

AGENDA

REGULAR SCHOOL BOARD MEETING

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

September 28, 2021

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

ITEMS FOR CONSENT

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

- a. August 31, 2021, 4:30 p.m. – School Board Workshop
- b. August 31, 2021, 6:00 p.m. - Regular School Board Meeting
- c. September 7, 2021, 6:00 p.m. – Final Budget Hearing

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #4**

- a. Personnel 2021 – 2022

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Contractual Agreement for Inter-County Transfer of Exceptional Students between Leon County School Board and the Gadsden County School Board
SEE PAGE #7

Fund Source: State FTE Funds
Amount: (determined by FTE formula)

ACTION REQUESTED: The Superintendent recommends approval.

- b. Cooperative Agreement between Gadsden County School Board and Panhandle Therapy Center – **SEE PAGE #13**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. Memorandum of Understanding between GCSB and TCC of Courses and Programs – **SEE PAGE #24**

Fund Source: N/A
Amount: No Cost

ACTION REQUESTED: The Superintendent recommends approval.

- d. Dual Enrollment Articulation Agreement between Tallahassee Community College and Gadsden County Schools 2021 – 2022 – **SEE PAGE #27**

Fund Source: FEFP
Amount: Undetermined – based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.

8. EDUCATIONAL ISSUES

- a. Gadsden Technical College - Field Trip Request (Out-of-State) **SEE PAGE #43**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. 2021 – 2022 Controlled Open Enrollment Plan – **SEE PAGE #48**

Fund Source: FEFP
Amount: Undetermined – based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.

- c. 2021 – 2022 Uniform Assessment Calendar – **SEE PAGE #59**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Gadsden County 2020 – 2021 Equity Report Update – **SEE PAGE #70**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- e. Request to Advertise Notice of Intent to Amend/Adopt Policies
SEE PAGE #109

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- f. Approval of 2021 – 2022 Code of Student Conduct – **SEE PAGE #155**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

- 9. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
- 10. SCHOOL BOARD REQUESTS AND CONCERNS
- 11. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY



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

Elijah Key, Jr.
Superintendent
 keye@gcpsmail.com

“Putting Children First”

September 28, 2021

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

Dear School Board Members:

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

Item 6A Instructional and Non-Instructional Personnel 2021-2022

The following reflects the total number of full-time employees in this school district for the 2021-2022 school term, as of September 28, 2021.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees September 2021</u>
Classroom Teachers and Other Certified	120 & 130	302.00
Administrators	110	56.00
Non-Instructional	150, 160, & 170	<u>367.00</u>
		725.00

Sincerely,

Elijah Key, Jr.
 Superintendent of Schools

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

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

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

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

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

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AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2021-2022**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Alderman, Morgan	HMS	Teacher	08/09/2021
Arnold, Angel	HMS	Teacher	08/18/2021
Asiemoah, Prince	GCHS	Teacher	08/10/2121
Brown, Joy	JASMS	Teacher	08/16/2021
Brown, Nailah	SSES	Teacher	08/09/2021
Broxton, Virgus	GCHS	Teacher	08/09/2021
Burns, Patricia	GWM	Teacher	09/13/2021
Canidate, Jacquelin	HMS	Teacher	08/30/2021
Caras, Anna	HMS	Teacher	08/09/2021
Cato, Quintealia	WGMS	Teacher	08/18/2021
Clary, Curlie	GWM	Reading Coach	08/31/2021
Davis, Dionne	Tallavana	Teacher	09/07/2021
Denton, April	WGMS	Teacher	09/07/2021
Edwards, Akeyria	GWM	Teacher	08/24/2021
James, Pearlean	CES	Teacher	09/13/2021
Livingston, Isaac	GCHS	Teacher	08/18/2021
Mallory, Lawonda	GWM	Teacher	08/16/2021
Ouko, Julius	GCHS	Teacher	08/24/2021
Pringley, Brandi	SSES	Teacher	08/27/2021
Ravi, Shreelatha	GCHS	Teacher	09/08/2021
Safford, Judson	SSES	Teacher	08/17/2021
Scott, Thomas	GCHS	Teacher	09/07/2021
Simmons, Laquadra	GCHS	Teacher	08/17/2021
Sinsurin, Karl	GEMS	Teacher	08/23/2021
Taylor, Joseph	JASMS	Teacher	08/16/2021
Tshabe, Crystal	RFM	Teacher	08/31/2021
Willis, Julie	RFM	Teacher	08/31/2021
Williams, Derrick	GWM	Teacher	08/19/2021

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Battles, Barry	WGMS	School Food Service Worker	08/16/2021
Blocker, Sharon	JASMS	School Food Service Worker	08/30/2021
Brown, Latoya	Transportation	Bus Aide	08/30/2021
Bush, Tiera	PreK/Head Start	Educational Paraprofessional	09/07/2021
Centeno, Eduardo	JASMS	School Safety Guardian	09/13/2021
Dupont, Renee	GCHS	Educational Paraprofessional	09/03/2021
Elias, Sharonda	GWM	School Food Service Worker	08/16/2021
Gammon, Shacourtney	HMS	School Food Service Worker	09/07/2021
Gibbs, Kim	GWM	Educational Paraprofessional	08/24/2021
Goss, Stacey	PreK/Head Start	Receptionist	09/07/2021
Harmon, Valarie	GWM	Custodial Assistant	08/16/2021
Harrison, Marietta	HMS	School Food Service Worker	09/07/2021
James, Ewanya	GBES	School Food Service Worker	09/07/2021
Jackson, Monica	CPA	Educational Paraprofessional	08/30/2021
McNealy, Deandrea	GEMS	School Safety Guardian	09/13/2021
Monroe, Daryl	CPA	Educational Paraprofessional	08/30/2021
Popoca-Leonides, Neida	PreK/Headstart	Hippy Program Assistant	09/07/2021
Pounsel, Cynthia	GCHS	School Food Service Worker	08/16/2021
Quintanilla, Ernesto	CPA	Educational Paraprofessional	08/18/2021
Scavella, Ken	GCHS	School Safety Guardian	09/13/2021
Scott, Keshia	GWM	School Safety Guardian	08/30/2021
Smith, Robert	Transportation	Bus Aide	08/27/2021
Thigpen, Dextrose	CES	School Food Service Worker	08/16/2021
Williams, Whitney	JASMS	School Food Service Worker	08/16/2021
Yzaguirre, Rosa	GWM	Educational Paraprofessional	09/08/2021

PART TIME

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Burgos, Keith	GCHS	Educational Paraprofessional	08/16/2021

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Centeno, Eduardo*	JASMS	Educational Paraprofessional	09/10/2021
Dale, Jakesha	HMS	Teacher	08/27/2021
Dupont, Renee	GCHS	Educational Paraprofessional	09/10/2021
Glover, Vannessa	GWM	Teacher	09/08/2021
Goss, Stacey*	PreK/Headstart	Hippy Program Assistant	09/03/2021
Hobbs, Ashawntee	HMS	Educational Paraprofessional	09/20/2021
Manning, Regina	HMS	Teacher	09/07/2021
Murphy, Bianca	JASMS	Social Wokrer	09/03/2021
McGriff, Tamela	Head Start/PreK	Coordinator, Health Services	09/21/2021
Patel, Harshaben	HMS	Educational Paraprofessional	09/07/2021
Richardson,. Teecara	GEMS	Educational Paraprofessional	08/16/2021
Pitamber, Ankita	HMS	Teacher	08/20/2021
Robinson, Allen	GCHS	Secretary	09/10/2021
Safford, Judson*	SSES	Educational Paraprofessional	08/16/2021
Scott, Thomas	GCHS	Teacher	09/14/2021
Thomas, Keyunna	JASMS	Teacher	08/03/2021
Torres, Griselda	GWM	Educational Paraprofessional	09/03/2021
Washington, Charita	HMS	Teacher	09/24/2021

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Blocker, Lakeasha	GEMS/School Safety Guardian	SSES/School Safety Guardian	09/13/2021
Bradwell, Kurk	GBES/School Safety Guardian	CPA/School Safety Guardian	09/13/2021
Palm, Efren	SSES/School Safety Guardian	GBES/School Safety Guardian	09/13/2021

OUT OF FIELD

<u>Name</u>	<u>Location</u>	<u>Area Out of Field</u>	<u>Number of Periods</u>
Cato, Quintealia	WGMS	Math	All Periods
Mallory, Lawonda	GWM	Elementary Education	All Periods
Ray, Michael	GWM	Media Specialist	All Periods
Robinson, Dominga	GCHS	Exceptional Student Education	All Periods

TERMINATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Smith, Tasandre	Maintenance	Groundskeeper	09/17/2021

SUBSTITUTES**Teachers**

Baker, Sierra
 Faison, Jaelore
 McWhite, Edward
 Peterson, Jordan
 Stubbs, Thurman
 Toussaint, John

Custodial/SFS Worker

Battles, Barry
 Elias, Sharonda
 Gammon, Shacourtney
 Harrison, Marietta
 Scott, Keshia
 Thigpen, Dextrose

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: September 28, 2021

TITLE OF AGENDA ITEM:

Contractual Agreement for Inter-County Transfer of Exceptional Students between Leon County School Board and the Gadsden County School Board

DIVISION:

Exceptional Student Education

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

PURPOSE AND SUMMARY OF ITEM:

This is a Contractual Agreement for Inter-County Transfer of Exceptional Students by the School Board of Leon County and the School Board of Gadsden County. The School Board of Leon County provides and operates special programs for properly identified special education students from Gadsden County. The special program contract is for Hearing Impaired, and other students specifically identified by individual contract. Students are placed at the following school sites: Gretchen Everhart Special Day School, Swift Creek Middle School, and Lincoln High School.

FUND SOURCE: State FTE Funds

AMOUNT: (determined by FTE formula)

PREPARED BY: Sharon B. Thomas *SBT*

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

CHAIRMAN'S SIGNATURE: page(s) numbered 4 and 5

REVIEWED BY: _____

mg

BOARD CHAIR
Georgia "Joy" Bowen



BOARD MEMBERS

DeeDee Rasmussen
Alva Swafford Striplin
Rosanne Wood

BOARD VICE CHAIR
Darryl Jones

SUPERINTENDENT
Rocky Hanna

**CONTRACTUAL AGREEMENT
FOR INTER-COUNTY
TRANSFER OF EXCEPTIONAL STUDENTS**

This agreement entered into the 11th day of August, 2021, by the School Board of Leon County and the School Board of Gadsden County is for the purpose of defining the responsibilities of each as it relates to exceptional students who reside in one county and attend schools in the other and delineating the conditions under which the contract shall be executed.

- I. The School Board of Leon County agrees to make available exceptional student education services in certain exceptional education programs and assignments within certain grade levels at specific sites in the district. Those programs, assignments, grade levels and sites are as follows:

<u>PROGRAM ASSIGNMENT</u>	<u>GRADE LEVEL</u>	<u>SITE</u>
Special Day School	PK-12	Everhart
DHH Program	6-8	Swift Creek
DHH Program	9-12	Lincoln

Parents and home zone school sites must in all cases contact the Gadsden County ESE Director. The ESE Director will contact the Leon County School ESE Director for all Leon County school assignments. Gadsden County school sites may not directly contact Leon County school site administrators.

The School Board of Gadsden County and the parents will develop an individual educational plan (IEP) for exceptional students in conjunction with the School Board of Leon County. As determined by the IEP, those exceptional students in need of programs, assignments, grade levels and at sites included herein may be served by the School Board of Leon County. Only if programs, facilities and personnel are available will students be considered.

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- II. In providing these Special Education Programs, the School Board of Leon County shall be responsible for:
- A. Provision and maintenance of adequate and appropriate facilities to house the program(s);
 - B. Provision of sufficient certified instructional and qualified non-instructional personnel, necessary for a quality program, including teacher, therapists, and a supervisor or coordinator;
 - C. Notifying and obtaining the agreement of the participating district in any decision regarding the assignment of instructional staff in excess of the approved staffing ratio of the School Board of Leon County in order to provide appropriate instruction for a student from the participating district.
 - D. Provision of necessary equipment, materials and supplies for each student;
 - E. Provision of all other direct and indirect services necessary to conduct a quality program, except those responsibilities specifically designated in this agreement as the responsibility of the participating county;
 - F. Provision of dismissal or reevaluation information for students from the School Board of **Gadsden County**.
 - G. Initiating and conducting annual Individual Education Plan meeting and reevaluation consideration meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Gadsden County.
- III. As a participating school district, the School Board of **Gadsden County** shall be responsible for:
- A. Provision of transportation for those students from its county who are enrolled in the program. The transportation schedule shall enable students to participate in the program for at least the minimum number of hours required for the age or grade group;
 - B. Provision of the evaluation information and eligibility process conducted in accordance with Florida State Board of Education Administrative Rules 6A-6.0331, FAC, 6A-6.03011, FAC and 6A-6.03013, FAC;
 - C. Provision of the assignment and dismissal process in accordance with 6A-6.03028, FAC, 6A-6.0311, FAC and 6A-6.0331, FAC;
 - D. Initiating and conducting initial Individual Education Plan meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Leon County;
 - E. Legal costs incurred through the due process procedure as a result of a student's assignment;
 - F. The salary of personnel required to instruct students from the participating district in excess of the approved staffing ratio of the School Board of Leon County;
 - G. Adhering to the school calendar and hours designated by the School Board of Leon County.

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IV. Funding for exceptional student programs shall follow the procedure specified within this section:

A. The School Board of Leon County shall:

1. Provide the **2021-2022** formula calculation for the Regional Funding Fee;
2. Provide an invoice after the February FTE period to June 1 based on a formula using discretionary tax dollars in the general fund (FEFP calculation) projected total weighted FTE for contracted students multiplied by the Regional Funding Fee; and the salary of any teacher, classroom aide, interpreter or classroom support personnel required for individual instruction as a result of the behavior and/or communication needs of a **Gadsden County** student;
3. Submit or receive funds as an adjustment to the "Regional Funding Fee" following the June FTE and end-of-year close out. That is, provided the actual end of year formula factors creates an under or over payment of \$100 or more for the current fiscal year.

B. The School Board of **Gadsden County** shall:

1. Receive all FTE funds generated from Transportation of their students to Leon County; **all community based instructional trips will be invoiced separately by the Leon County Transportation Department.**
2. Submit payment to the School Board of Leon County based on the statement of account described under IV A of this section. This payment shall arrive no later than **June 30, 2022**;
3. Submit or receive funds as an adjustment to the Regional Funding Fee payment projections and actual salary reimbursement for any teacher, classroom aide, interpreter or classroom support personnel required for instruction as a result of the behavior and/or communication needs of a **Gadsden County** student, if actual weighted FTE creates an under or over payment of \$100 or more. This adjustment will be made following the June FTE and prior to October 1, 2020.

This Agreement shall take effect **August 11, 2021** and continue until **May 25, 2022**. This contract supersedes any previous agreements. The School Board of Leon County and the School Board of **Gadsden County** shall abide by Section 1001.42(4)(d)(3.), Florida Statutes, for Settlement of Disagreements, which states "In the event an agreement cannot be reached relating to any phase of the project or activity, the matter may be referred jointly by the cooperating school boards, or by any individual school board of the cooperating districts, to the Department of Education for decision under regulations of the state board, and its decision shall be binding on all school boards of the cooperating districts".

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Extended School Year Services (ESY)

- I. Services for Extended School Year (ESY) will be determined by the IEP team based on the State of Florida Indicators for Extended School Year.
 - A. The School Board of Leon County agrees to make available extended school year exceptional student education services for students who are being served under this contract based upon IEP team determination (including representation from Gadsden County). Extended School Year services are defined as any services provided outside of the adopted Leon County School Board Calendar. All provisions agreed upon in the yearly contractual agreement are extended for extended school year services, i.e., among other things, **Gadsden County** will be required to pay for all costs associated with the employment of one-on-one aides during ESY.
 - B. Funding: Extended School Year services will be provided by Leon County for **Gadsden County** students for a cost of twenty-five dollars per student per hour of ESY services.
 - C. Transportation: Transportation for those students from **Gadsden County**, who are determined to by the IEP Team, including representation from Gadsden County, in need of ESY services, will be provided by the School Board of **Gadsden County**.

The agreement executed the day and year first written above.

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: _____ DATE: _____
Board Chairperson

THE SCHOOL BOARD OF LEON COUNTY, FLORIDA

BY: _____ DATE: _____
Georgia "Joy" Bowen, Chair

BY: _____ DATE: _____
Rocky Hanna, Superintendent

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Building the Future Together

This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.

Rocky Hanna, Superintendent

Name: _____

Title: _____

Signature: _____

Date: _____

Chairman of the Gadsden County District Board

Name: _____

Title: _____

Signature: _____

Date: _____

Superintendent of Gadsden County School District

Name: _____

Title: _____

Signature: _____

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: September 28, 2021

TITLE OF AGENDA ITEM:

Cooperative Agreement between Gadsden County School Board and Panhandle Therapy Center

DIVISION:

Exceptional Student Education

No This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

This agreement provides mental health counseling services to identified students within the Gadsden School District.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sharon B. Thomas 

POSITION: Director of Exceptional Student Education and Student Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2, 5, 9, 10

CHAIRMAN'S SIGNATURE: page(s) numbered 2, 5, 10

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper .

REVIEWED BY: _____





PANHANDLE THERAPY CENTER

GADSDEN COUNTY SCHOOL BOARD 2021-2022 COOPERATIVE AGREEMENT FOR COUNSELING SERVICES WITH PANHANDLE THERAPY CENTER

The Gadsden County School Board and Panhandle Therapy Center, enter into the following contract:

SCOPE OF WORK:

To provide mental health counseling services to identified students within the Gadsden County School District.

DELIVERABLES/PERFORMANCE STANDARDS:

1. Meet Gadsden County School District's need for the provision of mental health counseling services for individual students or groups identified through a written referral process from the district representative or Exceptional Student Education (ESE) Office.
2. Upon referral from the school district's licensed mental health counselor or appointed representative, school based mental health services must be initiated within 15 days after identification and assessment per Senate Bill 7030.
3. Agency counselors will secure written consent from each student's parent/guardian prior to the implementation of counseling services. If counselors are unable to secure written parent consent, staff from Panhandle Therapy Center will notify the school-based guidance counselor and district staff within 7 days from the date the provider received the written referral from the district's licensed mental health counselor.
4. Provide consultation to school staff based on the needs of individual students.
5. Collaborate with students, teachers, and parents to help solve problems related to mental health needs.
6. Assist with the development of classroom behavioral strategies and/or anger management techniques to help students improve their ability to cope, improve behavior(s) and make academic gains.
7. Assist students, schools, and families during crisis situations as requested.
8. Participate in Individual Educational Plan (IEP)/Problem Solving Team (PST) meetings as requested by school or district staff when possible.
9. Comply with district requirements for Level 2 background checks through FDLE for all employees/contract providers working in the school system. All providers have passed a Level 2 AHCA background screening prior to contracting with PTC.
10. Counselors will comply with school processes for checking in and documenting services rendered.
11. Agency will maintain appropriate certification and licensures for all counselors providing services to students in Gadsden County.



PANHANDLE THERAPY CENTER

LIABILITY INSURANCE:

Provider will obtain and maintain insurance coverage for professional liability with coverage for a minimum of \$1,000,000 per occurrence/\$2,000,000 aggregate.

RATE SCHEDULE:

Provider agrees to bill students' insurance directly as applicable for reimbursement.

CONTRACT TERM:

This contract will begin August 1, 2021 and expire July 31, 2022.

Either party may terminate this contract by giving thirty (30) days written notice.

In witness whereof, the parties hereunto set their hand and seals on this _____ day of _____, 2021.

The District, the Federal grant agency, the Comptroller General of the United States or any other authorized representative shall have access to any books, documents, papers, and records of the contractor which are directly pertinent to this contract for the purposes of making audit, examination, excerpts, and transcriptions.

AGREED:

Superintendent
Gadsden County School Board

Chairperson
Gadsden County School Board

Heather King, CEO/Director
Panhandle Therapy Center



PANHANDLE THERAPY CENTER

July 22, 2021

Gadsden County School Board
Blountstown, FL 32424

Dear School Board:

We are pleased to provide you with a draft Memorandum of Understanding (MOU) between Gadsden County Schools and Panhandle Therapy Center (PTC) for review and comment. Feel free to make changes you deem necessary and return your comments to me at the address below or by return email. This MOU delineates services and supports that Panhandle Therapy Center offers Gadsden County Schools' students requiring behavioral health and other services. Under this MOU, PTC provides a full continuum of clinical therapeutic services for youth and families ranging from individual and family counseling to more intensive psychiatric services and medication management.

We welcome your input and look forward to engaging in a strong partnership with the Gadsden County School District to assist in ensuring that any child needing behavioral health care services is provided those services in a timely, caring and professional manner.

Please contact Heather King, CEO/Clinic Director, at your earliest convenience if you have any questions or require any additional clarification at hking@panhandletherapycenter.com or (850) 674-8888.

We thank you for the opportunity to serve students and families in your district.

Sincerely,

Heather King, LCSW
CEO/Clinical Director

MEMORANDUM OF UNDERSTANDING

WHEREAS, Gadsden County Schools and Panhandle Therapy Center, Inc. (PTC) a Florida-based, AHCA- licensed Community Behavioral Health Clinic, desire to enter into a Memorandum of Understanding setting forth the services to be provided to students in the Gadsden County School system:

PURPOSE

The purpose of this memorandum is to set forth the conditions of service with Gadsden County School students. PTC will provide Mental Health services to the students needing those services. Referrals accepted by PTC shall be performed within the scope and limitations set forth in the Plan of Treatment developed by the treatment team.

GADSDEN COUNTY SCHOOLS and PTC AGREE AS FOLLOWS:

1. PTC agrees to provide services for mental health and co-occurring disorders to Gadsden County School students referred for assessment and/or treatment.
2. PTC will provide high quality therapists to serve Gadsden County school students in both the home and school settings.
3. Students are accepted for treatment by PTC and PTC's staff shall not refuse to provide treatment because of age, race, color, handicap, sex, or national origin.
4. Services and treatment shall be provided to the student in response to a request for assessment and/or treatment and in accordance with a written plan of treatment developed by the treatment team.
5. A space at Gadsden County Schools will be provided for PTC staff to meet with students for assessment and treatment.
6. Referrals may be made by school staff to PTC for assessment and/or treatment. Reports to school staff regarding students' progress will be made available either by meeting with PTC at the school or requesting a written report from PTC's staff, with client and/or family permission.
7. Gadsden County Schools and PTC acknowledge and declare that it is their specific intention that PTC is to provide services as an Independent Contractor. All PTC staff providing services shall be independently insured, and have had background screening completed.
8. This Memorandum of Understanding shall be valid for 12 months and shall begin August 1, 2021 and end July 31, 2022.

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9. This Memorandum of Understanding may be cancelled or terminated with 30 days written notice to or by either party.
10. Questions regarding services at the school will be directed to Mrs. Heather King, PTC CEO/Clinic Director in Blountstown, FL at hking@panhandletherapycenter.com or (850) 674-8888.

This Memorandum of Understanding is respectfully executed and submitted by:

Superintendent of Schools
Gadsden County Schools

Heather M King, LCSW
CEO, Clinic Director
Panhandle Therapy Center, LLC

Date

Date

This Memorandum of Understanding is agreed to by:

Gadsden County Schools

Date

**PANHANDLE THERAPY CENTER, LLC
AND
GADSDEN COUNTY SCHOOL DISTRICT**

This Memorandum of Understanding, herein referred to as "MOU," is entered into by and between PANHANDLE THERAPY CENTER, LLC and GADSDEN COUNTY SCHOOL DISTRICT.

The purpose of the agreement is to facilitate the collection, analysis, and sharing of data in order to track shared clients, better coordinate individual care, and address barriers and needs across systems to better serve the community. Specifically, by sharing data, PANHANDLE THERAPY CENTER, LLC and GADSDEN COUNTY SCHOOL DISTRICT can identify barriers, leverage existing resources, and coordinate overall care to better serve the community.

