged victim's parent/guardian <b>Date:</b><br>Interviewed alleged offender's parent/guardian <b>Date:</b><br>Examined physical evidence<br>Conducted student record review (for past incidents, etc.)<br>Obtained copy of police report<br>Other (specify) |
|--|---|

**5. Nature of Incident: Possible reasons/alleged motives for the bullying incident (choose all that apply – be specific)**

- |   |  |
|---|--|
| Because of race<br>Because of national origin<br>Because of marital status<br>Because of gender<br>Because of gender identity<br>Because of religion<br>Because of imbalance of power | Because of physical appearance<br>To impress others<br>Just to be mean<br>Past conflicts<br>Retaliation<br>Because of another reason (specify):<br>The reason is unknown |
|---|--|

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.	<p>Frequency and History: Did the alleged bullying occur at regular times/occasions/places? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>How Often?</p> <p>Have any incidents occurred in the past by the same person/people? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Any past incidents from a different person/people? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>

**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

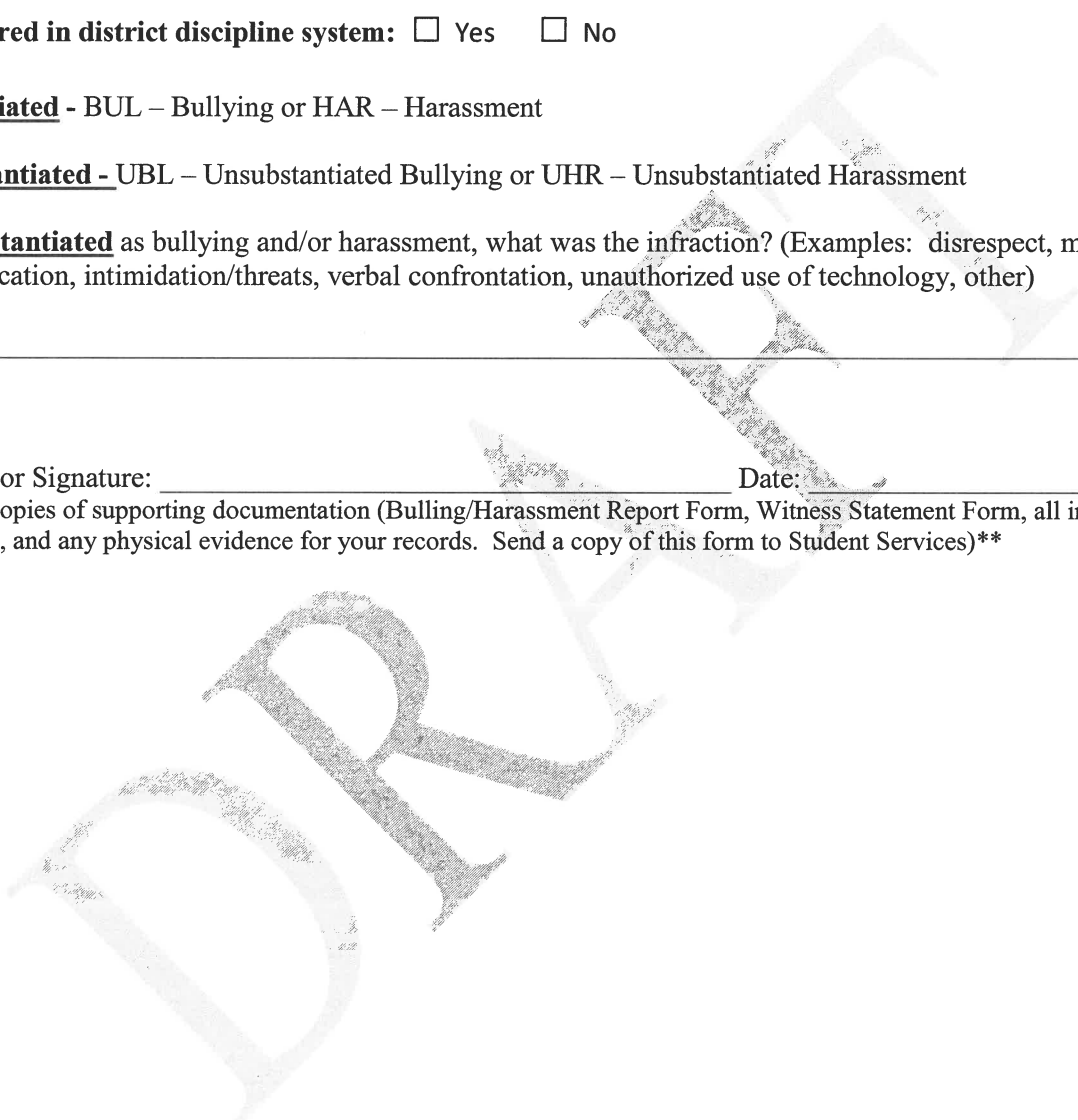
**Unsubstantiated** - UBL – Unsubstantiated Bullying or UHR – Unsubstantiated Harassment

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 (Rev. 5/13)

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: \_\_\_\_\_

Describe the incident: \_\_\_\_\_

List all witness names and grades: List evidence of bullying (letters, photos, etc. – attach evidence if possible):

**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
<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
- ID 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

# ATTENDANCE & SOCIAL WORK REFERRAL FORM

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.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mark in attendance-key:  excused  tardy  unexcused

Total: \_\_\_\_\_ excused \_\_\_\_\_ tardy \_\_\_\_\_ unexcused

2022

Aug	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31										
Sept	1	2	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
Oct	3	4	5	6	7	10	11	12	13	14	18	19	20	21	24	25	26	27	31							
Nov	1	2	3	4	7	8	9	10	14	15	16	17	28	29	30											
Dec	1	2	5	6	7	8	9	12	13	14	15	16														

2023

Jan	3	4	5	6	9	10	11	12	13	17	18	19	20	23	24	25	26	27	30	31						
Feb	1	2	3	6	7	8	9	10	13	14	15	16	17	21	22	23	24	27	28							
Mar	1	2	3	6	7	8	9	10	21	22	23	24	27	28	29	30	31									
Apr	3	4	5	6	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28							
May	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	30	31				
June																										

**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 2021-2022**

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.gadssdenschools.org](http://www.gadssdenschools.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 Student Code of 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 2021-2022 *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 Conduct has been printed and returned to \_\_\_\_\_ on \_\_\_\_\_ of \_\_\_\_\_. Please return this request and the paper copy of the Code to the parent/guardian of \_\_\_\_\_.

\_\_\_\_\_  
Signature of District Office Employee

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 10a

**DATE OF SCHOOL BOARD MEETING:** September 7, 2023

**TITLE OF AGENDA ITEM:** Selection of CM-At Risk for New Quincy K-8 School

**DIVISION:** Administration

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

**PURPOSE AND SUMMARY OF ITEM:**  
**(Type and Double Space)**

Board's Selection of CM-At Risk for New Quincy K-8 School (RFQ #2023-24-0002)

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Elijah Key

**POSITION:** Superintendent

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INTERNAL 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 \_\_\_\_\_