GADSDEN COUNTY SCHOOL DISTRICT, PANHANDLE THERAPY CENTER, LLC, and its subcontracted providers shall exchange data and information related to shared clients in an effort to better coordinate care. The data and information shall be used to ensure collaboration of care and to improve outcomes for the individual. This data may include personally identifiable information such as names, date of birth, gender, and ethnicity as well as other pertinent information. If PANHANDLE THERAPY CENTER, LLC and GADSDEN COUNTY SCHOOL DISTRICT will be sharing Protected Health Information (PHI), the attached HIPAA Business Agreement must be completed.

PANHANDLE THERAPY CENTER, LLC and its officers, employees, agents, representatives, contractors, or subcontractors agree to share student information with GADSDEN COUNTY SCHOOL DISTRICT, in full compliance with state and federal confidentiality requirements, particularly Family Education Rights and Privacy Act (FERPA)/FL Statutes 1002.22 and 1002.221, to provide and improve services and resources needed to meet the needs of children, families, and caregivers; to achieve continuous improvement across programs; and to improve the level of educational achievement for children served by both entities.

GADSDEN COUNTY SCHOOL DISTRICT

Heather M. King, LCSW, CEO/DIRECTOR
PANHANDLE THERAPY CENTER, LLC

Signature & Date

Signature & Date

HIPAA BUSINESS ASSOCIATE AGREEMENT

This Agreement contains the terms and conditions governing the Agency's access to and use of Protected Health Information and provides the permissible uses and disclosures of protected health information by the Agency, also called "Business Associate."

This Privacy Agreement ("Agreement"), is effective upon signing this Agreement and is entered into by and between Panhandle Therapy Center, LLC ("Covered Entity") and Gadsden County Schools (the "Business Associate").

I. Term. This Agreement shall remain in effect for the duration of this Agreement and shall apply to all of the Services and/or Supplies delivered by the Business Associate pursuant to this Agreement.

II. HIPAA Assurances. In the event Business Associate creates, receives, maintains, or otherwise is exposed to personally identifiable or aggregate patient or other medical information defined as Protected Health Information ("PHI") in the Health Insurance Portability and Accountability Act of 1996 or its relevant regulations ("HIPAA") and otherwise meets the definition of Business Associate as defined in the HIPAA Privacy Standards (45 CFR Parts 160 and 164), Business Associate shall:

- (a) Recognize that HITECH (the Health Information Technology for Economic and Clinical Health Act of 2009) and the regulations thereunder (including 45 C.F.R. Sections 164.308, 164.310, 164.312, and 164.316), apply to a business associate of a covered entity in the same manner that such sections apply to the covered entity;*
- (b) Not use or further disclose the PHI, except as permitted by law;*
- (c) Not use or further disclose the PHI in a manner that had the Covered Entity done so, would violate the requirements of HIPAA;*
- (d) Use appropriate safeguards (including implementing administrative, physical, and technical safeguards for electronic PHI) to protect the confidentiality, integrity, and availability of and to prevent the use or disclosure of the PHI other than as provided for by this Agreement;*
- (e) Comply with each applicable requirements of 45 C.F.R. Part 162 if the Business Associate conducts Standard Transactions for or on behalf of the Covered Entity;*
- (f) Report promptly to the Covered Entity any security incident or other use or disclosure of PHI not provided for by this Agreement of which Business Associate becomes aware;*
- (g) Ensure that any subcontractors or agents who receive or are exposed to PHI (whether in electronic or other format) are explained the Business Associate obligations under this paragraph and agree to the same restrictions and conditions;*
- (h) Make available PHI in accordance with the individual's rights as required under the HIPAA regulations;*

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(i) Account for PHI disclosures for up to the past six (6) years as requested by Covered Entity, which shall include: (i) dates of disclosure, (ii) names of the entities or persons who received the PHI, (iii) a brief description of the PHI disclosed, and (iv) a brief statement of the purpose and basis of such disclosure;
(j) Make its internal practices, books, and records that relate to the use and disclosure of PHI available to the U.S. Secretary of Health and Human Services for purposes of determining Customer's compliance with HIPAA; and
(k) Incorporate any amendments or corrections to PHI when notified by Customer or enter into a Business Associate Agreement or other necessary Agreements to comply with HIPAA.

III. Termination Upon Breach of Provisions. Notwithstanding any other provision of this Agreement, Covered Entity may immediately terminate this Agreement if it determines that Business Associate breaches any term in this Agreement. Alternatively, Covered Entity may give written notice to Business Associate in the event of a breach and give Business Associate five (5) business days to cure such breach. Covered Entity shall also have the option to immediately stop all further disclosures of PHI to Business Associate if Covered Entity reasonably determines that Business Associate has breached its obligations under this Agreement. In the event that termination of this Agreement and the Agreement is not feasible, Business Associate hereby acknowledges that the Covered Entity shall be required to report the breach to the Secretary of the U.S. Department of Health and Human Services, notwithstanding any other provision of this Agreement or Agreement to the contrary.

IV. Return or Destruction of Protected Health Information upon Termination. Upon the termination of this Agreement, unless otherwise directed by Covered Entity, Business Associate shall either return or destroy all PHI received from the Covered Entity or created or received by Business Associate on behalf of the Covered Entity in which Business Associate maintains in any form. Business Associate shall not retain any copies of such PHI. Notwithstanding the foregoing, in the event that Business Associate determines that returning or destroying the Protected Health Information is infeasible upon termination of this Agreement, Business Associate shall provide to Covered Entity notification of the condition that makes return or destruction infeasible. To the extent that it is not feasible for Business Associate to return or destroy such PHI, the terms and provisions of this Agreement shall survive such termination or expiration and such PHI shall be used or disclosed solely as permitted by law for so long as Business Associate maintains such Protected Health Information.

V. No Third-Party Beneficiaries. The parties agree that the terms of this Agreement shall apply only to themselves and are not for the benefit of any third-party beneficiaries.

VI. De-Identified Data. Notwithstanding the provisions of this Agreement, Business Associate and its subcontractors may disclose non-personally identifiable information provided that the disclosed information does not include a key or other mechanism that would enable the information to be identified.

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VII. Amendment. Business Associate and Covered Entity agree to amend this Agreement to the extent necessary to allow either party to comply with the Privacy Standards, the Standards for Electronic Transactions, the Security Standards, or other relevant state or federal laws or regulations created or amended to protect the privacy of patient information. All such amendments shall be made in a writing signed by both parties.

VIII. Interpretation. Any ambiguity in this Agreement shall be resolved in favor of a meaning that permits Covered Entity to comply with the then most current version of HIPAA and the HIPAA privacy regulations.

IX. Definitions. Capitalized terms used in this Agreement shall have the meanings assigned to them as outlined in HIPAA and its related regulations.

X. Survival. The obligations imposed by this Agreement shall survive any expiration or termination of this Agreement.

COVERED ENTITY

Signature Heather M. King, LCSW Date _____

Print Name Heather King for PTC, LLC Title: CEO/Director

BUSINESS ASSOCIATE

Signature _____ Date _____

Print Name _____ Title: _____

IN WITNESS WHEREOF, the parties hereto have duly executed this Addendum as of the Addendum Effective Date.

Superintendent of Schools
Gadsden County Schools

Heather M. King, LCSW
Heather M King, LCSW
CEO, Clinic Director
Panhandle Therapy Center, LLC

Date

Date

This agreement shall take effect upon receipt of signatures and may be terminated or revised at the request of either party.

Superintendent of Gadsden School District

Name: _____

Title: _____

Signature: _____

Date: _____

Chairman of Gadsden School District Board

Name: _____

Title: _____

Signature: _____

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: September 28, 2021

TITLE OF AGENDA ITEM: Memorandum of Understanding Between GCSB and TCC
of Courses and Programs

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this Agreement is to increase communication and strengthen collaboration, to avoid duplication of courses and programs at TCC and GTC, and to provide a trained and skilled workforce prepared to meet the needs of area employers.

FUND SOURCE: N/A

AMOUNT: No Cost

PREPARED BY: Thomas Saxton 

POSITION: Director – Career and Technical Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered 2

REVIEWED BY:  9/16/21

**Memorandum Of Understanding
Between
Tallahassee Community College
And
The School Board of Gadsden County, Florida**

This Memorandum of Understanding ("Agreement") is entered into by and between The District Board of Trustees of Tallahassee Community College (hereinafter referred to as "TCC"), whose address is 444 Appleyard Drive, Tallahassee, FL 32304, and The School Board of Gadsden County, Florida for and on behalf of Gadsden Technical College (hereinafter referred to as "GTC"), whose address is 35 Martin Luther King Jr Boulevard, Quincy, Florida 32351.

Purpose:

The purpose of this Agreement is to increase communication and strengthen collaboration, to avoid duplication of courses and programs at TCC and GTC, and to provide a trained and skilled workforce prepared to meet the needs of area employers.

Each Party Agrees to:

Meet in May of each calendar year, prior to the start of the Fall school year, and exchange the following information:

- (1) Meet on a quarterly basis after the execution of this Agreement; and
- (2) Agree to all information sharing identified in this Agreement; and
- (3) A list of current career and technical education courses and programs offered in Gadsden County, Florida high schools, GTC, and TCC; and
- (4) A list of courses and programs under consideration for the upcoming school year, to include the targeted student population, and data that supports the need for the courses and/or programs in Gadsden County or other shared service areas; and
- (5) Share appropriate GTC student data in accordance with FERPA with TCC to ensure seamless matriculation and academic pathways; and
- (6) Create career and technical education feeder options either through a direct or reverse articulation. Identify strategies that increase student pathways into career and technical certifications; and
- (7) Agree to explore, publicize, and promote joint enrollment opportunities to students in Gadsden County; Moreover, to pursue as a priority implementation of Subsection (21) of Section 1007.271, F.S

Work together to create career pathways that offer a seamless articulation for students completing courses and programs at GTC to TCC programs and courses. Develop strategic workforce articulation agreements that increase student matriculation into TCC.

Duplication of programs are to be avoided. In the event a duplicate program is being considered, the party in question shall notice the other institution in writing as expeditiously as reasonably possible in writing. Subsequently, should the party desire to proceed with the program, they are to provide a written justification to the other party. The justification shall be supported with area employer letters indicating current workforce needs or labor market data supporting growth in the occupation or sector. The data must reflect a programmatic need that surpasses the current output of the existing program. Other data metrics may be requested dependent on the course or program under consideration.

The party with the existing program reserves the right to expand their existing program to meet employer demand, if feasible.

The parties agree to participate in quarterly meetings in each calendar year between the Vice President for Workforce Innovation at TCC and the Principal at GTC (and other stakeholders) to discuss areas of challenge, success and opportunity, along with the opportunities to collaborate, which includes, but is not limited to co-branded events such as Celebration of Career and Technical Education in conjunction with other regional institutions.

Participate in an annual debriefing each calendar year to review each party's performance under this Agreement, and to determine how the parties can improve this Agreement to strengthen collaboration, avoid duplication of courses and programs, and provide a trained and skilled workforce for area employers.

Modification:

This Agreement replaces any existing Agreement between TCC and GTC and may only be modified by mutual written agreement.

Duration:

This Agreement shall take effect upon approval and signatures of authorized officials. This Agreement may be amended by mutual written agreement at any time or terminated at any time by either party upon advanced 30-day written notice. This Agreement shall remain in effect unless terminated or amended.

**The District Board of Trustees for
Tallahassee Community College**

The School Board of Gadsden County, Florida

Eric Grant, Board Chair

Date Signed: _____

Leroy McMillian, Board Chair

Date Signed: _____

Dr. Jim Murdaugh, President

Date Signed: _____

Elijah Key, Superintendent

Date Signed: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: September 28, 2021

TITLE OF AGENDA ITEM: Dual Enrollment Articulation Agreement between Tallahassee Community College and Gadsden County Schools 2021-2022.

DIVISION: Secondary Education

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this agenda item is to request board approval of the Dual Enrollment Articulation Agreement between the School Board of Gadsden County and Tallahassee Community College governing the enrollment of students for the 2021-2022 school term.

FUND SOURCE: FEFP

AMOUNT: Undetermined – based upon enrollment

PREPARED BY: Sylvia R. Jackson, Ed.D. *SRJ*

POSITION: Assistant Superintendent for Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

6 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 15

CHAIRMAN'S SIGNATURE: page(s) numbered 15

REVIEWED BY: *S.R. Jackson* 9/1/21

2021 – 2022 Dual Enrollment Articulation Agreement

Gadsden County Schools and Tallahassee Community College

Introduction

The Dual Enrollment Articulation Agreement, as required by Section 1007.271(21), Florida Statutes, is made by and between the District Board of Trustees of Tallahassee Community College, hereinafter referred to as TCC, and the District School Board of Gadsden County, hereinafter referred to as the School Board. The term of this agreement shall commence upon signing and shall end July 31, 2022.

The local Articulation Committee shall consist of the following: Committee members from the School Board will be appointed by the Superintendent of the School Board or designee. Committee members from TCC will be appointed by the President of TCC or designee.

Either party may cancel this Agreement upon thirty (30) days written notice should the other party fail substantially to perform in accord with its terms through no fault of the party initiating the termination. This Agreement may be amended only by written communication signed by the Superintendent of the District School Board of Gadsden County and the President of Tallahassee Community College.

I. A ratification or modification of all existing articulation agreements

This agreement replaces any existing agreement with TCC and the School Board regarding the Dual Enrollment Articulation Agreement existing as of the start of the term set forth above.

II. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program

It is the responsibility of the high schools in the district to inform students of the availability of the dual enrollment program requirements and currently offered courses through educational planning and guidance process. Each high school will advertise dual enrollment through a variety of methods. High school personnel will direct students to meet with their high school guidance counselors if they are interested in learning more about participation in dual enrollment. High school guidance counselors will review with the student criteria for participation in the dual enrollment program. Information will also be available to students and parents on TCC's Dual Enrollment website.

It is the responsibility of the high schools to notify parents about the option for their child to participate in dual enrollment courses through a variety of means.

III. A delineation of courses and programs available to students eligible to participate in dual enrollment

Section 1007.271(1), Florida Statutes, establishes that “the dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree”. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. Physical education skills courses and college preparatory instruction are not eligible for dual enrollment.

Students enrolled as dual enrollment, early admission, or career dual enrollment shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as dual enrollment, early admission, and career dual enrollment, will be eligible to participate in both high school and college activities as appropriate including graduation and other extracurricular activities. Participation in all college activities must be approved by the Vice President for Student Affairs.

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available upon request. Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the agreement.

College courses are offered on the main campus, high school campuses, and through distance learning.

Early Admission Dual Enrollment

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (minimum of 12 credit hours and maximum of 15 credit hours) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Early admitted students will be exempt from the payment of registration, tuition, and laboratory fees. Both the high school and TCC must approve Early Admission for a high school student each semester.

Career Dual Enrollment

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program (PSAV). Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program. The School Board will inform all students of the options available and the eligibility criteria.

For 2021-2022, career dual enrollment through TCC is available.

IV. A description of the process by which students and their parents exercise options to participate in the dual enrollment program

Application Process for New Dual Enrollment Students

Step 1: Complete [TCC Online Application](#).

Step 2: Meet with high school guidance counselor to discuss testing options.

Step 3: Complete the Permission to Register Form with your guidance counselor. Your guidance counselor will help you choose courses that will count towards your high school graduation requirements. Please make sure that your guidance counselor lists the courses on the permission to register form and signs the form. [Click here to access the form](#).

Step 4: Schedule a meeting with the TCC Dual Enrollment Coordinator.

Step 5: Submit the documents below prior to or during your meeting with the TCC Dual Enrollment Coordinator. Documents can be emailed to the TCC Dual Enrollment Coordinator or you can bring them to your meeting.

- Copy of test scores
- Permission to register form
- High school transcript (please use the FASTER system)

Step 6: During your meeting with the TCC Dual Enrollment Coordinator, you will be registered for your TCC courses that are listed on your Permission to Register Form.

Application Process for Early Admission Students

Step 1: Complete [TCC Online Application](#).

Step 2: Meet with high school guidance counselor to discuss testing options.

Step 3: Complete the Permission to Register Form with your guidance counselor. Your guidance counselor will help you choose courses that will count towards your high school graduation requirements. Please make sure that your guidance counselor lists the courses on the permission to register form and signs the form. [Click here to access the form](#).

Step 4: Complete the Permission for Early Admission Form with your guidance counselor. [Click here to access the form](#).

Step 5: Schedule a meeting with the TCC Dual Enrollment Coordinator.

Step 6: Submit the documents below prior to or during your meeting with the TCC Dual Enrollment Coordinator. Documents can be emailed to the Dual Enrollment Coordinator or you can bring them to your meeting.

- Copy of test scores
- Permission to register form
- Permission for early admission form
- High school transcript (please use the FASTER system)

Step 7: During your meeting with the TCC Dual Enrollment Coordinator, you will be registered for your TCC courses that are listed on your Permission to Register Form. The TCC Dual Enrollment Coordinator is the only person allowed to register you for your courses.

Withdrawing from classes and Schedule Changes

Dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published by TCC.

To withdraw, add, or drop from a course(s), students must provide a written request from the high school guidance counselor verifying that the student has permission to withdraw, add, or drop **before the withdrawal deadline**. The request must be submitted to TCC's Dual Enrollment Coordinator before the withdrawal deadline. [Click here for the Dual Enrollment Withdrawal Form.](#)

To change a student's schedule, the guidance counselor must submit a written request to TCC's Dual Enrollment Coordinator before the deadline which is published on TCC's dual enrollment website: [Click here for the Course Adjustment Form.](#)

Summer Enrollment

Students are allowed to enroll in summer courses during Summer B session. Enrollment in sessions A, F and C are not allowed.

Graduating high school seniors will not be eligible to participate in dual enrollment during the summer. They will be categorized as degree seeking college students and will have to pay for summer courses.

Maximum Course Loads

Traditional dual enrolled students are allowed a maximum of 11 credit hours each semester. All college courses taken must count towards high school credit.

Early admission students are allowed a minimum of 12 credit hours and maximum of 15 credit hours each semester. All college courses taken must count towards high school credit. Special permission is required each semester for the early admission program.

Testing for Dual Enrollment Eligibility

Students will use the P.E.R.T., SAT, and ACT Reading scores to test for dual enrollment eligibility.

Prior to May 1st, 2017

P.E.R.T.			
Reading	106	ENC 1101	
Writing	103		
Mathematics	114-122	MAT 1033	
Mathematics	123	MAC 1105, STA 2023, MGF 1106, MGF 1107	
*SAT-I, The College Board			
Reading	440	24	ENC 1101
Writing and Language	N/A	25	ENC 1101
Mathematics	440	24	MAT 1033
Mathematics	550	28.5	MAC 1105, STA 2023, MGF 1106, MGF 1107
Enhanced ACT, American College Testing Program			
Reading	19	ENC 1101	
English	17		
Mathematics	19-20	MAT 1033	
Mathematics	21	MAC 1105, STA 2023, MGF 1106, MGF 1107	
Grade 10 FSA Reading			
Reading	262	ENC 1101	

After May 1st, 2017

P.E.R.T.			
Reading	106	ENC 1101	
Writing	103		
Mathematics	114-122	MAT 1033	
Mathematics	123	MAC 1105, STA 2023, MGF 1106, MGF 1107	
SAT-I, The College Board			
Reading	440	24	ENC 1101
Writing and Language	N/A	25	ENC 1101
Mathematics	440	24	MAT 1033
Mathematics	470	25.5	MAC 1105, STA 2023, MGF 1106, MGF 1107
Enhanced ACT, American College Testing Program			
Reading	19	ENC 1101	
English	17		
Mathematics	19-20	MAT 1033	
Mathematics	21	MAC 1105, STA 2023, MGF 1106, MGF 1107	
Grade 10 FSA Reading			
Reading	262	ENC 1101	

Students must provide official score reports to TCC for ACT, SAT, and/or FCAT Reading before being registered for courses. Scores must be less than two years old.

High schools must provide P.E.R.T. official score reports and P.E.R.T. test history if students plan to use high school P.E.R.T. scores.

It is the high schools' responsibility to provide P.E.R.T. for dual enrollment eligibility. TCC will work with the high schools and assist with P.E.R.T. testing for special circumstances.

V. A list of any additional initial student eligibility requirements for participation in the dual enrollment program

The statutory eligibility requirements for academic dual enrollment include: 3.0 unweighted high school GPA and demonstrated readiness for college coursework through scores on a common placement test (as established in State Board of Education Rule 6A-10.0315).

TCC defines readiness for college-level coursework as placement into college-level Mathematics **and** English **and** Reading.

Students who wish to enroll in dual enrollment prior to completing the 10th grade FCAT or Florida Comprehensive Assessment Test will be required to place into college-level Mathematics **and** English **and** Reading in order to be eligible for the dual enrollment program. There are no exceptions to this rule.

Students who wish to enroll in dual enrollment after taking the 10th grade FCAT or Florida Comprehensive Assessment and have appropriate scores (see *Table 1*) on the English and Reading areas and do not have appropriate scores on the math portion of the college placement test will only be allowed to accumulate 12 college credit hours until the math portion of the test is passed. Students must be enrolled in the high school math college readiness course during the accumulation of the 12 college credit hours or have successfully completed the high school math college readiness course which will be verified through the high school transcript. There are no exceptions to this rule. Students must place into ENC 1101 with their test scores to be eligible to participate in the dual enrollment program.

Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through dual enrollment.

Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Procedure is outlined in [TCC's Student Handbook](#).

Continued Enrollment for Academic Dual Enrollment

Students must maintain a minimum 3.0 unweighted cumulative high school grade point average. Continued eligibility for college credit dual enrollment requires the maintenance of a 3.0 unweighted high school GPA.

Additionally, the TCC GPA will be reviewed each semester and students must maintain a 2.0 TCC GPA at the time of review as well as a successful completion rate of 75% (C or better). Students will be given a one semester grace period if the TCC GPA is below 2.0 or completion is below 75%. High school students are only allowed one grace period.

Early Admission Eligibility

Students who wish to participate in early admission must be a high school senior and have an unweighted high school GPA of 3.5 or higher. Additionally, students must have a TCC GPA of 3.0 or higher.

Continued Enrollment for Early Admission

Students must maintain a minimum 3.5 unweighted cumulative high school GPA and a TCC GPA of 3.0.

VI. A delineation of the high school credit earned for the passage of dual enrollment courses

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf>. Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the Agreement.

Other courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for dual enrollment credit and count toward high school graduation, including electives provided these courses are specified in this agreement.

Courses Not Specified on the List – Courses that are not listed in the Dual Enrollment Course – High School Subject Area Equivalency List that are taken through dual enrollment must be identified in the Dual Enrollment Articulation Agreement along with the number of high school credits to be awarded either as an elective or subject area credit.

Courses not listed on the Dual Enrollment Course – High School Subject Area Equivalency List

N/A

VII. A description of the process for informing students and their parents of college-level course expectations

Dual enrollment courses meet the curricular expectations and are at the same depth and rigor of non-dual enrollment postsecondary instruction, including dual enrollment courses offered on the high school campus. Students should understand that dual enrollment courses are college courses and the amount of work necessary to succeed may be much greater than in high school courses. In addition, dual enrollment courses become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA.

It is the responsibility of the high schools in the district to inform the students and parents about the college-level expectations. TCC will inform students and parents of college-level course expectations through a dual enrollment orientation. TCC will also inform students and parents of college-level course expectations through the use of the course syllabus which is given to each student in each college-level course at the beginning of each semester.

VIII. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis

Section 1007.271(3), F.S., allows exceptions to the required GPA on an individual student basis if both parties agree.

Exceptions to High School Grade Point Averages Terms:

Upon recommendation by the principal or designee, a student with an unweighted GPA of 2.75-2.99 may enroll for a maximum of 6 hours of dual enrollment courses provided that the student has shown evidence of ability to do advanced level work through successful completion of Advanced Placement, Honors, or other advanced courses or supplemental work and provided that the student is in a high school college preparatory program in high school. Continuation of dual enrollment will require satisfactory progress in all college dual enrollment courses as defined in Section V of this agreement and successful completion of all high school courses with grades no lower than "B". Documentation must be provided to TCC's Academic Affairs designee.

Exceptions related to serious illness or other extenuating circumstances will be reviewed on a case by case basis and must be approved by both the principal and TCC's Academic Affairs designee.

TCC will provide a form to the high school that must be completed, signed, and returned to TCC before the student will be allowed to continue in the program. A rationale for the exception must be stated on the form.

TCC will not make exceptions to the required TCC grade point average. Students will be given a one semester grace period during which a review will take place to determine

continued eligibility. The grace period can only be used once during the student's high school matriculation.

IX. Registration policies and procedures for dual enrollment courses as determined by the postsecondary institution

Students must complete their registration form with their high school guidance counselor. The form must be completed with all the required information about course reference numbers as well as 2nd options. The completed registration form will be given to TCC's Dual Enrollment Coordinator who will register the student for courses that are available at the time the form is received.

2021-2022 Deadlines for High Schools:

Due Date	Activity	Responsible Party
June 18 th , 2021 (Noon)	Last Day for students to submit all paperwork <u>and</u> test scores (as necessary) for enrollment in Summer 2021 B session	High school
July 22 nd , 2021	Last Day to Withdraw a student from Summer 2011 B session (use withdrawal form)	
August 16 th , 2021	Last Day for students to submit all paperwork <u>and</u> test scores (as necessary) for enrollment in Fall 2021 semester. This includes registration for courses on the high school campus.	
August 23 rd , 2021	TCC First Day of Class	
August 24 th , 2021	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
November 2 nd , 2021	Last Day to Withdraw a student (use withdrawal form)	
November 15 th , 2021	Deadline to make changes to course offerings at the high school for Spring 2021. Deadline to identify instructors.	High school
December 3 rd , 2021	TCC Last Day of Class	
December 6 th , 2021	Deadline for students to submit paperwork for Spring 2021 (applications, test scores, permission to register forms)	
December 13 th , 2021	Deadline to submit grades to TCC	High school

December 14 th , 2021	TCC Transcripts will be delivered to high schools	TCC
January 6 th , 2022	TCC First Day of Class	
January 12 th , 2022	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
March 11 th , 2022	Deadline to Submit "Course Request for Dual Enrollment" Form for 2022-2023.	High school
March 25 th , 2022	Last Day to Withdraw a student	High school
April 22 nd , 2022	TCC Last Day of Class	
May 2 nd , 2022	Deadline to submit grades to TCC	High school
May 6 th , 2022	TCC transcripts will be delivered to high schools	

X. Exceptions, if any, to professional rules and guidelines for instructors teaching dual enrollment courses

There are no exceptions.

XI. Exceptions, if any, to rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members

Dual enrollment courses are college courses both in content and outcomes. Dual enrollment instructors must meet the teaching credentials established by the Southern Association of Colleges and Schools (SACS). Section 1007.271(5)(a), F.S., governs dual enrollment faculty. These provisions were taken from the *Dual Enrollment Statement of Standards*, which was codified in State Board of Education Rule 6A 14.064, FAC.

Faculty who wish to teach college credit courses that are offered on the high school campuses must complete a [TCC Online Application](#) and all other procedures required by TCC's Human Resources and Academic Divisions. Applicants must be recommended for hire by the appropriate Academic Dean/Director. Faculty must also adhere to the following guidelines (Florida Statutes, 1007.271 (5a):

Meet the qualifications required by TCC as identified in the TCC Faculty Credentials Manual. The qualifications apply to all faculty members regardless of the location of instruction. TCC requires compliance with these qualifications.

1. Provide TCC with an official copy of the postsecondary transcript.
2. Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of

each term. The content of each syllabus must meet the same standards required for all college-level courses offered at TCC and must be approved by the appropriate TCC academic division.

3. Adhere to the professional rules, guidelines, and expectations stated in TCC's adjunct faculty handbook.
4. Adhere to the rules, guidelines, and expectations (which apply to faculty members) that are stated in TCC's student handbook.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the TCC campus. To ensure equivalent rigor with courses taught at TCC, the high school instructor will provide a comprehensive, cumulative end-of-course assessment and a series of assessments of all expected learning outcomes to the appropriate Dean or designee. The completed and scored assessments must be returned to TCC and held for one year (Florida Statutes, 1007.271 (6a)).

It is the responsibility of the high school dual enrollment specialist to notify TCC's Academic Affairs designee of all courses that the high school is requesting to offer. Each high school must complete the appropriate form for each course that the high school plans to offer. Based on need and faculty availability, TCC will decide what courses can be offered on the high school campus.

It is the responsibility of each instructor to check their online class rosters every day to ensure that the appropriate students are sitting in the class. If a student is not on the roster, the instructor should immediately notify the high school dual enrollment contact person. The high school dual enrollment contact person should notify TCC's dual enrollment coordinator.

Advanced Placement (AP) students who do not take or pass the AP examination are not permitted to earn postsecondary credit for the AP course via dual enrollment. Per Section 1007.272, Florida Statutes, no student will be allowed duplicate credit based on enrollment in a joint AP/dual enrollment course. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course, per Section 1007.271 (6d), Florida Statutes.

Dual enrolled students taking courses on the high school campus must submit the same documentation as the students taking courses on TCC's main campus.

XII. Responsibilities of the School Board regarding determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program

The School Board is responsible for determining if the student is eligible to be tested for the dual enrollment program. Students who have a 3.0 unweighted high school grade

point average and who have an interest in participating in dual enrollment should be referred to their high school guidance counselors to discuss the eligibility requirements for the program.

The high school must inform all students who plan to participate in dual enrollment of their obligation to complete an online TCC application.

The high school is responsible for advising students relative to ensuring that they meet the requirements for high school graduation. The high school is also responsible for advising students about Bright Futures.

It is TCC's responsibility to monitor student performance in TCC's dual enrollment courses. The School Board and TCC should exchange student transcripts in order to make sure that students are eligible to continue in the dual enrollment program.

TCC is responsible for assigning grades for dual enrollment courses. The School Board is prohibited from changing any grade (once assigned by the college) when posting it to the high school transcript.

XIII. Responsibilities of the Florida College System institution regarding transmission of student grades in dual enrollment courses to the school district

TCC will transmit student transcripts to the School Board at the end of each semester.

XIV. Responsibilities for funding that delineates costs incurred by the school district and TCC

Dual enrollment students shall be exempt from paying registration, matriculation, and laboratory fees.

Textbook Costs & ADA Accommodation Costs

Textbooks will be provided to students by the School Board. Textbooks purchased by the School Board shall remain the property of the School Board as specified in Section 1007.271 (17), F.S. TCC will continue its efforts to reduce the cost of textbooks and materials to the School Board. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on TCC's campus will be covered by TCC. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on the high school campus will be covered by the School Board.

Standard Tuition Rate

Per the 1007.271, F.S., the School Board is required to pay the standard tuition rate per credit hour to TCC for instruction taking place on the college campus for dual enrolled students. The approved standard tuition for FY 2021-2022 is \$71.98. The rate will be charged for courses taking place on TCC's main campus, TCC's educational centers, and

distance learning courses.

TCC will not charge tuition to the School Board for Summer 2022 dual enrollment students. TCC also will not limit dual enrollment participation based upon capacity, F.S. 1007.271(4) in any term.

TCC will use the fees collected to enhance the dual enrollment program. TCC will promote dual enrollment participation, increase capacity, and enrich the quality of services associated with the dual enrollment program. The School Board's payment of tuition to TCC will increase the number of counselors available to the dual enrollment program in order to recruit more dual enrollment students and to help prepare students for transition to college, to counsel students in meta-majors and programs of study, and to track and provide feedback to students on their progress. TCC will also provide high school faculty and counselor training for dual enrollment.

Instructional Costs

It is the responsibility of the School Board to provide full instructional costs for dual enrollment occurring on the high school site. For instruction occurring on the high school sites by college faculty, the School Board must reimburse TCC for the costs associated with the proportion of salary and benefits.

TCC cannot guarantee the availability of instructors for dual enrollment classes offered at the high school. Schools can assist TCC by recommending qualified School Board instructors for consideration for teaching dual enrollment courses offered at the high school.

TCC regularly uses high school faculty to teach both dual enrollment and regular TCC courses and incorporates training, mentoring, and assessment of these faculty into its regular adjunct program. Therefore, TCC's costs associated with instruction occurring on the high school site by TCC approved high school faculty who are paid by the School Board will be considered a normal part of TCC's obligation to its faculty for training and mentoring; no costs will be assessed.

Invoicing for Financial Obligations

TCC will invoice the School Board for financial obligations within 21 business days of TCC's Census date which is normally after the 5th day of class each semester.

A second invoice may be generated for all students who enroll in an express session if that student is not included in the main session invoice.

The school district is responsible for any student who fails to withdraw after the add/drop period.

Before invoicing, each district will need to verify enrollment. Once verification has occurred, there will be no changes to the invoices.

XV. Responsibilities for Student Transportation

It is the student's responsibility to provide his or her own transportation.



XVI. Responsibilities for services and resources that are available to students with disabilities who register for enrollment

By this agreement, Section 1007.271(25), F.S., requires that the dual enrollment articulation agreement include services and resource that are available to students with disabilities who register for dual enrollment.

Tallahassee Community College provides services and facilities accessible to, and usable by, all qualified students with disabilities. The college will assure educational access by providing reasonable and appropriate accommodations to those students who provide the proper documentation. An Individual Education Program (I.E.P) filed with the student's home school will suffice as appropriate documentation to receive necessary accommodations.

The college provides physical, academic, and program access including: Extended time testing, Note-taking Services, Reader Services, Recorders, Audio Books via LearningAlly.org, E-Texts, Adaptive technology, Math accommodations, Sign Language interpreters, and Spelling accommodations.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and The District Board of Trustees, Tallahassee Community College, Florida have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers, in accordance with Section 1007.271, F.S., Dual Enrollment Articulation Agreements.

8/26/21
Date

Eugene Jamb, Jr.
Chair, Tallahassee District Board of Trustees,
Tallahassee Community College, Florida

8/26/21
Date

[Signature]
President, Tallahassee Community College

Date

Chair, Gadsden County School Board

Date

Superintendent, Gadsden County School District

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

Date of School Board Meeting: September 28, 2021

TITLE OF AGENDA ITEM: Gadsden Technical College

DIVISION: Secondary Education


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

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

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. Gadsden Technical College is requesting approval for an out-of-state field trip to Moultrie, GA. Please see attached documentation.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Tammy McGriff Farlin, EdS 
POSITION: Assistant Superintendent of Academic Services

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 _____

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

FIELD TRIP REQUEST

SCHOOL: Gadsden Technical College	CONTACT FOR FIELD TRIP: Mr. James Weeks
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DATE OF TRIP: October 21, 2021	WHO IS ATTENDING: (grade/organization) Students enrolled in the Transportation, Distribution and Logistics Career Cluster at Gadsden Technical College
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LOCATION: Moultrie, GA	TRAVELING BY: <input checked="" type="checkbox"/> School bus <input type="checkbox"/> Charter bus Marshall Jones, Driver
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PURPOSE:
Attending the Sun Belt Ag Expo in Moultrie, GA


SCHOOL BUS – Required items for approval: <ol style="list-style-type: none"> 1. Director’s signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Documentation showing correlation of the Florida Standards or benchmarks to the field trip request 	CHARTER BUS – Required items for approval: <ol style="list-style-type: none"> 1. Director’s signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Copy of charter bus contract with signatures 5. Proof of Insurance showing either district or school as insured
---	--



Signature of Person Requesting Trip



Approval of Director/Designee

<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED
 _____ Superintendent/Designee	<u>9/7/21</u> _____ Date

Please forward completed form via district mail or fax to:
Mrs. Cheryl Ellison
Program Assistant for Curriculum & Instruction
Fax: (850) 627-3530 Email: ellisonc@gcpsmail.com

Gadsden Technical College
Annual Sunbelt Ag Expo in Moultrie, GA --- October 21, 2021

Rosters

Automotive Service Technology 1

1. B
2. K
3. C
4. A
5. Z
6. M
7. T
8. H
9. S
10. S
11. C
12. K

Chaperone: Mr. Jimmy Weeks - Instructor
Mr. Lisa Weeks - Chaperone

Automotive Service Technology

1. B

Carpentry

1. T
2. J
3. J
4. T
5. A
6. R
7. J
8. D
9. V
10. T

Chaperone: Jeff Suber - Instructor

Power Equipment Technologies

1. R
2. L
3. D
4. E
5. V
6. E

Chaperone: Mr. David McPhaul - Instructor

Diesel Systems Technician 2

1. A
2. R
3. L

Chaperone: Mr. H. Gerard Moore - Instructor

The School Board of Gadsden County



"Opportunity at Your Fingertips"
Mrs. Evonski Bulger
Administrator

ELIJAH KEY, JR.
SUPERINTENDENT OF SCHOOLS

GADSDEN TECHNICAL COLLEGE
Thomas E. Saxton, Director
Career Technical and Adult Education



"Opportunity at Your Fingertips"
Angela G. Sapp
Career and Technical Education
Coordinator

201 Martin Luther King Jr. Blvd.
Quincy, FL 32351
Telephone: (850)875-8324 FAX: (850)875-7297
<http://www.gadsdentech.org>

Sunbelt Ag. Expo / Moultrie, GA Itinerary October 21, 2021

- 8:00 A. M. Depart Gadsden Technical College
- 10:00 A. M. Arrive Sunbelt Ag. Expo / Moultrie, GA
- 10:00 A. M - Tour Sunbelt Ag. Expo / Moultrie, GA
- 12:00 P. M.
- 12:00 P. M - Lunch @ Sunbelt Ag. Expo / Moultrie, GA
- 1:00 P. M.
- 1:00 P. M - Tour Sunbelt Ag. Expo / Moultrie, GA
- 2:00 P. M.
- 2:00 P. M. Depart Sunbelt Ag. Expo / Moultrie, GA
- 4:00 P. M. Arrive Gadsden Technical College

Mission Statement

The mission of Gadsden Technical College is to recognize the worth and potential of each student. We are committed to providing opportunities for basic and advanced instruction in a conducive learning environment. The College encourages academic and technical curiosity, innovation and creativity by integrating applied academic skills in all occupational areas. We strive to instill the attitudes and skills necessary to produce motivated, self-sufficient individuals who are able to function effectively in our ever-changing, complex society.

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

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

LLEROY 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 School Board of Gadsden County



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Annual Sunbelt Ag. Expo / Moultrie, GA
October 21, 2021

Documentation showing correlation of the Florida Standards or benchmarks to the field trip request.

Florida Department of Education Student Performance Standards & Benchmarks for Automotive Service Technology and Automotive Service Technology S1 – S11 BM 1.01-11.48
Automotive Service Technology and Automotive Service Technology 1 S1 – S7 BM 1.01-7.61

Students will explore career opportunities and requirements of a professional auto mechanic. Students will explore and record latest developments related to personal safety tasks, using tools and equipment, engines, transmissions, manual drivetrains, suspensions systems, brakes, electrical systems, and air condition and heating systems relating to the automotive industry.

Florida Department of Education Student Performance Standards & Benchmarks for Carpentry

S1 – S40 BM 1.01-40.09 – Students will explore and record findings on latest developments related to work attitudes, general employability skills, technical skills, and occupation-specific skills and knowledge of all aspects of Architecture and Construction including, but not limited to rough and finish carpentry skills.

Florida Department of Education Student Performance Standard & Benchmarks for Power Equipment Technologies

S1-S27 BM 1.01-27.11 – Study will explore and record findings on latest industry-related developments relating to outdoor power equipment and other small engine mechanics. This include, but, is not limited to studying fuel systems, engine systems, two-stroke and four-stroke engines, electrical systems.

Florida Department of Education Student Performance Standard & Benchmarks for Diesel Systems Technician 2

S1 – S43 BM 1.01-43.07 – Students will explore latest industry-related developments relating to all systems on various equipment/machinery and discuss findings. This includes, but is not limited to diesel systems, electrical systems, hydraulics, heating and air conditioning, steering and suspension.

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

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: September 28, 2021

TITLE OF AGENDA ITEM: 2021-2022 Controlled Open Enrollment Plan

DIVISION: K12 Education

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

PURPOSE AND SUMMARY OF ITEM:

Beginning with the 2017-18 school year, each district school board and charter school must adopt a controlled open enrollment plan that allows a parent from any school district in the state to enroll his or her child in and transport his or her child to any public school that has not reached capacity pursuant to F.S 1002.31(2)(a). The controlled open enrollment plan is in addition to the existing choice programs such as magnet schools, alternative schools, special programs, advanced placement, and dual enrollment.

FUND SOURCE: FEFP

AMOUNT: Undetermined – based upon enrollment

PREPARED BY: Carolyn Francis

POSITION: Volunteer Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

NA Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered NA

CHAIRMAN'S SIGNATURE: page(s) numbered NA

REVIEWED BY: *Ticki Muse Johnson* *SMJ* *9/28/21*

Gadsden County School District Controlled Open Enrollment Plan 2021-2022

Contact Information:

Vicki Muse Johnson
Family and Community Engagement Coordinator
850-627-9651 x 1295
Fax: 850-627-7594
johnsonv@gcpsmail.com
Enrollment Plan Link: <http://www.gadsdenschools.org/>

Open Enrollment Policies

“Controlled open enrollment” means a public education delivery system that allows school districts to make student school assignments using parents’ indicated preferential educational choice as a significant factor.

Introduction:

Florida Statute 1002.31 states that beginning with the 2017-2018 school year, each district school board shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school that has not reached capacity in the district, subject to the maximum class size.

I. Application Process

The School Board shall establish residential attendance zones for each school. All students, unless otherwise provided by School Board rule or authorized by the School Board’s order, shall attend the school serving the student’s residential attendance zone. A student’s residence is the residence of his/her parent/guardian. Any student residing in the Gadsden County School District (GCSD) shall be assigned to a school for attendance by the Superintendent or his designee.

The Gadsden County School District gladly honors school choice from any parent/guardian. The Gadsden County School District has open enrollment options for parents to choose a school outside their residential attendance zone school. The Gadsden County School District allows parents from any school district in the state, whose child is not subject to a current expulsion or suspension, to enroll his or her child in and transport his or her child to any public school in the district, including charter schools, that have not reached capacity subject to the maximum class size pursuant to Florida

Statutes and the Controlled Open Enrollment Plan adopted by the School Board. No student shall be permitted to transfer, enroll, or be admitted to a school when he/she has been expelled or suspended from another school district. This prohibition shall be effective for the period in which the student was expelled or suspended from another district. Such students shall be accorded the same appeals procedure which is available for district students.

Any parent/guardian wishing to apply should complete the following steps:

1. The parent/guardian will complete the Gadsden County School District's Student Transfer Form to request permission to attend an alternate school to the student's zoned school. This form is available at any school in the district. The form must be completed in its entirety and must have attached any additional justifications/documentation and proof of residency at the time of submission to the school.
2. The parent/guardian will complete a Controlled Open Enrollment Student Performance Contract available on the district's website, at the district office, or at any Gadsden County School.

Once the school receives **ALL** the required documents, the request will be reviewed. The parent/guardian will be notified in writing via US Mail within two weeks or as soon as a decision is made. Due to this process, students may not be allowed to enroll in the choice school at the time the Application for Attendance is submitted. Once notification of acceptance has been received, the parent/guardian may enroll the student in the approved school.

Charter school open enrollment processes may provide enrollment preferences consistent with the enrollment preferences permitted under the charter school statute (s. 1002.33(10), F.S.), if such preferences are included in the charter school contract. The charter school shall annually post on its website the application process required to participate in controlled open enrollment. Determination of capacity must be listed on the charter school website and must be consistent with its charter school contract.

The Gadsden County School District does not operate a home education program and parent/guardian only registers with the school superintendent for the purpose of complying with the state's attendance requirements under s. 1003.21(1). If a parent or guardian chooses to home school their child(ren) the superintendent shall accept a notice of intent to set up a home education program and shall immediately register the home education program upon receipt of the notice. The notice of intent must come from the parent/guardian and include the full legal name, address, and date of birth of all children who shall be enrolled as students in the home education program. If the student chooses to participate in a school district program additional information or verification from the parent/guardian will be required.

The assigned school for an out-of-district student shall be designated based on space available. Such transfers shall be made on a nondiscriminatory basis and shall not result in reducing desegregation in the school district. The student will be accepted pursuant to the district's controlled open enrollment process described below, and the district will report the student for purposes of the district's funding pursuant to the Florida Education Finance Program. Students residing in the district shall not be displaced by a student from another district who is seeking enrollment through the open enrollment provisions.

The Controlled Open Enrollment Process is approved by the School Board, and is consistent with the School Board Policy 5.23*+. The process includes but is not limited to the following:

- A. Eligibility requirements;
- B. Application process;
- C. Forty-five (45) day time period for accepting applications;
- D. Method of determining capacity of schools;
- E. Capacity determination for each District school;
- F. Identification of schools that have not reached capacity;
- G. Class size standards;
- H. Lottery procedure for determining student assignment if transfer requests exceed available space;
- I. Provision for a parent to request placement of siblings within the same school;
- J. Appeals process for hardship cases;
- K. Availability of transportation; and
- L. Method and timeline for notifying a parent of his/her child's placement for the next school year.

The process for implementing must

- A. Adhere to federal desegregation requirements
- B. Maintain socioeconomic, demographic, and racial balance
- C. Allow a student to remain at the chosen school until he/she completes the highest grade level at the school
- D. Maintain existing academic eligibility criteria for public school choice programs

Information about school choice and special programs is provided annually to the community through parent communication links, listservs, school mail-outs, backpack disseminations, individual program promotional materials, open houses at school sites, school visits, and through the district's Family and Community Engagement Center (FACE).

Open enrollment options include school choice for grandfathering, sibling support, over/under capacity schools, school safety, and other parent hardships. Preferential treatment shall be given to a student whose parent is transferred or is pending transfer to a military installation within the school district while on active military duty pursuant to an official military order and the student shall be considered a resident of the school district for purposes of enrollment when the order is submitted to the school district; children who have been relocated due to a foster care placement in a different school zone; children who move due to a court-ordered change in custody due to separation or divorce; children who have moved due to the serious illness or death of a custodial parent; students at multiple session schools; and students residing in the district.

In all cases, applications for school choice are available at all public schools, the FACE Center, on the district website, or by mail or fax, as requested. The form provides instructions, information, and contact information for questions and support. Applications

are processed by the FACE Center. Applications for magnet and special programs are processed at the school level in accordance with each program's criteria for admission. Determinations about student eligibility for acceptance into the special program are made based on eligibility of the program requirements.

Applications for other choice options are reviewed by the FACE Center, and the Superintendent, or his designee, taking into consideration any hardships that may need to be accommodated. The FACE Center then updates the student information system. A notification letter responding to a school choice application is sent to parents as soon as possible, including an appeal process in the case of a denial for reassignment based on hardship at a school that is over capacity. Parents with an approved school choice request are directed to the new school to proceed with student enrollment.

2. *Process for Declaring School Preference*

The Gadsden County School District Choice Options are available on our website <http://www.gadsdenschools.org/>. Applications can be downloaded from the district's website or picked up at any school campus, the district office, or the FACE Center. Additional applications may be required by special programs.

Gadsden County Choice Programs include S.T.E.M. Academies (Gadsden County High School); Information Technology Academies offered at Gadsden County High, West Gadsden Middle, Carter Parramore Academy, and James A. Shanks Middle School; Culinary Academies offered at Gadsden County High School and West Gadsden Middle School; Arts and Sciences Academy (S.T.E.A.M.) offered at Havana Magnet School; Alternative School at Carter-Parramore Academy; Exceptional Student Education at Gadsden Central Academy; Charter School at Crossroad Academy; Dual Enrollment at Gadsden County High School; Advanced Placement at Gadsden County High School; Highest Performing Schools are Gadsden Elementary Magnet School, Crossroad Academy, and Havana Magnet School; Career and Technical Education Programs are offered at Gadsden County High School and Crossroad Academy through Gadsden Technical College and Information Technology Academy at Havana Magnet School. Other Options include PAEC/FLVS Virtual, and Home Education.

A student who has been attending, in the year prior to the designation, a public school that has been classified as performance grade category "F" or has earned three (3) consecutive grades of "D" or a student who is assigned to a public school that has been designated as performance grade category "F" or has earned three (3) consecutive grades of "D" may attend a higher performing public school in the district, virtual, home education, or a school in another district as allowed by law. The school district will provide transportation to a student if they stay enrolled in the school district, but if the parent/guardian opt to move their child(ren) outside the school district transportation will not be provided by the school district. Designation of schools included in Opportunity Scholarship Options are determined by Florida Department of Education.

Family Empowerment Scholarship (FES) Program: The Gadsden County School District shall honor a school choice opportunity for low-income and working-class families that is designed to extend support to middle-income families. Priority will be given to students who are at 185% of federal poverty level (per 1002.394). Following the 2019 Legislative Session, Governor Ron DeSantis signed SB 7070, which creates the FES Program and provides 18,000 students life-changing education opportunities for academic and career success. A student is eligible for a scholarship if the student meets the following criteria:

The student's household income level does not exceed 300% of the federal poverty level (\$77,250 for a family of four) or the student is on the direct certification list (list of children who qualify for the food assistance program, the Temporary Assistance to Needy Families Program, or the Food Distribution on Indian Reservations program), or

The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in s. 39.01 **and**

The student is eligible to enroll in kindergarten or has spent the prior school year (2020-21) in attendance at a Florida public school. Prior attendance means the student was enrolled in and in attendance at a Florida public school during both the October and February student counts.

Prior to scholarship funds being awarded, the student must be accepted and enrolled in a participating private school. A private school that is currently eligible to participate in any of the scholarship programs is eligible to participate in the FES. However, parents should contact the schools to inquire as to whether the private school will participate in the program. The student will remain eligible until he/she graduates from high school or turn 21 years of age, whichever ever first. It is the parent's responsibility to request the scholarship from The Department of Education (DOE) at least 60 days prior to the first payment due date at the school of their choice.

The Hope Scholarship. Beginning with the 2018-2019 school year, a student enrolled in a Florida public school in kindergarten through grade 12 are provided the opportunity to transfer to another public school with capacity or enroll in an approved private school under the Hope Scholarship if they have been subjected to any of the following incidents:

- a.) Battery
- b.) harassment
- c.) hazing
- d.) bullying
- e.) kidnapping
- f.) physical attack
- g.) robbery
- h.) sexual offenses
- i.) harassment
- j.) assault, or battery
- k.) threat or intimidation
- l.) fighting at school

Incidents reported may be investigated at the district level; however, there does not have to be substantiation on the part of the district to offer a transfer to another public school with capacity or the ability for the student to move to an eligible private school on scholarship.

Process that Encourages Placement of Siblings within the Same School

Students who have siblings enrolled at a school other than their home zone school may apply for reassignment to that same school based on sibling support. GCSD understands the importance of keeping brothers and sisters together and encourages parental involvement.

Parents of siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The sibling must be attending the school the same year as the requested reassignment. Students assigned for sibling support may remain at the assigned school until they change grade levels. On the school choice form, parents identify "sibling support" and provide the name of the sibling who is at the school that the parent wants the student to be reassigned. Parents choosing this option will be responsible for their own student transportation.

Section 1002.40, Florida Statutes (F.S.), was established and provides the parent of a public-school student who was subjected to an incident of bullying or violence (a complete list of incidents is found in section 1002.40(3), F.S.), an opportunity to transfer to another public school, or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, "Upon receipt of a report of an incident, the school principal, or his or her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as

required by s.1006.09(6). Within 24 hours after receipt of the report, the principal or his or her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent of the program and offer the parent an opportunity to enroll his or her student in another public school that has capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding.”

Pursuant to State Board of Education Rule 6A-6.0951, Florida Administrative Code, the district shall notify the parent by providing the parent a completed Hope Scholarship Notification Form. The Hope Scholarship Notification Form was adopted by the State Board of Education in July 2018, and therefore shall not be substantively altered.

The Superintendent or his designee, will develop and revise this plan as necessary, including administrative procedures necessary to implement these policies. Except for homeless students, foster students and other student safety measures required by Florida Statute, parents who choose these options are required to provide their own student transportation.

Open Borders

State Lawmakers in 2016 removed school-district boundaries by allowing parents to enroll children in any public school beginning in 2017-18. School districts must accept most students if the school they want to attend has not reached capacity, according to Florida Statutes. If a school has more applications than openings, the law calls for schools to use a lottery to fill the spots.

3. *Lottery Procedure to Determine Student Assignment*

Gadsden County School District uses a lottery procedure for determining student assignment if transfer requests exceed available space. Applications for choice schools and special programs are reviewed at the individual school level in accordance with each program's admissions criteria. Students are admitted to the program according to the available capacity in each program. In the case of too many requests for available slots in a special program or choice school, the district reserves the right to hold a lottery to determine admissions. The lottery process is designed to prevent the loss of more than five percent (5%) enrollment at any one school.

For purposes of continuity of educational choice, a student who enrolls or transfers under Controlled Open Enrollment may remain at the Controlled Open Enrollment School until the student completes the highest grade level at the school. After completion of the terminal grade of that school, the student must return to their zoned school or apply for and be granted another lottery selection through Controlled Open Enrollment. Students residing in another county must return to their school district in the absence of another lottery selection entitling them to enroll in another school in another district.

4. Appeals Process for Hardship Cases

Students may be allowed to attend a school other than their residentially zoned home school, based on documented economic, medical hardship, or for other documented reason. A reassignment or transfer form must be completed, signed by both school administrators, and submitted to the FACE Center for review.

A hardship is defined as documented economic or medical factors that are beyond the student's and parent's/guardian's control that have a negative impact on the student's educational process, safety, mental health, or physical well-being. Upon receipt of a hardship reassignment request, the Superintendent or his/her designee will afford the parent/guardian or student an opportunity to present such evidence as may be appropriate. Thereafter, the Superintendent will make his/her recommendations to the Board. The Superintendent or his designee will furnish the parent/guardian or student a copy of his/her recommendation to the Board.

If the parent/guardian or student wishes to appeal the recommendation of the Superintendent, they must submit a detailed statement specifying the basis for the disagreement to the Superintendent within ten (10) working days of receipt of the recommendation. If the Superintendent denies the reassignment appeal, the parent/guardian may appeal the decision to the Board at the next Board meeting. The parent/guardian must register for an appeal through the Board secretary prior to the meeting. The Superintendent will permit the student to remain at the current school until a decision is made by the Board. Parents choosing this option will be responsible for providing their own student transportation.

5. Procedures to Maintain Socioeconomic, Demographic, and Racial Balance

Gadsden County School District provides equal opportunity for school choice to all students in the district regardless of race, ethnicity, or socio-economic status. To ensure that participation in school choice supports socioeconomic, demographic, and racial balance, Gadsden County School District annually evaluates participation by race and free and reduced lunch eligibility and make changes accordingly.

6. Homeless Students

Pursuant to Gadsden County School District's School Board Policy 5.14*, (Homeless Students), any child in Gadsden County whose primary nighttime residence is in a supervised publicly or privately operated shelter for temporary accommodations, or in a public or private place not designated for, or ordinarily used for continuing human habitation or is currently in foster care shall be entitled to enrollment in the Gadsden County School District at their school of origin, unless it is determined that their school of origin placement is not in the best interest of the child. The school district's homeless coordinator shall work in collaboration with the Department of Children and Families (DCF) to determine the school of origin for foster children. Student transportation to their school of choice will be provided if their school of origin is within the school district. If the verified homeless situation is such that the student is crossing district lines, the Gadsden County Transportation Department will coordinate transportation between the district and neighboring districts.

7. Availability of Transportation

Except for homeless students or foster care students, it is the responsibility of the parent/guardian to provide transportation for students who chose to participate in a choice option and are approved to attend a school other than their residentially zoned school. Transportation can be arranged by contacting Gadsden County's Transportation Department. Transportation provisions will follow s. 1002.31(2) F.S.

8. Parental and Family Engagement

Encouraging and promoting strong parental and family engagement is a priority of every school and department throughout Gadsden County. Throughout the district, there are parent liaisons, community liaisons, instructional specialists, guidance counselors and other staff in positions to help strengthen parental involvement.

9. Strategy for Establishing an Information Clearinghouse

Gadsden County has a full-time, year-round FACE Center that serves as a clearinghouse for information on school choice opportunities for students. In addition, each school disseminates information and promotes their choice options. Information is provided to parents and to the community through parent communication links, listservs, school mail-outs, individual program promotional materials, open houses at school sites, school visits, and through the district FACE Center.

10. Athletic Eligibility

A student participating in controlled open enrollment, or a choice program will be immediately eligible to participate in interscholastic and interscholastic extracurricular activities. However, a student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one of the following criteria:

1. Dependent child of active-duty military personnel whose move resulted from military orders
2. Child who has been relocated due to a foster care placement in a different school zone
3. Child who moves due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Authorized for good cause in district or charter school policy.



FOR SCHOOL USE ONLY:	
Date Received:	_____
Time Received:	_____
Received By:	_____

Gadsden County Schools 2021 - 2022 Controlled Open Enrollment Student Performance Contract

You have elected to attend a school in Gadsden County School District that is not your zoned school. Gadsden County School District is proud of its tradition of excellence and the academic accomplishments of our students. As such, you will be expected to adhere to certain standards.

For the 2021-2022 school year, I, _____, will be attending _____
(Student Name) (Grade)
 grade at _____, rather than _____.
(School Name) (Home Zoned School)

By signing this performance contract, we (student and parent) agree to abide by the following:

- A. **Grades:** I understand that I must have a passing score in all core academic areas (report card), a minimum 2.0 cumulative GPA and a score indicating proficiency in each area on state mandated assessments.
- B. **Attendance:** I understand that I must not have more than 3 unexcused absences in a 90 day period.
- C. **Discipline:** I understand that I must not have any repeated discipline referrals or acts in violation of the Code of Student Conduct. (No suspensions or expulsions within the past calendar year.)
- D. **Behavior:** I understand that if I violate the Gadsden County School District's Code of Conduct in Schools Policy, my child will be returned to his/her zoned school.
- E. **Transportation:** I understand that I am responsible for providing transportation for my student. Transportation difficulties cannot interfere with my child's attendance and/or timely pick-up after school. If transportation issues become a barrier for my child's regular attendance or prompt pick-up, my child will be returned to his/her zoned school.

I understand that if I fail to comply with any one of the above standards, my Controlled Open Enrollment approval may be revoked; and I must return immediately to my home zoned school.

This performance contract is valid for the current school year only.

 Student Signature

 Parent/Guardian Signature

 Date

 Date

The student's parent/guardian must submit this contract with the Controlled Open Enrollment Application.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: September 28, 2021

TITLE OF AGENDA ITEM: 2021-2022 Uniform Assessment Calendar

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM: The purpose of this schedule is to list all required statewide assessments and make them available to schools, parents, and community stakeholders as requested by the Florida Department of Education.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Caroline McKinnon

POSITION: District Assessment Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: *Sammy McGehee*

2021–2022 Uniform Statewide Assessment Calendar

According to Section (s.) 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the Department by October 1 of each school year, beginning in 2016–17. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information in sections 3 and 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments. Do not modify any other information in this section.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., "Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student's participation in a statewide standardized assessment."
CBT	Computer-Based Test
Diagnostic	Assessments that measure students' understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need
District Window	The selected dates within the statewide window during which a district will administer a given assessment
District-Required Assessments	Assessments required by the school district for students in a specific grade or course
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results
FAIR	Florida Assessments for Instruction in Reading
FLKRS	Florida Kindergarten Readiness Screener
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment

2021–2022 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
Progress Monitoring	Process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment
Testing Time	The amount of time individual students are each given to respond to test items on each test
VAM	A Value-Added Model (VAM) is used by some school districts as part of their educator evaluation system. It is also used in the approval process for teacher preparation programs, as part of the criteria for teachers to qualify for a financial award under the Florida Best and Brightest Teacher Scholarship program and as part of the criteria to extend an educator's temporary teaching certificate.
VPK	Florida's Voluntary Prekindergarten Education Program

2. Test, Type, and Purpose/Use

Add rows as needed to define district-required tests, test type, and their purpose/use in your district. If additional types are added, define applicable types in the glossary. Do not modify any other information in this section.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs 2-9	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C.
FAIR	Diagnostic/Progress Monitoring	Provides general estimates of students' reading ability/monitors students' progress toward meeting grade-level skills in reading	s. 1008.25(4), F.S.
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten; used to calculate VPK Provider Kindergarten Readiness Rates	s. 1002.69, F.S. Rule 6M-8.601, F.A.C.
FSA	Summative	Purpose: Measure student achievement of Florida's academic standards (Florida Standards, Next Generation Sunshine State Standards)	s. 1002.38, F.S.
FSAA	Summative		
NGSSS EOC	Summative		

Rule 6A-1.094224, F.A.C.
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Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
Statewide Science Assessment	Summative	Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; VAM; scholar designation; Credit Acceleration Program; school improvement plans; school, district, state, and federal reporting	s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1004.04, F.S. s. 1004.85, F.S. s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S. s. 1008.34, F.S. s. 1008.341, F.S. s. 1012.34, F.S. s. 1012.56, F.S. s. 1012.731, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.09982, F.A.C. Rule 6A-5.0411, F.A.C.
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement	s. 1007.35, F.S.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the Students to Be Tested column.

Populate the **District Window** column for each assessment in the table below. Do not modify any other information in this section. When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

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2021–2022 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FLKRS	Kindergarten	July 12–October 15, 2021	September 1–October 16, 2021	CBT ¹	15–20 minutes	Immediately following test completion
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 1: September–October 2021	NA	PBT	Varies/Untimed	June 2022
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	September 13–October 1, 2021	September 13–October 1, 2021	CBT ¹	180 minutes ²	October 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 13–October 1, 2021	September 13–October 1, 2021	CBT ¹	160 minutes ³	October 2021
Florida Civic Literacy Exam (FCLE)	Students enrolled in a U.S. Government course	October 25–December 17, 2021 (tentative)	NA	CBT	160 minutes	Immediately following test completion
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 2: November–December 2021	NA	PBT	Varies/Untimed	June 2022
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	November 29–December 17, 2021	November 29–December 17, 2021	CBT ¹	180 minutes ²	January 2022
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 29–December 17, 2021	November 29–December 17, 2021	CBT ¹	160 minutes ³	January 2022

2021–2022 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 3: March–April 2022	NA	PBT	Varies/Untimed	June 2022
FSAA—Performance Task ⁵	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	February 28–April 15, 2022	February 28–April 15, 2022	PBT	Varies/Untimed	June 2022
ACT ⁶	Grade 11 students in districts that selected ACT	March 1, March 29, or April 19, 2022	March 1, 2022	CBT	175 minutes	3–8 weeks after test administration
SAT ⁶	Grade 11 students in districts that selected SAT	March 2 or April 13, 2022	NA	CBT	180 minutes	2–4 weeks after test administration
FSAA—Performance Task ⁵	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 14–April 29, 2022	March 14–April 29, 2022	PBT	Varies/Untimed	June 2022
FSA ELA – Reading	Grade 3	April 4–15, 2022	April 5–7, 2022	PBT	160 minutes	May 2022
FSA ELA – Writing	Grades 4–6	April 4–15, 2022	April 4–15, 2022	PBT	120 minutes	June 2022
FSA ELA – Writing	Grades 7–10	April 4–15, 2022	April 4–15, 2022	CBT ¹	120 minutes	June 2022
FCLE	Students enrolled in a U.S. Government course	April 11–May 27, 2022 (tentative)	April 11–May 27, 2022	CBT ¹	160 minutes	Immediately following test completion

2021–2022 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA ELA – Reading	Grades 4–6	May 2–13, 2022	May 2-13, 2022	PBT	Grades 4–5 Reading: 160 minutes Grade 6 Reading: 170 minutes	June 2022
FSA Mathematics	Grades 3–6	May 2–13, 2022	May 2-13, 2022	PBT	Grades 3–5 Mathematics: 160 minutes Grade 6 Mathematics: 180 minutes	June 2022
FSA ELA – Reading	Grades 7–10	May 2–27, 2022	May 2-27, 2022	CBT ¹	Grades 7–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2022
FSA Mathematics	Grades 7 and 8	May 2–27, 2022	May 2-27, 2022	CBT ¹	180 minutes	June 2022
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	May 2–27, 2022	May 2-27, 2022	CBT ¹	180 minutes ²	June 2022
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	May 2–27, 2022	May 2-27, 2022	CBT ¹	160 minutes ³	June 2022
NGSSS Statewide Science Assessment	Grades 5 and 8	May 9–20, 2022	May 9-20, 2022	PBT	160 minutes	June 2022
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	July 11–22, 2022	July 11-22, 2022	CBT ¹	180 minutes ²	August 2022
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 11–22, 2022	July 11-22, 2022	CBT ¹	160 minutes ³	August 2022

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ The FSAA—Datafolio is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment or the FSAA—Performance Task is inappropriate, even with accommodations.

⁵ The FSAA—Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

⁶ Each district must choose to administer either the ACT or SAT. Complete the row for the assessment chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

2021–2022 Uniform Statewide Assessment Calendar

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. Populate the **District Window** column for the assessments in the table below. If an assessment is not being administered in your district, indicate “N/A” in the District Window column. Do not modify any other information in this section.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: August 2–November 5, 2021	NA	CBT ¹	45 minutes	1 week after
PreACT	Grade 10	September–December 2021	NA	PBT	150 minutes	Approximately 2 weeks after testing
ELA Grade 10 Retake – Writing		September 13–October 1, 2021	September 13–October 1, 2021	CBT ¹	120 minutes ²	December 2021
ELA Grade 10 Retake – Reading		September 13–October 1, 2021	September 13–October 1, 2021	CBT ¹	180 minutes ²	December 2021
FSAA—Performance Task ⁶ Grade 10 ELA and Algebra 1 EOC Makeup		September 27–October 15, 2021	NA	PBT	Varies/Untimed	December 2021
PSAT/NMSQT	Grade 10	October 13, 2021	October 13, 2021	PBT	165 minutes	January 2022
FAIR	Grades 3–12	AP 2: November 8, 2021–February 11, 2022	NA	CBT ¹	45 minutes	1 week after
ACCESS for ELLs	Grades K–12 currently classified as ELL with “LY” code	January 24–March 18, 2022	January 24–March 18, 2022	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2022
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 24–March 18, 2022	January 24–March 18, 2022	PBT	80 minutes	June 2022
FAIR	Grades 3–12	AP 3: February 14–June 10, 2022	NA	CBT ¹	45 minutes	1 week after

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Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
ELA Grade 10 Retake – Writing		February 21–March 11, 2022	February 21–March 11, 2022	CBT ¹	120 minutes ²	May 2022
ELA Grade 10 Retake – Reading		February 21–March 11, 2022	February 21–March 11, 2022	CBT ¹	180 minutes ²	May 2022
FSA Algebra 1 Retake EOC ⁵		February 21–March 11, 2022	February 21–March 11, 2022	CBT ¹	180 minutes ²	May 2022

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA ELA Retake or EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ If indicated, “applicable students” relates to the sub-group(s) of students who may take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment.

Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

⁵ The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
STAR Early Literacy	PREK-1	August 23rd-August 31st December 6 th -December 14th April 18 th -April 25 th	CBT	Approximately 30 minutes	Immediately
STAR Reading	Grades 2-10	August 23 rd -August 31 st December 6 th -December 14th April 18 th -April 25 th	CBT	Approximately 30 minutes	Immediately
iREADY	K-8	September 6 th -September 20 th January 10 th -January 25 th May 23 rd -June 10 th	CBT	Approximately 30 minutes	Immediately



2021–2022 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected



2021–2022 Uniform Statewide Assessment Calendar

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
K	15–20	270 minutes	290 minutes
1	0	270 minutes	270 minutes
2	0	270 minutes	270 minutes
3	320	270 minutes	590 minutes
4	440	270 minutes	710 minutes
5	600	270 minutes	870 minutes
6	470	270 minutes	740 minutes
7	630	270 minutes	900 minutes
8	630	270 minutes	900 minutes
9	640	90 minutes	730 minutes
10	480	90 minutes	570 minutes
11	160 + 175/180 ¹	0	335 minutes
12	160	0	160 minutes

¹ The amount of time for grade 11 statewide assessments will depend on whether a district selects ACT or SAT. If ACT, use 335 minutes (160 +175) for the grade 11 Statewide Assessments cell. If SAT, use 340 minutes (160 +180) for the grade 11 Statewide Assessments cell.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: September 28, 2021

TITLE OF AGENDA ITEM: Gadsden County 2020-2021 Annual Equity Report Update

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval of the Gadsden County 2020-2021 Annual Equity Report Update

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sonya L. Jackson

POSITION: Director of Human Resources

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

REVIEWED BY:  9/22/21



"Putting Children First"

Elijah Key, Jr.

Superintendent

keye@gcpsmail.com

**Gadsden County
2020-2021
Annual Equity Update**

GADSDEN COUNTY SCHOOL DISTRICT

2020-2021 Annual Equity Update

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2020-21 Annual Equity Update

PART I: PROCEDURAL REQUIREMENTS:

A. Changes to Nondiscrimination and Anti-Harassment Policies or Grievance Procedures

Submit any policies or procedures revised since the last Equity Update.

N/A

B. Annual Notification of Nondiscrimination for Vocational Education Programs

1. **Annual Notification of Nondiscrimination for Vocational Education Programs**

Explain how annual notification of nondiscrimination is disseminated/published; and submit copies of materials that include the annual notification of nondiscrimination for vocational programs.

2. **Continuous Notification of Nondiscrimination**

Identify documents used to provide the continuous notification of nondiscrimination; and submit copies of materials that include the continuous notification of nondiscrimination.

C. Notice for Availability of Reasonable Accommodations to Applicants for Employment

Submit copies of webpages or printed materials for applicants for employment that include the notice that reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. The notices should also include contact information for requesting accommodations.

PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

A. Any Items identified during equity on-site review.

N/A

B. Any other items identified on the current or past monitoring work plans as incomplete.

N/A

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

(1) Grades 9-12, Advanced Placement (AP), IB and AICE

Grades 9-12 Total Enrollment 2020-21 (1,265/427 = 33.8%)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
25 (1.98%)	915 (72.33%)	300 (23.72%)	36 (2.85%)

Whites	Whites	Whites	Whites	Whites
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2016-17	2017-18	2018-19	2019-20	2020-2021
16.28% (7)	48% (13)	17.4% (6)	21.74% (5)	48.0% (12)
White Males	White Males	White Males	White Males	White Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2016-17	2017-18	2018-19	2019-20	2020-2021
15.38% (4)	38% (6)	16.67% (3)	28.6% (4)	46.7% (7)
Blacks	Blacks	Blacks	Blacks	Blacks
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2016-17	2017-18	2018-19	2019-20	2020-2021
6.94% (74)	53% (506)	23.59% (221)	23.90% (222)	31.5% (288)

Black Males	Black Males	Black Males	Black Males	Black Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2016-17	2017-18	2018-19	2019-20	2020-2021
6.43% (34)	45% (213)	23.78% (110)	23.1% (106)	28.0% (134)
Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2016-17	2017-18	2018-19	2019-20	2020-2021
20.69% (48)	67% (161)	21.18% (54)	28.52% (79)	39.3% (118)
Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2016-17	2017-18	2018-19	2019-20	2020-2021
10.81% (12)	64% (76)	23.13% (31)	26.1%% (40)	45.3% (72)
ELL Students	ELL Students	ELL Students	ELL Students	ELL Students
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2016-17	2017-18	2018-19	2019-20	2020-2021
28.13% (9)	66% (23)	21.95% (9)	24.6% (14)	44.4% (16)

Evidence of Success

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. **Evaluation must include 2016-17 to 2020-21.***

Evaluation of the improvements for the 2016-2017 to 2017-2018 academic years of AP/IB/AICE courses shows the following comparisons across the subgroups participation. In 2016-2017, White (16.28%), White Males (15.38%); Blacks (6.94%), Black Males (6.43%); and Hispanics

(20.69%), Hispanic Males (10.81%) all showed an increase in 2017-2018 with White (48%), White Males (38%); Black (53%), Black Males (45%); and Hispanics (67%), Hispanic Males (64%). The 2017-2018 academic year showed an increase across all subgroup participation along with ELL (66%) compared to the 2016-2017 academic year. Likewise, a slight decrease occurred during the 2018-2019 academic year in participation of all subgroups: White (17.4%), White Males (16.67%); Blacks (23.59%), Black Males (32.78%); Hispanics (21.18%), Hispanic Males (23.13%); and ELL (21.95%) compared to the 2017-2018 academic year.

Similarly, of the 1,265 total enrollments in grades 9-12, (427=33.8%) students were enrolled in the AP/IB/AICE courses during the 2020-2021 school year. The demographical breakdown is as follow: White students (48%), Black students (31.5%), Hispanic students (39.3%); and ELL students (44.4%). These percentages are fairly representative of the overall demographics of the Gadsden County High school. The overall enrollment across all demographical groups showed an increase in AP/IB/AICE as shown in the chart below:

	White	Black	Hispanic	ELL
2019-2020	21.74%	23.90%	28.52%	24.56%
2020-2021	48%	31.5%	39.3%	44.4%

While each demographical group showed an increase participation in AP/IB/AICE, there was only a slight increase for black students, which can be attributed to a decrease in student interest and motivation in the aforementioned courses. The White subgroup showed the most significant increase of 26.26%, from 21.74%% for the 2019-20 school year to 48% for the 2020-21 school year. These increases show that the District meet its accountability measure for increasing each subgroup participation in AP course by 1% by the timeline of the 2019-2020 school year.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in AP/IB/AICE courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

Strategies being used to improve enrollments in AP classes are to work with incoming 9th graders in an Academy setting and provide them with the interventions necessary to ensure that they are performing at grade level in core content classes. This includes providing them with interventionists and mentors. These strategies are used for all subgroups. Students are placed in rigorous coursework as preparation for their placement in AP courses. The District will continue to focus on ensuring that minority populations are provided every opportunity to be successful in accelerated classes before placement. Gadsden continues to:

1. Recruit minority students for AP classes through closer guidance counseling, including counseling for parents and students together and by increasing student advisory sessions.
2. Target trained AP teachers in the district’s Personnel recruitment and retention efforts.
3. Improve marketing at the school level of the benefits of AP classes for the student.
4. Develop better vertical articulation between middle and high school courses to ensure students are better prepared for success in AP classes.
5. Use national predictors like PSAT and PLAN to identify students for enrollment into

- advanced classes.
6. Continue to prioritize professional learning for teachers to have the credentials to teach advanced classes.
 7. Work with guidance counselors to ensure they are identifying all students with the potential of success in advanced coursework.
 8. Host more parent awareness workshops on advanced coursework.
 9. Work closer on partnerships with postsecondary institutions to promote connections between college and career readiness.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

In order to build capacity for increasing enrollment for black, Hispanic, black males, Hispanic males and ELL students in AP/IB/AICE courses, additional training for teachers in Advanced Placement courses will be provided. The Gadsden County School District proposes to:

1. Increase the number of Black and Black male students in grades 9-12 enrolling in AP by 3% by the end of the 2021-2022 school year.
2. Increase the number of Hispanic and Hispanic male students in grades 9-12 enrolling in AP by 3% by the end of the 2021-2022 school year.
3. Increase the number of ELL students who are prepared to take advanced coursework to enroll in AP by 3% by the end of the 2021-2022 school year.

Grades 9-12, Dual Enrollment (DE)

Grades 9-12 Total Enrollment 2019-20 (1,265/66)

White *Black* *Hispanic* *ELL Students*
 0 & 0% 47 & 5.1% 19 & 6.3% 0 & 0%

Whites	Whites	Whites	Whites	Whites
In DE	In DE	In DE	In DE	In DE
2016-17	2017-18	2018-19	2019-20	2020-2021
4.65% (2)	4% (1)	2.86% (1)	0% (0)	0% (0)
White Males	White Males	White Males	White Males	White Males
In DE	In DE	In DE	In DE	In DE
2016-17	2017-18	2018-19	2019-20	2020-2021
7.69% (2)	6% (1)	5.56% (1)	0% (0)	0% (0)
Blacks	Blacks	Blacks	Blacks	Blacks
In DE	In DE	In DE	In DE	In DE
2016-17	2017-18	2018-19	2019-20	2020-2021
4.59% (49)	5% (44)	3.63% (34)	6% (56)	5.1% (47)
Black Males	Black Males	Black Males	Black Males	Black Males
In DE	In DE	In DE	In DE	In DE
2016-17	2017-18	2018-19	2019-20	2020-2021
3.4% (18)	4% (21)	1.94% (9)	5.5% (25)	3.5% (17)
Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
In DE	In DE	In DE	In DE	In DE
2016-17	2017-18	2018-19	2019-20	2020-2021
13.79% (32)	6% (14)	3.14% (8)	7.9% (22)	6.3% (19)
Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males
In DE	In DE	In DE	In DE	In DE
2016-17	2017-18	2018-19	2019-20	2020-2021
10.81% (12)	3% (4)	1.49% (2)	9.2% (14)	5.7% (9)
ELL Students	ELL Students	ELL Students	ELL Students	ELL Students
In DE	In DE	In DE	In DE	In DE
2016-17	2017-18	2018-19	2019-20	2020-2021
0% (0)	0% (0)	0% (0)	0% (0)	0% (0)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Evaluation must include 2016-17 to 2020-21.

There were 117 enrollments in DE in 2019-20 compare to 66 in 2020-2021 academic year. In 2019-20 the enrollment for Blacks and Hispanics increased while the enrollment for Whites decreased and ELL remained the same. These enrollment numbers showed the fluctuation in increase/decrease of enrollment across subgroups since the 2016-2017 academic year with the exception of ELL students, which remained at 0% enrollment.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in DE courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

Strategies implemented for 2020-2021 include the review of articulation agreements with TCC and FAMU to address strategies necessary in communicating: (1) the value of the program for parents in reduced payments of college tuition, (2) identify potential students for DE and assist them with the supports necessary to take and be successful in those classes, (3) Disaggregate district data to better identifies males and minorities with GPAs of 3.0 or higher to encourage enrollment DE courses, (4) Use high school registration/recruitment fairs to encourages students to be part of its accelerated program so that they can be better prepared for college and careers, (5) Meet regularly with post-secondary institutions and other community partners to provide secondary teachers with additional training in the teaching of advanced placement and DE courses, as well as increase the offering of variety of DE courses, and (6) Provide targeted DE promotional materials in dual language to encourage ELL students' participation in DE courses.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

1. Increase the number of Black and Black male students in grades 9-12 enrolling in DE by 1% by the end of the 2021-2022 school year.
2. Increase the number of Hispanic and Hispanic male students in grades 9-12 enrolling in DE by 1% by the end of the 2021-2022 school year.
3. Increase the number of ELL students who are prepared to take advanced coursework to enroll in DE by 1% by the end of the 2021-2022 school year.

Grades 9-12, All Level 3 courses (including AP, IB, AICE, DE and honors)

Grades 9-12 Total Enrollment 2020-21 (1,265)

White *Black* *Hispanic* *ELL Students*
 24 & 1.97% 915 & 72.33% 300 & 23.71% 36 & 2.84%

Whites	Whites	Whites	Whites	Whites
All Level 3	All Level 3	All Level 3	All Level3	All Level 3
2016-17	2017-18	2018-19	2019-20	2020-21
44.19% (19)	48% (13)	42.86% (15)	60.9 % (14)	68% (17)

White Males	White Males	White Males	White Males	White Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2016-17	2017-18	2018-19	2019-20	2020-21
46.15% (12)	38% (6)	33.3% (6)	71.4% (10)	73% (11)

Blacks	Blacks	Blacks	Blacks	Blacks
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2016-17	2017-18	2018-19	2019-20	2020-21
39.27% (419)	53% (506)	54.54% (511)	53.7% (499)	56.8% (520)

Black Males	Black Males	Black Males	Black Males	Black Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2016-17	2017-18	2018-19	2019-20	2020-21
32.33% (171)	45% (213)	47.73% (221)	48% (220)	49.7% (238)

Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2016-17	2017-18	2018-19	2019-20	2020-21
56.03% (130)	67% (161)	58.43% (149)	65% (180)	66.7% (200)

Hisp. Males	Hisp. Males	Hisp. Males	Hisp.Males	Hisp. Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2016-17	2017-18	2018-19	2019-20	2020-21
46.85% (52)	64% (76)	63.43% (85)	64.1% (98)	69.2% (110)

ELL Students	ELL Students	ELL Students	ELL Students	ELL Students
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2016-17	2017-18	2018-19	2019-20	2020-21
37.5% (12)	66% (23)	48.78% (20)	35.1% (20)	50% (18)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Evaluation must include 2016-17 to 2020-21.

From 2016-17 to 2020-21, there have been fluctuations (increase/decrease) in the numbers of students enrolled in Level 3 courses for all subgroups in an accelerated program. There has been a continual increase in Black Male participation over the past five years (2016-2021), and a continual increase in Hispanics and Hispanics Males over the past five years (2016-2021) as well. The increase in enrollment is a result of the district providing direct assistance to students in order that they are able to reach higher academic proficiency and be better prepared for postsecondary courses upon graduation. Likewise, the fluctuation in the percent of decrease in enrollment across the subgroups can attributed to the decrease in student population.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority students in all advanced courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

To increase enrollment for minority students in advanced courses, Gadsden will:

1. Seek assistance from district MIS and Guidance Departments to identify all minorities and males with GPA's of 2.5% or higher and encouraging all qualified students to enroll in accelerated programs.
2. Invite TRIO programs (Talent Search, Upward Bound, College Reach Out Program) coordinators and advisors to work with counselors and teachers to target, enlist, mentor, and support minority students (especially males) to increase numbers of students enrolled in accelerated programs.
3. Provide the most fragile students with adult mentors to assist them in overcoming barriers that might stand in their way of taking advanced coursework.
4. Improve recruitment efforts to talk about the benefits of accelerated classes.
5. Improve accelerated programs dissemination efforts to increase parental understanding and awareness of the benefits of accelerated coursework for students.
6. Host parent nights to talk about advanced coursework and include information in student handbooks to help better advertise the programs.
7. Improve efforts for meaningful vertical articulation between middle and high schools to help the effort build up momentum as middle school students prepare for career pathways and postsecondary education in their career preparation courses.
8. Ensure all materials are in dual languages to allow for a wider reach to Hispanic parents.

Accountability Measure and Timelines 2020-2021

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

1. Increase the number of Black and Black male students in grades 9-12 enrolling in Level 3 courses by 1% by the end of the 2020-2021 school year. This timeline was met for the 2020-2021 school year.
2. Increase the number of Hispanic and Hispanic male students in grades 9-12 enrolling in Level 3 courses by 1% by the end of the 2020-2021 school year. This timeline was met for the 2020-2021 school year.
3. Increase the number of ELL students who are prepared to take advanced coursework to enroll in Level 3 courses by 1% by the end of the 2020-2021 school year.

Accountability Measures and Timelines for the 2021-2022

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

1. Increase the number of Black and Black male students in grades 9-12 enrolling in Level 3 courses by 1% by the end of the 2021-2022 school year.
2. Increase the number of Hispanic and Hispanic male students in grades 9-12 enrolling in Level 3 courses by 1% by the end of the 2021-2022 school year.
3. Increase the number of ELL students who are prepared to take advanced coursework to enroll in Level 3 courses by 1% by the end of the 2021-2022 school year.

Respond to the following questions

Equity Questions for Remote Learning

- 1) How are you ensuring all students have access to the devices they need to fully participate in distance learning?

The Gadsden County School District is now face-to-face for the 2021-22 school year. Last year during the 2020-2021 school year the District provided all students with a device (Laptop) to use at home.

- 2) How are you ensuring all students have access to reliable, high-speed internet to continue their education?

During the 2020-2021 school year the Gadsden County School District partnered with Comcast and TDS to provide free and/or reduce cost to parents in the community for technology.

- 3) How are you supporting schools in structuring instructional time to meet the needs of students with varying levels of access to the internet and technology?

During the 2020-2021 school year the District offered Remote Learning for students whose parents elected to have their students learn in their home environment. Instruction was a combination of synchronous and asynchronous activities. In order to ensure quality and equitable services, classroom teachers provided both in-person instruction and remote learning instruction simultaneously. This model allowed all students access to the same curriculum, instructional activities and resources as their classmates whose parents elected to return to the brick and mortar program. Utilizing this model where classroom teachers provided in-person instruction and instruction for remote learners ensured continuity of instruction for all learners. Synchronous instruction provided an inclusive environment that facilitated student engagement.

- 4) How are you supporting students with disabilities who need specialized instruction, related services, and other supports during school closures?

The district worked with IEP teams to determine needed services, including compensatory services for students with disabilities. School immediately began working with IEP teams to identify students who may have regressed during school closures. IEP teams followed a student-centered approach with a commitment to ensure that the individual needs of each child were met. Provide the page(s) where the narrative of this assurance is located in your submitted plan.

Required IEP team meetings were hosted virtually for students whose parents have elected remote learning, if the parent agrees. If the parent preferred a face to face meeting, the meeting was scheduled and hosted. Based on students' current levels if

regression had been identified, compensatory services for students with disabilities will continue to be delivered, adhering to all safety recommendations. The district continued providing safety measures to students with special needs with consideration of their Individual Education Plans (IEPs) or 504 Plans.

- 5) How are you ensuring the instructional needs of English language learners (ELL) are supported during school closures?

The ELL Committee facilitated by ESOL coordinator worked with district and school leaders to assess student regression. Students identified as ELL were enrolled in classrooms whose teachers are ESOL certified or endorsed. Instructional practices were provided to reduce the gap in learning and increase the opportunities for growth. When it was determined that students had regressed, instructional support was tiered based on the students' needs. Additionally, to the extent possible, additional support through additional personnel was secured. The District worked with schools to include parent engagement opportunities in order to provide support for the families and reduce any language barriers.

- 6) What kind of support and professional development are you providing to school leaders and teachers, especially in schools serving students of color and students from low-income backgrounds and educators of students with disabilities and English language learners?

The District provided trainings to principals and teachers at all levels. The professional development included: Technology in the Classroom, Expand your Access to Help and Learning, Organize Activities for Yourself and Others, Teach Students Online Skills, Build Interactive Lessons, and Promote Digital Citizenship and Positive Online Behavior to mention a few.

- 7) How are you supporting the social and emotional well-being of students, their parents/caregivers, and teachers during school closures?

The District recognized and embraced the fact that school is more than an academic institution. It also serves as support for the students socially and mentally. We worked with the community and provided support; however, the following adjustments were made.

- Family members and visitors were not allowed on the school premises, except in case of an emergency.
- Pursue virtual group events, gatherings, or meetings, if possible, and promoted social distancing of at least 6 feet between people if face-to-face events were held. Limited group size to the smallest size possible.
- Limited any nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible – especially with individuals who were not from the local geographic area (e.g., community, town, city, and county).

- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and pep rallies, if possible.
- Parent conferences were conducted virtually when feasible. When it was absolutely necessary to have a face-to-face meeting, parents were escorted to a designated conference room, where participation was limited to mandatory team members, while social distancing. Masks were required and meeting time was shortened to address essential business.
- All visitors had their temperature and wellness checks upon entry to the campus.

8) How are you maintaining regular communication with students and families — particularly the most vulnerable — during school closures?

Administrators of Gadsden were communicating with parents and students on a regular basis as well as School Counselors.

9) How are you measuring student progress to ensure students and families have an accurate picture of student performance for this school year?

The District followed the scheduled determined by the Florida Department of Education for all state assessments.

10) How are you supporting all high school students, especially seniors, in staying on track to graduate and preparing for college and career?

During the 2020-2021 school year students at Gadsden County High School were provided opportunities by meeting with Administrators, School Counselors, and the Graduation Coach to provide assistance as students worked toward staying on track for graduation. Meetings were held with students to assist with scheduling of state testing, SAT and ACT.

PART IV: GENDER EQUITY IN ATHLETICS

Athletics Compliance Verification

- A.** Attach a **Compliance Verification Form** for the district (only one for the district, **not** one for each school), signed by the superintendent.

- B.** Attach a **Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. Enter the number of male and female athletes for each sport. For varsity teams, enter the number of athletes. For junior varsity/freshmen/B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

- C.** If the Participation Monitoring Forms indicate that schools are not in compliance with all components required by Title IX and the Florida Educational Equity Act, then each school that is out of compliance must also submit a **Corrective Action Plan**, signed by the principal.

- D.** If the district submitted Corrective Action Plans as part of the 2020-21 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

PART IV: GENDER EQUITY IN ATHLETICS

Athletic Compliance Verification Form

District: Gadsden County Schools

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]

IN COMPLIANCE

NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]

IN COMPLIANCE

NOT IN COMPLIANCE

3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]

IN COMPLIANCE

NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]

IN COMPLIANCE

NOT IN COMPLIANCE

5. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]

IN COMPLIANCE

NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]

IN COMPLIANCE

NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41 (c)(8)]

IN COMPLIANCE

NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams support equal opportunity. [Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]

IN COMPLIANCE

NOT IN COMPLIANCE

9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

IN COMPLIANCE

NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.



Signature, Superintendent



Date

2020-21 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: Havana Magnet School PK-8	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball		0		0	0
Basketball				Basketball		0		0	0
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football		0		0	0
Golf				Golf					
Soccer				Soccer					
Softball				Softball		0		0	0
Swimming/Diving				Swimming/Diving					
Tennis				Tennis					
Track and Field				Track and Field		0		0	0
Volleyball				Volleyball		0		0	0
Wrestling				Wrestling					
Weightlifting				Weightlifting					
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>					
<i>% of Varsity Participants</i>			100%	<i>% of JV Participants</i>					100%
Total Student Enrollment by Gender 2020-21				Total Student Enrollment by Gender 2020-21	0		0		0
% Student Enrollment by Gender 2020-21			100%	% Student Enrollment by Gender 2020-21	0		0		100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS**

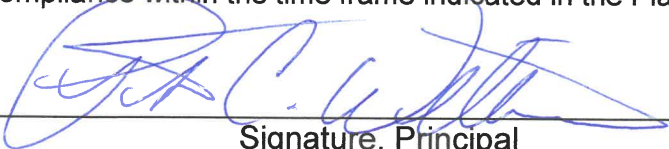
Corrective Action Plan

District: Gadsden County

School Name: Havana Magnet School PK-8

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	<p style="text-align: center;">No Corrective Action Plan Needed</p> <p>The Sports Programs at Havana Magnet School PK-8 were in compliance for the 2020-21 school year. Due to CDC guidelines for COVID-19 the School Board thought it best to limit sports at the middle school level. The athletics programs at Havana Magnet School PK-8 did not participate for the 2020-21 school year.</p>		


We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

6/2/2021

Date



Signature, Superintendent

6/23/2021

Date

2020-21 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: J. A. Shanks Middle School	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball			NA	Baseball					0
Basketball			NA	Basketball					0
Cross Country			NA	Cross Country					0
Flag Football/ Football			NA	Flag Football/ Football					0
Golf			NA	Golf					0
Soccer			NA	Soccer					0
Softball			NA	Softball					0
Swimming/Diving			NA	Swimming/Diving					0
Tennis			NA	Tennis					0
Track and Field			NA	Track and Field					0
Volleyball			NA	Volleyball					0
Wrestling			NA	Wrestling					0
Weightlifting			NA	Weightlifting					0
<i>Total Varsity Participants</i>			NA	<i>Total JV Participants</i>					0
<i>% of Varsity Participants</i>			100%	<i>% of JV Participants</i>					100%
Total Student Enrollment by Gender 2020-21			NA	Total Student Enrollment by Gender 2020-21	362		294		656
% Student Enrollment by Gender 2020-21			100%	% Student Enrollment by Gender 2020-21	55		45		100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS**

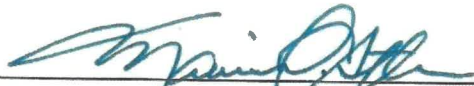
Corrective Action Plan

District: Gadsden County

School Name: James A. Shanks Middle School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	<p style="text-align: center;">No Corrective Action Plan Needed</p> <p>The Sports Programs at James A. Shanks Middle School were in compliance for the 2020-21 school year. Due to CDC guidelines for COVID-19 the School Board thought it best to limit sports at the middle school level. The athletic programs at James A. Shanks Middle School did not participate for the 2020-21 school year.</p>		


We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

6/2/21

Date



Signature, Superintendent

6/23/2021

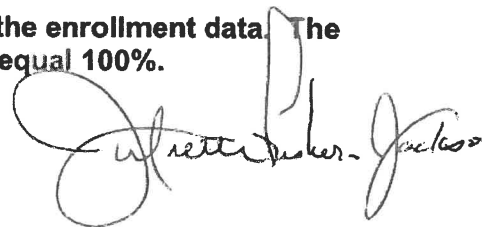
Date

2020-21 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: West Gadsden Middle School	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball			N/A	Baseball		0		0	0
Basketball			N/A	Basketball		0		0	0
Cross Country			N/A	Cross Country		N/A		N/A	N/A
Flag Football/ Football			N/A	Flag Football/ Football		0		0	0
Golf			N/A	Golf		N/A		N/A	N/A
Soccer			N/A	Soccer		0		0	0
Softball			N/A	Softball		0		0	0
Swimming/Diving			N/A	Swimming/Diving		N/A		N/A	N/A
Tennis			N/A	Tennis		N/A		N/A	N/A
Track and Field			N/A	Track and Field		N/A		N/A	N/A
Volleyball			N/A	Volleyball		0		0	0
Wrestling			N/A	Wrestling		N/A		N/A	N/A
Weightlifting			N/A	Weightlifting		N/A		N/A	N/A
Total Varsity Participants				Total JV Participants		0		0	0
% of Varsity Participants			100%	% of JV Participants		0		0	100%
Total Student Enrollment by Gender 2020-21				Total Student Enrollment by Gender 2020-21		165		180	345
% Student Enrollment by Gender 2020-21			100%	% Student Enrollment by Gender 2020-21		48%		52%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.



**PART IV
GENDER EQUITY IN ATHLETICS**

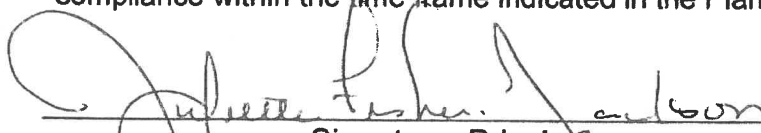
Corrective Action Plan

District: Gadsden County

School Name: West Gadsden Middle School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	<p align="center">No Corrective Action Plan Needed</p> <p>The Sports Programs at West Gadsden Middle School were in compliance for the 2020-21 school year. Due to CDC guidelines for COVID-19 the School Board thought it best to limit sports at the middle school level. The athletic programs at West Gadsden Middle School did not participate for the 2020-21 school year.</p>	<p>Dwayne Ivory ivoryd@gcpskids.com</p>	

We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

6-14-21
Date



Signature, Superintendent

6/23/2021
Date

2020-21 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: Gadsden County High School	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	15	0	15	Baseball	0		0		0
Basketball	10	9	19	Basketball	8		0		8
Cross Country	0	0	0	Cross Country	0		0		0
Flag Football/ Football	51	0	51	Flag Football/ Football	0		0		0
Golf	0	0	0	Golf	0		0		0
Soccer	20	14	34	Soccer	0		0		0
Softball	0	13	13	Softball	0		0		0
Swimming/Diving	0	0	0	Swimming/Diving	0		0		0
Tennis	0	0	0	Tennis	0		0		0
Track and Field	21	9	30	Track and Field	0		0		0
Volleyball	0	0	0	Volleyball	0		0		0
Wrestling	0	0	0	Wrestling	0		0		0
Weightlifting	3	0	3	Weightlifting	0		0		0
Total Varsity Participants	120	45	165	Total JV Participants	8		0		8
% of Varsity Participants	73%	27%	100%	% of JV Participants	100%		0%		100%
Total Student Enrollment by Gender 2020-21	499	478	977	Total Student Enrollment by Gender 2020-21	499		478		977
% Student Enrollment by Gender 2020-21	51%	49%	100%	% Student Enrollment by Gender 2020-21	51%		49%		100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Gadsden County

School Name: Gadsden County High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
<p>There were less females to play a sport this year than males.</p>	<p>Due to the COVID-19 virus, some sports were cancelled. For example, the Volleyball and Flag Football Teams did not play. In addition, the most JV teams were combined with the varsity groups.</p>	<p>Pamela Jones, Principal jonesp@gcpsmail.com 850-662-2300</p>	<p>2020-2021 SY</p>

We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

Pamela Jones
Signature, Principal

6/7/2021
Date

Eljail K.
Signature, Superintendent

6/23/2021
Date

PART V: EMPLOYMENT EQUITY

District: <u>Gadsden</u>		2020-2021 Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	4,873	3,462 (71%)	1,107 (22.7%)	172 (3.53%)	132 (2.70%)	2,386 (48.9%)	2,487 (51%)
District-Level Administrators	16	13 (81.25%)	0 (0%)	3 (18.75%)	0 (0%)	11 (68.75%)	5 (31.25%)
Principals	10	9 (90%)	0 (0%)	1 (10%)	0 (0%)	6 (60%)	4 (40%)
Asst. Principals	14	14 (100%)	0 (0%)	0 (0%)	0 (0%)	10 (71.43%)	4 (28.57%)
Teachers	259	222 (86%)	5 (2%)	24 (9%)	8 (3%)	194 (75%)	65 (25%)
Guidance Counselors	10	9 (90%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	1 (10%)

A. Complete the following chart for administrative and instructional positions in the school district. Enter the number and percent for each race/ethnicity and gender. Count each person only once under one category.

B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.

C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

Student demographics from 2019-20 to 2020-21 are fairly comparable and are representative of the attendance zones of the district public schools with 71% Black, 23% Hispanic, and 3.52% White. District level administrators is similar to the distribution as 2019-20. The district administrators have remained the same and there has been limited need to change existing staff. District level administrators are 81.25% Black and 18.75% White with no Hispanics which is not reflective of the community or the public school children. Women outnumber men in district level administrative positions. There is a need to improve recruitment of Hispanics and males to the district staff as openings occur. Principals are 90% Black with a fairly even split between males and females. There is a need to recruit more White principals. Assistant Principals are 100% Black and primarily female. There is a need to recruit White and Hispanic Assistant Principals and male Assistant Principals. Guidance Counselors show primarily Black representation with only 10% other showing a racial underrepresentation for White, Hispanic, and male counselors. Males are underrepresented in teaching staff with a large underrepresentation of White and Hispanic teachers.

Gadsden County's Demographic Data was exacted from:

<https://suburbanstats.org/population/florida/how-many-people-live-in-gadsden-county>

According to the demographic data pulled for 2020 it was the same as the previous year in Gadsden County. Total population of Gadsden is 46,389 with 25,996 (56%) Black; 16,646 (35%) White; 4,419 (9%) Hispanic; 2,757 (5%) other; and 607 (1%) Two or more races, with less than 1% Asian (227) and less than 1% American Indian (137).

The district continues to actively recruit and advertise for instructional, administrative, and guidance positions through participation with the local universities and recruitment fairs (i.e., FSU, FAMU, TCC, PAEC, Career Source, and through recruiting companies that provide international teachers). The district has a contract with PowerSchool Safesearch Software to improve job searches, advertisement, and recruitment of applicants for employment. The site can be accessed by all leadership and administrators to search for new candidates/applicants and post vacancies. Educators/Teacher's nation-wide can also build accounts to search for positions with the Gadsden County School District. The School Board and Superintendent actively pursue options to employ qualified teachers to fill vacancies in district schools. The district has a partnership with TPG Cultural Exchange. Over the past two years the district has provided up to 8 International Teachers in high need areas of math and science at the secondary level.

Recruitment of qualified instructional and administrative staff (regardless of race or gender) is difficult as the County does not have a tax base to draw from in similar proportions as adjacent counties have available. As a result, those counties are able to offer more lucrative salary and benefit packages which draws potential applicants to an urban setting versus a rural setting. While the district continues to seek a balance of race and gender for all positions, it is difficult to project if that balance will be met in the next several years. As retirements or employee transitions happen and qualified staff apply, the priority is to increase the underrepresented races and genders for vacant positions.

PART VI:

SINGLE-SEX SCHOOLS AND CLASSES

Single-Sex Evaluation Verification Form

District: Gadsden County Schools

I hereby verify that the required evaluations of the single-sex programs and classes offered at the schools listed below were completed, as required by Title IX and Section 1002.311, F.S.

Name of School/Program	Date Single-Sex Program Began	Date Last Evaluation Completed
Not applicable to Gadsden		



Signature, Superintendent

6/23/2021

Date

PART VII: PREGNANT AND PARENTING STUDENTS

To ensure that pregnant and parenting students are treated in compliance with the requirements of Title IX and Section 1003.54, F.S., districts are asked to respond to the following questions regarding programs for pregnant and parenting students:

- (1) How does the district make provisions for pregnant and parenting students to complete the coursework necessary to earn a high school diploma? How are ancillary services (such as child care, health care, social services, parent education and transportation) provided?

The district follows statutory language (s. 1003.54 F.S.) and provides a specialized curriculum to meet the needs of students who are pregnant or parenting through the school setting of their choice. This individually customized program includes instruction on parenting, prenatal and postnatal care, and other related issues concerning a teen pregnancy. The program is developed in collaborative discussions between teen parents, school guidance counselors, and the student's parents. The program varies based on individual student needs. The district makes adequate provisions for pregnant and parenting teenagers to complete their coursework. The district provides a baby care center for teen parents to use as they continue their studies toward graduation. All secondary schools, alternative or regular, offer options of virtual and online programs to all students (including teen parents) for credit recovery. Any student with a medical issue that takes them from a school site during the school year is provided with home education and/or home/hospital bound options. Pregnant and parenting students are allowed to attend their regular home school until such time as a doctor or medical advisor advises against attendance. If it becomes medically necessary for a student to be removed from regular placement, she will become eligible to receive hospital-homebound services. Upon delivery of the child, the student may return to her regular school placement or may opt to attend Carter-Parramore/HOPE Academy which is the host school site for a child care center (Bold Step Daycare). However, even if the student returns to their regular school placement, the services of Bold Step are still made available to the student as long as they remain enrolled in the district. Bold Step is a licensed day care center and has full-time certified day care staff. It is open at 6:45 a.m. (to accommodate drop off of a child if the parent is not a student at Carter-Parramore/HOPE Academy and still allow the student to get to the regular school on time). It closes at 5 p.m. which is an hour later than the release of any public school in the district which allows a teen parent time to come to the site to pick up a child if they are not housed at the Carter-Parramore/HOPE Academy site.

- (2) If the district operates a separate program for pregnant and parenting students, how are students informed of the different curricula, services or other options available through the program versus what is available at their home schools? (Attach brochure(s) used to inform pregnant and parenting students of their educational options.)

N/A The district does not operate a separate program for pregnant/parent students. The student and their parent are provided the option to stay at their home school or to move to an alternative school setting.

- (3) How are school counselors and administrators trained to effectively advise pregnant or parenting students of their options to participate in regular classroom activities or enroll in a special program, and their access to curricular, extracurricular, and ancillary service programs?

The coordinator of guidance services provides training for administrators and guidance counselors regarding options for pregnant students. Students who are pregnant or just had a baby are provided additional time to complete coursework and are encouraged to continue working on class assignments while on maternity leave. Daycare services are provided so students can continue to attend classes, learn/implement parenting and childcare skills, and have immediate access to their child. District transportation services are provided without cost to students. Buses equipped with child care gear to transport the student parent and child to school for as long as the services are needed. School counselors and admission teams facilitate intake of pregnant/parenting students. Once a student and/or their parent completes the application, the school schedules an interview to determine what coursework needs, services, and resources are necessary to facilitate a successful transition from pregnancy to graduation. If the student stays at the home school, this is done at the time the school becomes aware of the pregnancy. If the student wants to transition to Carter-Parramore/HOPE Academy, both schools collaborate to develop a continuous plan for services and education of the parenting teen. The district works with Gadsden Health Department, the Department of Children and Families, as well as Woman to Woman – teen parent organization for parenting and childcare services.

APPENDICES

Continuous Notification of Nondiscrimination

The School Board of Gadsden County does not discriminate on the basis of race, color, national origin, gender, age, disability, marital status or genetic information in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. *[(Rule 6A-19.010(1) (f-g); Title IX; § 106.8(b) and 106.9; Section 504; section 104.8: ADA: §. 35.106 and §. 35.107(a); Age Discrimination Act; § 110.25(b); and Boy Scouts Act §. 108.9)].*

Complaints/Inquiries regarding compliance with these regulations may be submitted to the office of:

Equal Employment Opportunity (EEO) Officer

Sonya L. Jackson, Ed.D.

35 Martin Luther King, Jr. Boulevard

Quincy, Florida 32351

(850) 627-9651

jacksonsonya@gcpsmail.com



THE SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
gadsdenschool.org

Elijah Key, Jr.
Superintendent
keye@gcpsmail.com

"Putting Children First"

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 Dudley
DISTRICT NO. 5
QUINCY, FL 32351

"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."



GADSDEN COUNTY SCHOOL DISTRICT

Walking Children First

PARENTS

STUDENTS

STAFF

EMPLOYMENT

SCHOOLS NEWS CALENDAR DIRECTORY ABOUT US EMPLOYMENT BOARD OF EDUCATION STUDENTS PARENTS

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LINKS

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- Elementary Education
- Secondary Education
- Academic Programs
- Assessment & Testing Office
- Athletics
- Education Specialists
- Educators
- ESOL
- Exceptional Student Education
- Florida KidCare

HUMAN RESOURCES/PERSONNEL DEPARTMENT



"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".

Please click one the following links for assistance:

- **Forms**
- **Job Openings**
- **Job Descriptions**
- **Salary Schedules**
- **Employer Login** *(Personnel Use Only)*

Annual Notification of Nondiscrimination for Vocational Programs

The Gadsden School District offers the following career and technical programs, including career academies wherein students may earn industry certification: Automotive Service, Diesel Service, Technology, Barbering (secondary), Carpentry, Cosmetology (Secondary), Drafting & Design, Facial Specialty, Nail Specialist, Power Equipment Technologies, Practical Nursing, and Welding Technology.

The district prohibits discrimination in the terms and conditions of employment, and in access to educational programs and activities, and prohibits harassment of any individual or group on the basis of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation or genetic information and other protected classes included in the district's nondiscrimination policies pursuant to the following: (Chapter 2.00 - School Board Governance and Organization - Policy 2.70-Prohibiting Discrimination, including sexual and other forms of harassment, and (112.51; 119.07; 760.01 et seq.; 100.05; 1000.21; 1001.43; 1012.22; F.S. 34 CFR 99; 34 CFR 108.34; CFR 200.43; P.L. 110-233)

The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation, as required by Title VI of the Civil Rights Act of 1964 (45 CFR Part 80), Title IX of the Education Amendments of 1972 (45 CFR Part 86) and Section 504 of the Rehabilitation Act of 1973 (45 CFR Part 84). Lack of English language skills will not be a barrier to admission and participation.

Complaints/Inquiries regarding compliance with these regulations may be submitted to the office of:

Equal Employment Opportunity (EEO) Officer

Sonya L. Jackson, Ed.D.

35 Martin Luther King, Jr. Boulevard

Quincy, Florida 32351

(850) 627-9651

jacksonsonya@gcpsmail.com

➔ Login (/sys/account/login?ru=%2Fadulted) Register (/sys/account/register?ru=%2Fadulted)

[f \(https://www.facebook.com/gticareers\)](https://www.facebook.com/gticareers) [🐦 \(https://www.twitter.com/gticareers\)](https://www.twitter.com/gticareers) [📷 \(https://www.instagram.com/gticareers\)](https://www.instagram.com/gticareers)

201 Martin Luther King, Jr. Blvd, Quincy, FL 32351 | PH: 850-875-8324 | FX: 850-875-7297



GADSDEN
TECHNICAL COLLEGE

(/)

Adult Education

What is the purpose of the program?

The purpose of the Gadsden Technical Institute Adult Education and General Educational Development (GED) Program is to enable adults to acquire basic skills necessary to attain (1) basic and functional literacy, (2) a high school education, or (3) an education that will enable them to become more employable, productive, and responsible citizens. Workforce literacy programs are intended to support economic development by increasing adult literacy and producing an educated workforce. These programs support the economic development of the state by ensuring that adults who lack basic reading and writing skills are prepared to work in today's workplace.

Who is eligible to receive adult education services?

The Gadsden Technical Institute Adult Education and GED Program provides educational opportunities for adults, regardless of whether they possess a high school diploma or equivalency diploma, if their performance on standard assessments indicates that they lack the basic skills necessary to function effectively in everyday situations, to enter the job market, or to enter certificate career education instruction.

A variety of individuals participate in the adult education programs including high school students, disadvantaged and disabled adults, incarcerated adults and juvenile offenders, and non-English speakers.

What programs are provided through the Adult Education and GED Program and by whom?

Adult Basic Education improves students' employability through instruction in mathematics, reading, language, and workforce readiness skills at a grade level equivalency below the ninth grade level.

- General Educational Development (GED) Program provides courses of instruction preparing students to successfully complete the five General Educational Development subject area tests (mathematics parts I-II, language arts writing, science, language arts reading, and social studies) leading to qualification for a Florida high school diploma. GED coursework is at the high school grade level, while pre-GED is applicable for students functioning at the 6.0-8.9 grade levels.

- Workplace Readiness Skills Training for Limited English Proficient Students provides basic skills necessary to function in entry-level occupations or to receive training for technological advances in the workplace.

How many adult education students complete their programs?

Upon entering Gadsden Technical Institute's adult education programs, students are assessed and placed in the course level to match their ability. The programs are structured so that students complete one skill level before progressing on to the next higher level. For example, a student may be placed in an Adult Basic Education program at a skills level of beginning basic education, then sequentially progress to intermediate low and intermediate high.

2014 New GED Testing Information

Note: All GED® Testing is on a computer and registration is handled online by the company producing the GED®, not by Gadsden Technical Institute, even if you register to take the test at our official GED® Testing Center.

Registering for the GED®

Register at www.myged.com with a credit or debit card.

Cost is \$128 for the full test or \$32 for each of the four sections.

GED® test sections and times

Reasoning Through Language Arts - 150 min (10 min break)

Mathematical Reasoning - 115 minutes

Science - 90 minutes

Social Studies - 90 minutes

At least 145 points are required on each part to pass.

Additional GED® test information

Students may take the test one part at a time if they choose.

There is no residency requirement.

Test takers must be comfortable using the computer and be able to type an essay.

The test can be taken three times in one year without any waiting period between tests.

After the third time the test taker must wait at least 60 days to reschedule the test.

Testing at ACE is in the GED® Computer Lab, Room 302.

Please bring a driver's license, state ID or other comparable government issued ID to the front office before testing begins.

Testing is available every week. Check online for available dates.

Unofficial scores will be ready for students within two to three hours after finishing the test.

Qualified candidates can get accommodations for extra time, breaks, etc., if approved.

Accommodations approval takes up to four weeks. Registration will be stopped while approval is verified.



➤ COVID-19 Lesson Plans

Gadsden Technical College Mission Statement

The mission of Gadsden Technical College is to recognize the worth and potential of each student. We are committed to providing opportunities for basic and advanced instruction in a conducive learning environment. The College encourages academic and technical curiosity, innovation and creativity by integrating applied academic skills in all occupational areas. We strive to instill the attitudes and skills necessary to produce motivated, self-sufficient individuals who are able to function effectively in our ever-changing, complex society.

The Gadsden County School District prohibits any form of discrimination or harassment on the basis of race, color, sex, religion, national origin, marital status, age, or disability in any of its programs, services, and or activities

Select Language ▼

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND/ADOPT POLICIES**

DATE OF THIS NOTICE: September 28, 2021

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend/adopt Gadsden County School Board Policies.

PURPOSE AND EFFECT: The purpose and effect of this policy amendment is to establish rules that govern processes while conducting business on behalf of the Board.

RULEMAKING AUTHORITY: Subsection 1001.41(2), Florida Statutes

LAWS IMPLEMENTED: 1000.21, 1001.41, 1001.42, 1001.43, 1001.51, 1002.20, 1002.31, 1002.38, F.S.

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend/adopt School Board Policies for the effective operation of the Gadsden County School District consistent with requirements of Florida Statutes and Federal Regulations.

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.
ON:** Tuesday, November 16, 2021

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE:

Dr. Sylvia R. Jackson
Assistant Superintendent for
Support Services

NAME OF THE PERSON WHO APPROVED THIS RULE:

Elijah Key
Superintendent of Schools

DATE OF SUCH APPROVAL: September 28, 2021

A COPY OF THE POLICIES PROPOSED FOR ADOPTION MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Elijah Key, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

SPECIAL COMMITTEES OF THE SCHOOL BOARD

2.27

- I. Special committees may be appointed by the School Board Chairperson when deemed necessary. The duties of any such committee shall be outlined at the time of appointment; the committee shall be automatically dissolved when the School Board accepts the committee's final report. Each School Board member shall be notified of all committee meetings but shall have no vote unless the member is serving as a committee member. All meetings of School Board committees shall be open to the public. Members of special committees may attend the meetings in person or through the use of telecommunications networks such as telephonic or video conferencing.
- II. Special committees or individuals who serve on special committees shall take no action which is binding upon the School Board.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1001.41, 1001.43, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

SPECIAL COMMITTEES OF THE SCHOOL BOARD

2.27

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STATUTORY AUTHORITY:

1001.41, 1001.42, F. S.

LAWS IMPLEMENTED:

1001.41, 1001.43, F. S.

HISTORY:

**ADOPTED:
REVISION DATE(S):
FORMERLY: 1.208**

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

SCHOOL ADVISORY COUNCILS

2.30*+

The School Board authorizes the establishment of a school advisory council in each District school to assist in the enhancement of school site decision making, to serve in an advisory capacity to the principal and to assist in the development of the educational program and in the preparation and evaluation of the school improvement plan required pursuant to Florida Statutes. The Superintendent shall develop guidelines pursuant to Florida Statutes to assist school advisory councils in order to ensure their active role in school site decision making. School advisory councils shall not assume any of the powers or duties now reserved by law for the School Board or its professional staff. Nothing contained in the District and/or local school accountability process shall be construed to lessen or otherwise alter the authority of the school principal as provided for in law, rules or regulations.

- I. Composition and Selection of Councils - Council members shall include the school principal and an appropriately balanced number of teachers, education support employees, students, parents, and business and community representatives.
 - A. Members shall be representative of the ethnic, racial, and economic community served by the council.
 - B. Student representation shall be required for school advisory councils established at vocational-technical centers and high schools and may be included for school advisory councils serving middle and junior high schools. Student representation shall not be required for school advisory councils serving elementary schools.
 - C. The term *education support employees* as used herein shall refer to any person who is employed by a school for twenty (20) or more hours during a normal working week and who does not meet the definition of instructional or administrative personnel pursuant to Florida Statutes.
 - D. The term *teacher* as used herein shall include classroom teachers, certified student services personnel, and media specialists.
 - E. A majority of members must be persons who are not employed at the school.
 - F. *Appropriately balanced* as used herein shall mean a proportionate number of council members considering each peer group being represented on the council, excluding the school principal. The size of the school advisory council and the ratio of representatives among the peer

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

groups, excluding the school principal, shall be set forth in the bylaws establishing procedures adopted by each school advisory council.

- II. Selection of Council Members - New council members shall be elected by their respective peer group, except for business and community representatives and the school principal.
 - A. The following council members shall be elected in a fair and equitable manner as determined by their respective peer group and as set forth in the bylaws of the school advisory council.
 1. A teacher(s) shall be elected by teachers;
 2. An education support employee(s) shall be elected by education support employees;
 3. A student(s), when appropriate, shall be elected by students; and,
 4. A parent(s) shall be elected by parents, as defined by Florida Statutes.
 - B. The school advisory council shall select a business and community member(s) to serve on the school advisory council after reviewing the list of nominees prepared by the school principal.
 1. Business and community representatives shall be selected initially through a nomination and selection process facilitated by the school principal of each school advisory council.
 - a. The school principal shall seek candidates who are interested in making a commitment to participate on the school advisory council by representing businesses and the community.
 - b. Letters, newsletters, or other media releases shall be used by the school principal to seek candidates.
 - c. The school principal shall prepare a list of individuals seeking nomination to the school advisory council and shall present the list to the school advisory council for selecting the business and community representative(s).

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

2. Subsequent to the initial selection as described in section II.B.1. herein, the operational guidelines of the school advisory council shall set forth procedures for nominating business and community representatives to serve on the school advisory council.
- C. The principal shall submit the list of council members to the Superintendent for review of each school to determine compliance with section I. herein. The membership list shall contain the name of each council member and the peer group which is being represented by each member and a description of how the council represents the ethnic, racial, and economic community served by the school.
- III. Confirmation of the School Advisory Council - The Superintendent shall submit to the School Board for review and approval the membership list for each school advisory council in the District. The School Board shall determine if a school advisory council meets criteria specified in section I. herein; additional members shall be appointed by the School Board when it is required to achieve the proper representation on the school advisory council.
- IV. Responsibilities of Councils - Each school advisory council shall
 - A. Review the results of any needs assessments conducted by the school administration.
 - B. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as the goals of the school, indicators of school and student progress, and strategies and evaluation procedures to measure student performance. The school advisory council shall be the final decision-making body at the school relating to school improvement.
 - C. Define adequate progress for each school goal; obtain public input when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress in any single goal area.
 - D. Monitor students' and the school's progress in attaining goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- E. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.
- F. Make recommendations on the accumulation and reporting of data that is beneficial to parents.
- G. Serve as a resource for the principal and advise the principal in matters pertaining to the school program.
- H. Provide input on the school's annual budget and the use of school improvement funds, and assist in the preparation of the school budget.
- I. Inquire about school matters, identify problems, propose solutions to problems, suggest changes, and inform the community about the school.
- J. Act as a liaison between the school and the community.
- K. Assist in the preparation of the feedback report to the Florida Commission on Education Reform and Accountability as required by and pursuant to Florida Statutes.
- L. Identify other duties and functions of the school advisory council.
- V. Operation of Council - Operational bylaws shall be established and mutually agreed upon by members of the school advisory council.
 - A. The bylaws shall contain procedures required by Florida Statutes and shall include but not be limited to:
 - 1. State the duties and functions of the council.
 - 2. Indicate the procedure for electing council members and the nomination process for selecting business and community representatives.
 - 3. Identify the procedure for electing officers, including a chairperson, vice-chairperson, and recording secretary, and determine the term of office for each position.
 - 4. Establish the membership term for each peer group.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- 5. Specify the proportionate number of council members for each peer group for the purpose of achieving an appropriately balanced council.
- B. Regular meetings shall be held. The council shall determine the date, time, and place of the meetings. Members of the advisory council may attend meetings in person or through the use of telecommunications networks such as telephonic and video conferencing.
- C. The agenda shall be advertised to the school community at least seven (7) days in advance of the scheduled meeting.
- D. Members of the advisory council shall be notified three (3) days in advance, in writing of any matter that is scheduled before the council for a vote.
- E. All meetings shall be open, public, and subject to Florida Statutes.
- F. The school advisory council shall be subject to maintaining records pursuant to Article 1, Section 24, and Article XII, Section 20, of the Florida Constitution.
- G. School improvement plans which require waivers of the terms or conditions in negotiated agreement(s) shall be subject to the approval of the Board and Bargaining Agent.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1000.21, 1001.43 1001.452, 1008.345, 1012.01, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

SCHOOL ADVISORY COUNCILS

2.30*+

The School Board authorizes the establishment of a school advisory council in each District school to assist in the enhancement of school site decision-making, to serve in an advisory capacity to the principal and to assist in the development of the educational program and in the preparation and evaluation of the school improvement plan required pursuant to Florida Statutes. The Superintendent shall develop guidelines pursuant to Florida Statutes to assist school advisory councils in order to ensure their active role in school site decision-making. School advisory councils shall not assume any of the powers or duties now reserved by law for the School Board or its professional staff. Nothing contained in the District and/or local school accountability process shall be construed to lessen or otherwise alter the authority of the school principal as provided for in law, rules or regulations.

- I. Composition and Selection of Councils - Council members shall include the school principal and an appropriately balanced number of teachers, education support employees, students, parents, and business and community representatives.
 - A. Members shall be representative of the ethnic, racial, and economic community served by the council.
 - B. Student representation shall be required for school advisory councils established at vocational-technical centers and high schools and may be included for school advisory councils serving middle and junior high schools. Student representation shall not be required for school advisory councils serving elementary schools.
 - C. The term *education support employees* as used herein shall refer to any person who is employed by a school for twenty (20) or more hours during a normal working week and who does not meet the definition of instructional or administrative personnel pursuant to Florida Statutes.
 - D. The term *teacher* as used herein shall include classroom teachers, certified student services personnel, and media specialists.
 - E. A majority of members must be persons who are not employed at the school.
 - F. *Appropriately balanced* as used herein shall mean a proportionate number of council members considering each peer group being represented on the council, excluding the school principal. The size of the school advisory council and the ratio of representatives among the peer groups, excluding the school principal,

shall be set forth in the bylaws establishing procedures adopted by each school advisory council.

II. Selection of Council Members - New council members shall be elected by their respective peer group, except for business and community representatives and the school principal.

A. The following council members shall be elected in a fair and equitable manner as determined by their respective peer group and as set forth in the bylaws of the school advisory council.

1. A teacher(s) shall be elected by teachers;
2. An education support employee(s) shall be elected by education support employees;
3. A student(s), when appropriate, shall be elected by students; and,
4. A parent(s) shall be elected by parents.

B. The school advisory council shall select business and community member(s) to serve on the school advisory council after reviewing the list of nominees prepared by the school principal.

1. Business and community representatives shall be selected initially through a nomination and selection process facilitated by the school principal of each school advisory council.

a. The school principal shall seek candidates who are interested in making a commitment to participate on the school advisory council by representing businesses and the community.

b. Letters, newsletters, or other media releases shall be used by the school principal to seek candidates.

c. The school principal shall prepare a list of individuals seeking nomination to the school advisory council and shall present the list to the school advisory council for selecting the business and community representative(s).

2. Subsequent to the initial selection as described in section II.B.1. herein, the operational guidelines of the school advisory council shall set forth procedures for nominating business and community representatives to serve on the school advisory council.

- DRAFT
- C. The principal shall submit the list of council members to the Superintendent for review of each school to determine compliance with section I. herein. The membership list shall contain the name of each council member and the peer group which is being represented by each member and a description of how the council represents the ethnic, racial, and economic community served by the school.

III. Confirmation of the School Advisory Council - The Superintendent shall submit to the School Board for review and approval the membership list for each school advisory council in the District. The School Board shall determine if a school advisory council meets criteria specified in section I. herein; additional members shall be appointed by the School Board when it is required to achieve the proper representation on the school advisory council.

IV. Responsibilities of Councils - Each school advisory council shall

- A. Review the results of any needs assessments conducted by the school administration.
- B. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as the goals of the school, indicators of school and student progress, and strategies and evaluation procedures to measure student performance. The school advisory council shall be the final decision-making body at the school relating to school improvement.
- C. Define adequate progress for each school goal; obtain public input when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress in any single goal area.
- D. Monitor students' and the school's progress in attaining goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.
- E. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.
- F. Make recommendations on the accumulation and reporting of data that is beneficial to parents.
- G. Serve as a resource for the principal and advise the principal in matters pertaining to the school program.

- DRAFT
- H. Provide input on the school's annual budget and the use of school improvement funds, and shall assist in the preparation of the school budget.
 - I. Inquire about school matters, identify problems, propose solutions to problems, suggest changes, and inform the community about the school.
 - J. Act as a liaison between the school and the community.
 - K. Identify other duties and functions of the school advisory council.
- V. Operation of Council - Operational guidelines shall be established and mutually agreed upon by members of the school advisory council.
- A. The guidelines shall:
 - 1. State the duties and functions of the council.
 - 2. Indicate the procedure for electing council members and the nomination process for selecting business and community representatives.
 - 3. Identify the procedure for electing officers, including a chairperson, vice-chairperson, and recording secretary, and determine the term of office for each position.
 - 4. Establish the membership term for each peer group.
 - 5. Specify the proportionate number of council members for each peer group for the purpose of achieving an appropriately balanced council.
 - B. Regular meetings shall be held. The council shall determine the date, time, and place of the meetings.
 - C. The agenda shall be advertised to the school community at least seven (7) days in advance of the scheduled meeting.
 - D. Members of the advisory council shall be notified three (3) days in advance, in writing of any matter that is scheduled before the council for a vote.
 - E. All meetings shall be open, public, and subject to Florida Statutes.
 - F. The school advisory council shall be subject to maintaining records pursuant to Article 1, Section 24, and Article XII, Section 20, of the Florida Constitution.

G. Sections of School improvement plans which require waivers of the terms or conditions in negotiated agreement(s) shall be subject to the approval of the Board and Bargaining Agent.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1001.43, 1001.452, 1008.385, 1012.01, F.S.

HISTORY:

**ADOPTED:
REVISION DATE(S): 9/15/02, 2/23/05
FORMERLY: 2.124**

CURRENT

CHAPTER 6.00 – HUMAN RESOURCES

REPORT OF MISCONDUCT

6.29*

The School District of _____ County shall adhere to all requirements related to employee misconduct that affects the health, safety or welfare of a student.

I. Mandatory Reporting of Misconduct

- A. It is the duty of all employees to report to the Superintendent alleged misconduct by any School Board employee that affects the health, safety or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action.
- B. Educational support employees, instructional personnel and school administrators shall report alleged misconduct of other educational support employees, instructional personnel or school administrators who engage in or solicit sexual, romantic, or lewd conduct with a student.
- C. If the prohibited conduct occurs while employed by the district, the School Board and Superintendent must report the employees or personnel and the disqualifying circumstances to the department of education for inclusion on the disqualification list maintained by the department pursuant to section 1001.10(4)(b), F.S.

II. Investigation

The Superintendent shall immediately investigate any allegation of misconduct by an employee that affects the health, safety or welfare of a student regardless of whether the person resigned or was terminated before the conclusion of the investigation. The Superintendent shall notify the department of the result of the investigation and whether the misconduct warranted termination, regardless of whether the person resigned or was terminated before the conclusion of the investigation.

- A. An employee who is alleged to have committed such misconduct shall be reassigned to a position not requiring direct contact with students pending the outcome of the investigation.
- B. Information related to the alleged misconduct shall be considered confidential until the investigation is concluded with a finding to proceed or not to proceed with disciplinary action or charges and the subject of the complaint has been notified of the finding.
- C. The Superintendent shall report alleged misconduct to the Department of Education as required by Florida Statutes. The Superintendent shall report alleged misconduct of educational support employees, instructional

CHAPTER 6.00 – HUMAN RESOURCES

personnel or school administrator who engage in conduct that would be considered disqualifying pursuant to Section 1012.315, Florida Statutes or any allegation of sexual misconduct with a student. Failure to report such conduct to the department or law enforcement forfeits the Superintendent's salary for up to one year.

D. The School District shall notify the parents of a student affected by an educator's violation of the district's Standards of Ethical Conduct. This notice must be provided to the parent within thirty (30) days of knowledge of the incident and inform the parent of:

1. The nature of the misconduct,
2. If the District reported the misconduct to the department in accordance with Section 1012.796, Florida Statutes,
3. The sanctions imposed against the employee, if any, and
4. The support the school district will make available to the student in response to the employee's misconduct.

III. Legally Sufficient Complaint

The Superintendent shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the District became aware of the subject matter of the complaint. A complaint is considered to be legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.

IV. Resignation or Retirement in Lieu of Termination

If the Superintendent determines that misconduct by an educational support employee, instructional staff member or an administrator who holds a certificate issued by the Florida Department of Education affects the health, safety, or welfare of a student and the misconduct warrants termination, the staff member may resign or be terminated and ~~If an instructional or administrative employee resigns or retires in lieu of termination for misconduct that affects the health, safety or welfare of a student,~~ the Superintendent shall report the misconduct to the Department of Education as required.

V. Employment Reference

CHAPTER 6.00 – HUMAN RESOURCES

The Board, Superintendent, or any other A representative of the School District shall not enter into a confidentiality agreement regarding terminated or dismissed educational support employees, instructional personnel or school administrators, or educational support, instructional personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide an employment reference or discuss the performance of an employee with a prospective employer in an educational setting without disclosing the person's misconduct that affected the health, safety or welfare of a student. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by educational support, instructional personnel or school administrators which affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced. A District official shall not enter into any confidentiality agreement regarding terminated or dismissed personnel or personnel who resigned or retired in lieu of termination.

VI. Notification

The policies and procedures for reporting alleged misconduct by employees that affects the health, safety or welfare of a student shall be posted in a prominent place at each school and on each school's website. The notice shall include the name of the person to whom the report is made and the consequences for misconduct.

VII. Protection from Liability

- A. Any individual who reports in good faith any act of child abuse, abandonment or neglect to the Department of Children and Family Services or any law enforcement agency shall be immune from any civil or criminal liability that might result from such action.
- B. An employer who discloses information about a current or former employee to a prospective employer, at the employee's request or at the prospective employer's request, shall be immune from civil liability for such disclosure as provided by Florida Statute.

VIII. False or Incorrect Report

The Superintendent, a Board member or any District official shall not sign and/or transmit any report regarding employee misconduct to a state official that he/she knows to be false or incorrect. An individual who knowingly makes a false or

CHAPTER 6.00 – HUMAN RESOURCES

incorrect report shall be subject to disciplinary action as prescribed by Florida Statute.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

**39.203, 112.313, 119.071, 768.095, 1001.42, 1006.061,
1012.01, 1012.22, 1012.27, 1012.795, 1012.796, F.S.**

STATE BOARD OF EDUCATION RULE(S):

6A-10.081

HISTORY:

**ADOPTED: _____
REVISION DATE(S): _____
FORMERLY: NEW**

REPORT OF MISCONDUCT

6.29*

The School District of Gadsden County shall adhere to all requirements related to employee misconduct that affects the health, safety or welfare of a student.

I. Mandatory Reporting of Misconduct

- A. It is the duty of all employees to report to the Superintendent alleged misconduct by any School Board employee that affects the health, safety or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action.
- B. Instructional personnel and school administrators shall report alleged misconduct of other instructional personnel or school administrators who engage in or solicit sexual, romantic, or lewd conduct with a student.

II. Investigation

The Superintendent shall immediately investigate any allegation of misconduct by an employee that affects the health, safety or welfare of a student.

- A. An employee who is alleged to have committed such misconduct shall be reassigned to a position not requiring direct contact with students pending the outcome of the investigation.
- B. Information related to the alleged misconduct shall be considered confidential until the investigation is concluded with a finding to proceed or not to proceed with disciplinary action or charges and the subject of the complaint has been notified of the finding.
- C. The Superintendent shall report alleged misconduct to the Department of Education as required by Florida Statutes. The Superintendent shall report alleged misconduct of instructional personnel or school administrator who engage in conduct that would be considered disqualifying pursuant to Section 1012.315, Florida Statutes. Failure to report such conduct to law enforcement forfeits the Superintendent's salary for up to one year.
- D. The School District shall notify the parents of a student affected by an educator's violation of the district's Standards of Ethical Conduct. This notice must be

provided to the parent within thirty (30) days of knowledge of the incident and inform the parent of:

1. The nature of the misconduct,
2. If the District reported the misconduct to the department in accordance with Section 1012.796, Florida Statutes,
3. The sanctions imposed against the employee, if any, and
4. The support the school district will make available to the student in response to the employee's misconduct.

III. Legally Sufficient Complaint

The Superintendent shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the District became aware of the subject matter of the complaint. A complaint is considered to be legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.

IV. Resignation or Retirement in Lieu of Termination

If an instructional or administrative employee resigns or retires in lieu of termination for misconduct that affects the health, safety or welfare of a student, the Superintendent shall report the misconduct to the Department of Education as required.

V. Employment Reference

A representative of the School District shall not provide an employment reference or discuss the performance of an employee with a prospective employer in an educational setting without disclosing the person's misconduct that affected the health, safety or welfare of a student. A District official shall not enter into any confidentiality agreement regarding terminated or dismissed personnel or personnel who resigned or retired in lieu of termination.

VI. Notification

The policies and procedures for reporting alleged misconduct by employees that affects the health, safety or welfare of a student shall be posted in a prominent place at each school and on each school's website. The notice shall include the name of the person to whom the report is made and the consequences for misconduct.

VII. Protection from Liability

- A. Any individual who reports in good faith any act of child abuse, abandonment or neglect to the Department of Children and Family Services or any law enforcement agency shall be immune from any civil or criminal liability that might result from such action.
- B. An employer who discloses information about a current or former employee to a prospective employer, at the employee's request or at the prospective employer's request, shall be immune from civil liability for such disclosure as provided by Florida Statute.

VIII. False or Incorrect Report

The Superintendent, a Board member or any District official shall not sign and/or transmit any report regarding employee misconduct to a state official that he/she knows to be false or incorrect. An individual who knowingly makes a false or incorrect report shall be subject to disciplinary action as prescribed by Florida Statute.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 39.203, 112.313, 119.071, 768.095, 1001.42, 1006.061, 1012.01, 1012.22, 1012.27, 1012.795, 1012.796, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-10.081

HISTORY: **ADOPTED:** _____
REVISION DATE(S): _____
FORMERLY: _____

CHAPTER 6.00 – HUMAN RESOURCES

DEFERRED RETIREMENT OPTION PROGRAM (DROP)

6.531

The Deferred Retirement Option Program (DROP) as defined in Chapter 121, Florida Statutes, is an alternative method of deferred payment of retirement benefits for up to sixty (60) ~~or ninety-six (96) months~~ after an eligible member of the Florida Retirement System reaches his/her normal retirement date but wishes to continue employment with a Florida Retirement System employer. In order to participate, the employee must submit a binding letter of resignation, establishing a deferred termination date. DROP will allow the participant to defer all retirement benefits payable during the DROP period. Upon termination of DROP, the participant will receive the DROP benefits and the regular retirement benefits under Chapter 121, Florida Statutes.

I. Participation in DROP - All members of the Florida Retirement System are eligible for DROP. Members electing to participate in DROP must meet the eligibility and timeline requirements outlined in Florida Statute.

II. Certain K-12 instructional personnel may be permitted to extend DROP participation for up to an additional 36 months upon authorization from the District and approval by the division.

III. Benefits Payable

A. Sick Leave - Employees will be paid terminal pay for accumulated sick leave at retirement, or, if service is terminated by death, to his/her beneficiary. Upon election to participate in DROP, and based upon the employee established deferred termination date, previously accumulated sick leave shall be paid the employee according to the salary established at the time of entry into the DROP Program in the following prorated installments:

1. Deferred Termination Date - Payment Schedule

a. 0 through 12 months

1 lump payment in the month following the last day worked

b. 13 through 24 months

50% at the end of the first 12 months and final payment in the month following the last day worked

c. 25 through 36 months

CHAPTER 6.00 – HUMAN RESOURCES

- 33 $\frac{1}{3}$ % at the end of each 12-month period and final payment in the month following the last day worked
- d. 37 through 48 months
- 25% at the end of each 12-month period and final payment in the month following the last day worked
- e. 49 through 60 months
- 20% at the end of each 12-month period and final payment in the month following the last day worked
2. Sick leave will be earned during DROP as prescribed by Florida Statutes. Accumulated sick leave earned during DROP participation will be paid to the employee at the end of their DROP participation or as prescribed in any Board approved alternative retirement plan.
3. It is in the intent of this policy that an individual entering DROP will be allowed to use sick leave which was accrued prior to their retirement and entrance into DROP. The procedures for utilization of such leave shall be as follows:
- a. Sick leave earned prior to DROP shall be calculated in accordance with School Board policy.
- b. The value of each sick day will be computed according to the salary established at the time of entry into DROP. Should a DROP participant use a sick day(s) accrued prior to entrance into DROP, the monetary value of their remaining sick days shall be reduced by the value of the sick day(s) used.
- c. Final adjustments in the total amount of compensation for accrued sick leave will be made prior to the final payment at the end of DROP.
- B. Annual Leave - Employees electing to participate in DROP shall be entitled to terminal pay for accrued annual leave as required by state law, Board policy and/or union contract. Upon election to participate in DROP and the employee's election to receive a lump sum payment of accrued annual leave, payment shall be made ~~in the last paycheck~~ prior to the effective beginning date of DROP into the tax deferral plan adopted by the

CHAPTER 6.00 – HUMAN RESOURCES

school board, and shall then be paid to the employee in accordance with the terms of such plan.

1. Annual leave earned prior to entering DROP which exceeds the maximum lump sum payment allowed by Board policy may be used during DROP; however, the employee shall not be entitled to compensation at the end of DROP for any unused portion of the accumulated leave.

2. Employees will earn annual leave during the DROP period as prescribed by Florida Statute, Board policy and/or union contract. Annual leave accumulated during DROP participation will not be paid to the employee at the end of DROP participation, except to the extent the employee has earned additional annual leave which combined with the original payment does not exceed the maximum lump sum payment allowed by Board policy.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED:

121.091, 1001.43, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

CHAPTER 6.00 – HUMAN RESOURCES

PERSONNEL FILES

6.90

The term *personnel file*, as used in this rule, shall mean all records, information, data, or materials maintained by the District in any form or retrieval system whatsoever, with respect to any employee, which is uniquely applicable to that employee.

- I. A personnel record shall be maintained by the Superintendent on each employee. The record shall include
 - A. Application for employment
 - B. References
 - C. Annual evaluations
 - D. Letters of commendation, reprimand, etc.
 - E. Data substantiating placement on the salary schedule (education, official transcripts, experience, etc.)
 - F. Teaching certificate, if applicable
 - G. Any other pertinent data.
- II. Except for materials pertaining to work performance or other matters that may be cause for discipline, suspension or dismissal under laws of this state, no derogatory materials relating to an employee's conduct, service, character, or personality shall be placed in the personnel file of such employee. No anonymous letter or anonymous materials shall be placed in the personnel file.
- III. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.
 - A. No such materials may be placed in a personnel file unless they have been reduced to writing within forty-five (45) days, exclusive of the summer vacation period, of the administration becoming aware of the facts reflected in the materials.
 - B. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify as needed. A copy of such materials to be added to an employee's personnel file shall be provided to the employee either by certified mail or by personal delivery.

CHAPTER 6.00 – HUMAN RESOURCES

- C. The employee's signature on a copy of materials to be filed in the employee's personnel file signifies receipt and does not necessarily indicate agreement with its content. The employee will be afforded every right as outlined in Florida Statutes.
- D. In cases of separation due to termination or resignation in lieu of termination, the person competent to know the facts or make the judgment on the separation shall execute and maintain an affidavit of separation, on the form adopted by the Department of Education, setting forth in detail the facts and reasons for such separation. The affidavit must expressly disclose when separation is due to a report of sexual misconduct with a student. The affidavit of separation must be executed under oath and constitutes an official statement within the purview of section 837.06. The affidavit of separation must include conspicuous language that intentional false execution of the affidavit constitutes a misdemeanor of the second degree.
- IV. Personnel files, regardless of their location in the school system, are open to inspection pursuant to Florida Statutes, except as follows:
- A. Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation, or until such time as the preliminary investigation ceases to be active as defined in Florida Statutes.
- B. Employee evaluations prepared pursuant to Florida Statutes, rules adopted by the State Board of Education, or a local School Board shall be confidential until the end of the school year immediately following the school year during which each evaluation is made. No evaluations prepared prior to July 1, 1983, shall be made public.
- C. No material derogatory to the employee shall be open to inspection until ten (10) days after the employee has been notified pursuant to III.B. of this rule.
- D. The payroll deduction records of the employee shall be confidential.
- E. Employee medical records, including medical claims, psychiatric and psychological records, shall be confidential; provided however, at any hearing relative to an employee's competency or performance, the hearing officer or panel shall have access to such records.

CHAPTER 6.00 – HUMAN RESOURCES

- F. Any information in a report of injury or illness filed pursuant to Florida Statute that would identify an ill or injured employee.
 - G. Agency personnel information that is excluded under the provisions of 119.071, F.S.
- V. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be open to inspection at all times by School Board members, the Superintendent and the principal or their respective designees, in the exercise of their respective duties.
- VI. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

DRAFT

CHAPTER 6.00 – HUMAN RESOURCES

STATUTORY AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED: 112.08(7), 119.07, 119.071, 441.85(10), 1001.43, 1008.24, 1012.31, F.S. 34 CFR 99 (FERPA), 45 CFR 164 (HIPAA)

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

PAEC

PERSONNEL FILES

6.90

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 - A. Application for employment
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 - C. Annual evaluations
 - D. Letters of commendation, reprimand, etc.
 - E. Data substantiating placement on the salary schedule (education, official transcripts, experience, etc.)
 - F. Teaching certificate, if applicable
 - G. Any other pertinent data.
- II. Except for materials pertaining to work performance or other matters that may be cause for discipline, suspension or dismissal under laws of this state, no derogatory materials relating to an employee's conduct, service, character, or personality shall be placed in the personnel file of such employee. No anonymous letter or anonymous materials shall be placed in the personnel file.
- III. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.
 - A. No such materials may be placed in a personnel file unless they have been reduced to writing within forty-five (45) days, exclusive of the summer vacation period, of the administration becoming aware of the facts reflected in the materials.

DRAFT

B. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify as needed. A copy of such materials to be added to an employee's personnel file shall be provided to the employee either by certified mail or by personal delivery.

C. The employee's signature on a copy of materials to be filed in the employee's personnel file signifies receipt and does not necessarily indicate agreement with its content. The employee will be afforded every right as outlined in Florida Statutes.

IV. Personnel files, regardless of their location in the school system, are open to inspection pursuant to Florida Statutes, except as follows:

A. Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation, or until such time as the preliminary investigation ceases to be active as defined in Florida Statutes.

B. Employee evaluations prepared pursuant to Florida Statutes, rules adopted by the State Board of Education, or a local School Board shall be confidential until the end of the school year immediately following the school year during which each evaluation is made. No evaluations prepared prior to July 1, 1983, shall be made public.

C. No material derogatory to the employee shall be open to inspection until ten (10) days after the employee has been notified pursuant to III.B. of this rule.

D. The payroll deduction records of the employee shall be confidential.

E. Employee medical records, including medical claims, psychiatric and psychological records, shall be confidential; provided however, at any hearing relative to an employee's competency or performance, the hearing officer or panel shall have access to such records.

F. Any information in a report of injury or illness filed pursuant to Florida Statute that would identify an ill or injured employee.

G. Agency personnel information that is excluded under the provisions of 119.071, F.S.

V. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be open to inspection at all times by School Board members, the Superintendent and the principal or their respective designees, in the exercise of their respective duties.

VI. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED:

**112.08(7), 119.07, 119.071,
441.85(10), 1001.43, 1008.24, 1012.31, F.S.
34 CFR 99 (FERPA), 45 CFR 164 (HIPAA)**

HISTORY:

ADOPTED: _____

REVISION DATE(S): _____

FORMERLY:

CURRENT

CHAPTER 7.00 - BUSINESS SERVICES

**ELECTRONIC RECORDS, ELECTRONIC SIGNATURES AND
ELECTRONIC FUNDS**

7.22+

- I. Electronic Records, Electronic Signatures and Electronic Funds
- A. Unless a provision of law enacted after July 1, 2000, specifically prohibits the use of an electronic record for the specified purpose, the School Board hereby authorizes the acceptance and distribution of electronic records and electronic signatures to and from District staff and other persons, as well as between District staff members. Additionally, the Board further authorizes District staff to create, generate, communicate, store, process, use, and rely upon electronic records and electronic signatures.
- B. The Superintendent shall consult with the State of Florida's Agency for State Technology (Agency) regarding the District's authorized acceptance and distribution of electronic records and electronic signatures.
- C. The issuance or acceptance of an electronic signature by the Board may be permitted in accordance with the provisions of this policy and all applicable State and Federal laws. If permitted, the electronic signatures shall have the full force and effect of a manual signature provided the electronic signature satisfies all of the following requirements:
1. The electronic signature is unique to the individual and identifies the individual signing the document by his/her name and title.
 2. The identity of the individual signing with an electronic signature is capable of being verified and authenticated.
 3. The integrity of the electronic signature can be assured.
 4. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed.
 5. The electronic signature complies with the School Board procedures for ensuring the security, integrity, and auditability of each signature.
 6. The electronic signature conforms to all other provisions of this policy.

CHAPTER 7.00 - BUSINESS SERVICES

II. Electronic Fund Transfers

- A. The Board authorizes electronic fund transfers (EFTs) for any purpose including direct deposit, wire transfer, automatic clearinghouse (ACH), withdrawal, investment, or payment, provided such EFTs are consistent with the provision of Chapter 668, Florida Statutes. Upon the recommendation of the Superintendent, the Board shall approve:
1. The financial institutions that are authorized to receive monetary transactions through electronic or other medium.
 2. Written agreements with financial institutions with whom EFTs will be made.
- B. Such agreements shall set forth internal controls required by State law and State Board Rule that will provide adequate integrity, security, confidentiality, and auditability of business transactions conducted by electronic commerce, including, but not limited to, the following:
1. The official title of the bank account(s) subject to the agreement and each type of transaction approved, such as deposits, disbursements or transfers, shall be specified;
 2. the manual signatures of the Board Chairman, Superintendent, and the employees authorized to initiate EFTs shall be contained therein;
 3. a requirement that the District maintain documentation signed by the initiator and authorizer of the EFTs to confirm the authenticity of the EFTs;
 4. a requirement that, when funds are properly delivered to the receiving institution, that institution agrees to become responsible for prompt and diligent processing of the funds;
 5. a requirement that written or printed documentation from the financial institution acknowledging such transactions, including but not limited to deposit slips, debit and credit memos, trust receipts, transfer acknowledgements, or canceled warrants, shall be provided so that it may be kept in the official files of the School District, which shall be maintained in a manner which facilitates easy review and validation of transactions.

CHAPTER 7.00 - BUSINESS SERVICES

III. Internal Controls and Delegation of Authority

- A. The oversight of the EFTs resides with the Chief Financial Officer and the Director of Finance. A system of internal controls and operational procedures has been established to manage the funds transfer process and the reconciliation of bank accounts. Staff will utilize effective internal controls including the separation of duties when performing funds transfers and cash management functions. Independent auditors, as part of the District's financial audits, will review the system of internal controls and compliance with the operational procedures and with this policy.

IV. Scope

- A. Board funds shall be electronically transferred for the following purposes:
1. receipt of revenue from local, State, and Federal sources;
 2. settlement on investment transactions (e.g. purchases, sales, or principal and interest distributions);
 3. transfers between Board accounts as needed for legitimate funds management activities;
 4. payment of obligations, based upon legal or contractual requirements incurred in the course of Board business, including e-payables; and
 5. payroll and other payroll related direct deposit payments.

V. Outgoing Electronic Funds Transfers

- A. Wire transfers are established by the accounting personnel, with the District's financial institution, using secure banking software which is password protected. These wire transfers, with the District's financial institutions, require the transfers to be initiated by one staff member and released by another staff member.
- B. Wire transfers from investment accounts can only be transferred to the District Control Bank Account. All transfers will be reviewed by the Director of Finance or designee when made. Wire transfers will be traced from the bank statement to the respective authorizations on a monthly basis as part of the bank reconciliation process.

CHAPTER 7.00 - BUSINESS SERVICES

C. ACH transactions are allowed for the following transaction types:

1. ACH debit transactions require funds to be paid from a Board bank account by the counterparty's financial institution and are prohibited unless the counterparty to the transaction is another governmental entity or the transaction is required by a Board approved contract, including credit card processing fees.
2. ACH credit transactions require funds to be deposited directly to the Board bank account. ACH credit transactions are acceptable when required based on contractual obligations or when this method of depositing/receipting is advantageous to the Board as determined by the Executive Director of Finance and Budgeting or equivalent position.
3. Direct deposit payments of employees' wages or other direct payments will be initiated by payroll/accounting personnel in compliance with established accounting procedures and in accordance with F.A.C. 6A-1.0012(2).
4. Individuals performing ACH and wire transfers cannot both initiate and approve one of these transactions.
5. Other methods of electronic funds transfers as established by the District's financial institution may be permitted, as long as transfers follow similar procedures as outlined above.

STATUTORY AUTHORITY: 668.01 et seq., 668.50, 1010.11, 282.0041, F.S. F.A.C. 6A-1.0012

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

CHAPTER 8.00 - AUXILIARY SERVICES

SAFETY

8.10*+ OPTION 2

- I. The safety of pupils, employees and visitors shall be the responsibility of the authorized person in charge of each site owned or operated by the School Board. The supervisor of each site or facility shall cause to be established a safety committee which shall be responsible for the promotion of a safety education and accident prevention program for that site.
- II. Schools shall cooperate with the police, sheriff's department, fire department and other agencies promoting safety education.
- III. To assist in carrying out the responsibilities for safety, each principal shall appoint a member of the staff as school safety coordinator.
- IV. No person shall bring on any School Board premises or have in his/her possession or in his/her vehicle any School Board property, any firearm, weapon or destructive device unless such weapon is required as part of his/her regular job responsibilities.
- V. School Environmental Safety Incident Reporting. The Superintendent shall develop and implement procedures for timely and accurate reporting of incidents related to school safety and discipline and shall provide training to appropriate personnel in accordance with law and State Board of education rules. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data to report the 26 incidents of crime, violence and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school sponsored events to the Department Of Education.
 - A. The Superintendent will annually report to the Department of Education the number of involuntary examinations, as defined in section 394.455, F.S., that were initiated at a school, on school transportation, or at a school-sponsored activity.
 - B. The Superintendent must certify to the Department of Education that the requirements for timely and accurate reporting of SESIR incidents has been met.
 - C. School principals must ensure that all persons at the school level responsible for documenting SESIR information participate in the on-line training offered by the Department and ensure that SESIR data is accurately and timely reported.

CHAPTER 8.00 - AUXILIARY SERVICES

- VI. Nonmedical School District personnel shall not perform invasive medical services that require special medical knowledge, nursing judgment and nursing assessment including, but not limited to, sterile catheterization, nasogastric tube feedings, cleaning and maintaining a tracheotomy and deep suctioning of a tracheotomy. Nonmedical assistive personnel can perform health related services upon successful completion of child-specific training by a registered nurse, a licensed practical nurse, a physician or a physician assistant. These procedures, which include but are not limited to clean intermittent catheterization, gastrostomy tube feedings, monitoring blood glucose and administering emergency injectable medications, must be monitored by a nurse. A registered nurse, licensed practical nurse, physician or physician assistant shall determine if nonmedical School District personnel shall be allowed to perform any other invasive medical services not listed above.
- VII. A child under the age of sixteen (16) shall wear appropriate headgear as required by law for any equine activity on a public school site. Students shall wear appropriate headgear when participating in an off campus, school sponsored equine activity as required by law.
- VIII. The Superintendent shall develop and present to the Board for approval appropriate emergency management and emergency preparedness plans.
- IX. The District shall annually conduct a self-assessment of safety and security practices. Based upon this self-assessment and other concerns, if applicable, the Superintendent shall present appropriate recommendations to the School Board for increasing safety and security and the School Board shall take such actions as it deems necessary and appropriate to address safety and security in the District or at individual sites.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

316.614, 773.06, 1001.43, 1006.062(3), 1006.07, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

CHAPTER 8.00 - AUXILIARY SERVICES

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- II. Schools shall cooperate with the police, sheriff's department, fire department and other agencies promoting safety education.
- III. To assist in carrying out the responsibilities for safety, each principal shall appoint a member of the staff as school safety coordinator.
- IV. No person shall bring on any School Board premises or have in his/her possession or in his/her vehicle any School Board property, any firearm, weapon or destructive device unless such weapon is required as part of his/her regular job responsibilities.
- V. School Environmental Safety Incident Reporting. The Superintendent shall develop and implement procedures for timely and accurate reporting of incidents related to school safety and discipline and shall provide training to appropriate personnel in accordance with law and State Board of education rules. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data to report the 26 incidents of crime, violence and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school sponsored events to the Department Of Education.
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STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

316.614, 773.06, 1001.43, 1006.062(3), 1006.07, F.S.

HISTORY:

ADOPTED: 10/22/19
REVISION DATE(S): 01/28/20, 12/15/20
FORMERLY:

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PAEC
©NEOLA 2005
Adopted: 10/22/2019
Revised: 01/28/2020
Revised: 12/15/2020

Gadsden 8.10*+

CHAPTER 8.00 - AUXILIARY SERVICES

EMERGENCY EVACUATION DRILLS

8.16*

- I. The Principal shall hold at least two (2) emergency evacuation drills during each semester with the first drill being held within the first thirty (30) days of the school term. A written report of each emergency evacuation drill shall be sent to the District Office.
 - A. Accommodations for drills conducted at exceptional student education centers may be provided.
- II. The Principal and instructional and non-instructional school staff members shall develop a base emergency exit and cover plan for such emergencies as fire, bomb threats, foul weather and national emergencies, designed to familiarize the occupants with all means of exit and appropriate cover areas for emergencies. Special emergency exits that are not generally used during the normal occupancy of the building shall be carefully detailed and outlined. Diagrams shall be posted in each student occupied area clearly indicating fire exits and alternate evacuation routes.
- III. The Principal shall plan and assign to staff members the responsibility of the prompt and orderly evacuation of school buildings.
- IV. The Principal shall identify and report to the Superintendent hazardous areas requiring corrective measures. The Superintendent shall be responsible for informing the School Board of the Principal's report.
- V. The Superintendent shall make available to each principal a copy of State Board of Education rules and any amendments adopted by the State Board of Education relating to emergency evacuation drills.

STATUTORY AUTHORITY: 1001.42, F.S.

LAW(S) IMPLEMENTED: 404.056, 1001.43, 1013.12, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-2.0010

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS

USE OF FACILITIES

9.30*+

The principal may approve the use of school property, facilities, and equipment for any group provided herein. The use of school property, facilities and equipment shall not interfere with the educational program of the school. The principal shall be responsible for safeguarding the school property, facilities, and equipment, enforcing and informing groups of School Board rules, executing proper forms, and collecting payments.

- I. Use of School Property Without Charge - The Superintendent may authorize the use of school facilities without charge, except as may be required for supervision or clean-up. If the principal is unsure about the eligibility of the organization to use facilities without charge, the matter shall be referred to the Superintendent for resolution. School facilities may be made available to:
 - A. National youth groups, e.g., scout groups operating under the sponsorship of a county organization provided the group is properly supervised. District use agreements may be executed with the community organization for all schools or for an individual school.
 - B. The Supervisor of Elections for voting precincts in any election provided the election does not interfere with the school's operation.
 - C. Any governmental or community agency when specifically approved by the School Board as being in the public interest.
- II. Use of Facilities With a Charge - The principal may permit the use of school facilities by a civic, religious, or other organization for non-school activities on a specific, temporary, or short-term basis. The following conditions shall apply:
 - A. The payment of the fee shall be in accordance with section III. herein.
 - B. School Board approval, upon the Superintendent's and principal's recommendations, shall be required for repetitious use for a period of more than six (6) months.
 - C. Sufficient supervision and adequate custodial service of the school facility shall be determined by the principal.
 - D. The use of the cafeteria shall require permission from the principal. The use of school food service facilities shall require that the kitchen be operated by a food service employee(s) or School Board employee.

CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS

- III. Fees - If the facility or equipment is being used for commercial or private gain and an admission or attendance fee is being charged, a rental fee will be charged for the use of the facility and equipment. The amount of rental fee will be based on a schedule of fees approved by the Board upon the recommendation of the Superintendent.
- IV. Payment of Required Fees - Fees as specified in section III. herein shall be paid in advance for use of facilities. Full reimbursement for custodial, supervisory, and other required services or for damages to the facility, furnishings, or equipment shall be paid within ten (10) days of billing. Checks shall be made payable to the individual school.
- V. Liability and Insurance Coverage - Each organization utilizing school facilities shall
- A. Agree to hold the School Board harmless from any liability which the School Board may accrue as a result of use;
 - B. Provide general liability insurance coverage in the amount of at least one million dollars (\$1,000,000.00) naming the School Board as an additional insured; and,
 - C. Execute a form of indemnity agreement as prescribed by the Superintendent.
- VI. Prohibited Uses of School Facilities - School property, facilities, and equipment shall not be used for the following purposes
- A. Programs involving any form of gambling or other illegal activity;
 - B. Private teaching for personal gain, unless specifically approved in advance by the School Board;
 - C. Programs in violation of Florida Statutes or School Board rules; and,
 - D. Events where alcoholic beverages are served.
- VII. Special Provisions - The following special provisions shall apply
- A. Restrooms shall be made available for all organizations using the school facilities.

CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS

- B. Any school or community event sponsor or vendor who uses school facilities shall notify the local public health unit not less than three (3) days prior to a scheduled school carnival, fair, or other celebration involving the sale or preparation of food or beverages.

 - C. If a principal has a request from a group which he/she feels may be controversial, he/she may require this group to present their request to the Superintendent to be included in an agenda for a regular school board meeting for consideration by the School Board.
- VIII. Appeals to the Superintendent - A person who feels his/her organization was improperly denied use of school facilities or an improper charge or fee was assessed may file a written appeal with the Superintendent for resolution.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 106.15, 509.032, 509.232, 1001.33, 1001.43, 1001.51, 1013.10, F.S.

HISTORY: **ADOPTED:** _____
REVISION DATE(S): _____
FORMERLY: _____

CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS

USE OF FACILITIES

9.30*+

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CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS

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- IV. Payment of Required Fees - Fees as specified in section III. herein shall be paid in advance for use of facilities. Full reimbursement for custodial, supervisory, and other required services or for damages to the facility, furnishings, or equipment shall be paid within ten (10) days of billing. Checks shall be made payable to the individual school.
- V. Liability and Insurance Coverage - Each organization utilizing school facilities shall
- A. Agree to hold the School Board harmless from any liability which the School Board may accrue as a result of use;
 - B. Provide general liability insurance coverage in the amount of at least one million dollars (\$1,000,000.00) naming the School Board as an additional insured; and,
 - C. Execute a form of indemnity agreement as prescribed by the Superintendent.
 - D. Insurance coverage on the building must be in possession of the District at least five (5) days before facility is to be used.
- VI. Prohibited Uses of School Facilities - School property, facilities, and equipment shall not be used for the following purposes
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 - B. Private teaching for personal gain, unless specifically approved in advance by the School Board;
 - C. Programs in violation of Florida Statutes or School Board rules; and,
 - D. Events where alcoholic beverages are served.

CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS

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1001.43, 1001.51, 1013.10, F.S.**

HISTORY:

**ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: September 28, 2021

TITLE OF AGENDA ITEM: Approval of 2021-2022 Code of Student Conduct

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval is requested for the revision of the 2021-2022 Code of Student Conduct as required by School Board Policy 2.25.

NOTE: The Code of Student Conduct will be an electronic version on the School Board's website.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Matthew Bryant

POSITION: Safety and Security Coordinator

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 _____

REVIEWED BY: _____

Gadsden County Public Schools

2021-2022

STUDENT CODE OF CONDUCT



"Putting Children First"

Elijah Key

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TEL: (850) 627-9651
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Board Approved
00/00/0000

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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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THE SCHOOL BOARD OF GADSDEN COUNTY

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Elijah Key
Superintendent
keye@gcpsmail.com

"Putting Children First"

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,

Elijah Key

Superintendent of Schools

EK:jb

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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)

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 2021-2022 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 ~~5225~~).
- J. Death in the immediate family.

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

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

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

The Superintendent shall develop administrative procedures that:

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

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

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

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

F.S. [F.S. 1002.20](#), [1003.21](#), [1003.24](#), [1003.26](#), [1003.27](#), [1006.09](#)

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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. **Moved from section on weapons**

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. ~~Middle and high school students are required to have shirts tucked in and pants are to be worn with a belt.~~

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) ~~The legs of pants shall not extend below the heels of shoes.~~
- 6) Uniform knee-length shorts/skirts will be acceptable.
- 7) ~~Sneakers and leather shoes are both acceptable, but must be black, or white with matching shoelaces.~~ **Shoes must be safe and appropriate covering the student's feet.**
- 8) Socks must be black, white, or other color as approved by the principal.
- 9) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 10) 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. Dark or white leather shoes or sneakers with black, dark brown, or white socks~~ **Safe and appropriate shoes covering the feet.**

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

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

Elementary/Middle School Disciplinary Action:

Any student enrolled in an elementary or middle 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 and require student to change in to appropriate attire and
 - 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. Any absence resulting from a violation of the uniform dress code will be excused.~~ **Students may also be removed from extracurricular activities by the Principal.**

High School Disciplinary Action:

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

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.
- ~~▪ Shirts and blouses that are designed to be worn inside will be tucked into the pants/skirts.~~
- Undergarment shirts need to be white or grey.

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))**
- ~~▪ No hoodies allowed on campus~~ **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.

- ~~▪ For first offenders, the school is required to give the student a verbal warning, and the principal must call the student's parent or guardian;~~
- ~~▪ For second offenders, the student is ineligible to participate in extracurricular activities for up to 5 days, and the principal must meet with the parent or guardian;~~
- For the third or subsequent offenders, the extracurricular activity exclusion is extended to up to 30 days; the school must place the student in in-school suspension for up to 3 days; and the principal must both call and send written notice to a parent or guardian.

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 ~~powered completely off (i.e., not just placed into vibrate or silent mode) and concealed and secured in lockers or vehicles and stored out of sight~~ **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, WiFi-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\(2\)](#)

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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,

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 authority to control students while on school campus or at any school event.
- B. Florida Statutes [F.S. 1003.32\(1\)\(c\)](#) 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.

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 **(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 photooptical 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 4001-1 2.70 (F.S. 1000.05(2)(a))**
 4.
 - 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 en 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, 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 ~~Parent Services' Office~~ **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 ~~Parent Services' Office~~ **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 en 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
 - Parents
 - Teachers
 - School administrators
 - Counseling staff
 - 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 an 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 an assessment plan to address that behavior; or if the child already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

B. Expulsion

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.

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.

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.

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

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

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

Suspension and/or expulsion are NOT RECOMMENDED in disciplining prekindergarten children. These procedures should only 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 and the student study team may be needed.

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

- Chewing gum, eating food, or drinking beverages during class
- ~~Being unprepared for class/no materials~~
- Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers
- Disrupting the classroom (talking out loud, getting out of seat, laughing or talking at inappropriate times)
- Displaying intimate affection in public
- Possessing inappropriate items, (toys, games, tape players,)
- 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/Student Study 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.

4th Offense

ACTIONS TO BE TAKEN BY ADMINISTRATORS

- Contact the parent/guardian. **[required]**
- Refer the student to an Administrator for disciplinary action/parent/guardian contact
- Suspend the student from home-based school activities for 2 weeks.
- Assign the student to after-school detention - 2 Days
- Assign work detail to the student.
- 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
- 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**)
- Repeating Class I offenses
- Unauthorized usage of electronic devices
- Drop Pants / Saggy Pants (reference page **12**) (**page**)
- Student use of cell telephones/wireless communication devices

Personal cell telephones may be brought to school with the following conditions:

- a. 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. **For educational purposes at the discretion of use by the school principal.**
- 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. 12)**

Actions To Be Taken By Administrators

- An administrator calls the parent/guardian. **[required]**
- An administrator will assign In-school suspension (ISS) for specified number of 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.
- An administrator will provide peer mediation for the student.
- An administrator will involve the Guidance Counselors in fact-finding and counseling of students.
- Drop pants / saggy pants: verbal warning; ~~ineligibility to participate in extracurricular activities; in-school suspension~~

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 or 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
- 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
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.
- **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.
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

- Corporal punishment (two to three paddlings)

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 5 days out-of-school suspension.
- Guidance Counselors 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 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations.

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 Statute: 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** ~~bring, possess, use, or sell~~ a firearm, imitation firearm, or explosive on campus

~~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.~~ **Moved to Suspension/Expulsion**

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. ~~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.~~ **Moved to dress code**

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) schools 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. **Moved from Zero Tolerance Offenses**

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
 - 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 ~~prohibited~~ 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
- 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

- 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

Unserved detention (extended) - unexcused absence from a scheduled extended detention

Unserved detention (regular) - unexcused absence from a scheduled regular detention

Unserved detention (Saturday) - unexcused absence from a scheduled Saturday detention

Use of intoxicants - the inappropriate use of intoxicants, including but not limited to, glue, solvents, butane, and whipped cream, for the purpose of obtaining a mood-modifying experience

Vandalism more than \$100 (includes time and labor) - the willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, including bus seats and buses, without the consent of the owner or the person having custody or control of it. This includes graffiti.

Weapon - A weapon may be, but is not limited to, any firearm, any explosive or destructive device, any knife, razor blade or box cutter, any dirk (dagger), metallic knuckles, slung shot (a small mass of metal, stone, sand, or similar material fixed on a flexible handle, strap, or the like, used as a weapon.), billie [billie (also spelled billy) club, night stick, a stick of less than arm's length, usually made of wood, plastic, or metal], tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife [\[F.S. 790.001\(13\)\]](#) or any item used with intent to cause bodily harm to another individual.

Weapon/knife possession - the possession of any knife that may inflict harm on another person, or be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, and common pocket knives or any item used with intent to cause bodily harm to another individual.

APPENDICES

Gadsden Public School District
Declaration of Intent to Terminate School Enrollment



"Putting Children First"

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**

School Name:	School District:
Student Name:	Student DOB:
Grade Level:	Date:

Directions: Please ~~circle~~ **check** the response that best describes your experience or provide a description of your experience in the ~~space~~ **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 FCAT Florida Required Assessment |
| Illness | Intimidated/Threatened/Bullied |
| Became a parent | Migrant |
| Getting married | Homeless |
| Felt like I did not belong | Family Problems |
| Expelled from school | Other |

2. Which of the following best describes your **secondary** reason for terminating school enrollment?

- | | |
|---|---|
| Classes were not interesting/bored | Student-teacher conflict |
| Missed too many days and could not catch up | Employment/have to work full-time |
| Did not like school | Friends dropped out |
| Failing classes/couldn't keep up with school work | Failed to pass FCAT Florida Required Assessment |
| Illness | Intimidated/Threatened/Bullied |
| Became a parent | Migrant |
| Getting married | Homeless |
| Felt like I did not belong | Family Problems |
| Suspended from school often | Other |
| Expelled from school | |

3. What would have improved your chances of staying in school? (~~Circle~~ **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? (~~circle~~ 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? (~~circle~~ check one)

Elementary Middle School High School College Graduate School Unknown

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 tardinesses of the student while enrolled?

- | | |
|---|---|
| Communicaton 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 bee 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 leaning (internships, service learning) | Better communication with your parents |
| Better teachers | Increased parental involvement |
| Smaller classes | Less freedom and more supervision from parents |
| More individualized instruction | Less freedom and more supervision from school officials |
| Better communication with your teachers | |

Other:

- | | | |
|--|-----|----|
| Has the student completed the student survey?
If no, how many attempts did the school make to obtain a completed survey from the student? _____ | YES | NO |
|--|-----|----|

The following section is included to encourage dropout retrieval efforts.

Three (3) month follow-up: (Please check all that apply)

Method of contact:

Letter (Level 1)

Phone Call (Level II)

Home visit (Level III)

Contact successful

Contact unsuccessful

Employment status:

Employed full-time

Employed part-time

Unemployed

Unknown

Education status:

Working on GED

Earned GED

Enrolled in another school (private/vocational)

Unknown

Other (please explain)

Did the student return to school following this contract?

YES

NO

Final contact (prior to start of next school year)

Not applicable: Student returned to school

Date:

Method of contact:

Letter (level I)

Phone call (level II)

Home visit (level III)

Contact successful

Contact unsuccessful

Employment status:

Employed full-time

Employed part-time

Unemployed

Unknown

Education status:

Working on GED

Earned GED

Enrolled in another school
(private/vocational)

Unknown

Other (please explain)

Did the student return to school following this contract?

YES

NO

School Violence: Suggested Prevention By District Safety Committee

School violence can be prevented. Research shows that prevention efforts – by teachers, administrators, parents, community members, and even students – can reduce violence and improve the overall school environment. No one factor in isolation causes school violence, so stopping school violence involves using multiple prevention strategies that address the many individual, relationship, community, and societal factors that influence the likelihood of violence. Prevention efforts should ultimately reduce risk factors and promote protective factors at these multiple levels of influence.

A. What Is a School Crime Watch?

Based on the Neighborhood Watch concept, a school crime watch helps youth watch out for each other to make the entire school area safer and more enjoyable. The school crime watch is a student-led effort that helps youth take a share of responsibility for their school community. Youth who participate in a school crime watch learn how to keep from becoming victims. They also learn the best ways to report suspicious activities or arguments between students before they turn into fights or other disturbances.

B. Planning a Successful Project

For more information on how to plan a successful project, see the National Youth Network's Planning a Successful Crime Prevention Project. This 28-page workbook explains the five steps of the Success Cycle:

- Assessing Your Community's Needs.
- Planning a Successful Project.
- Lining Up Resources.
- Acting on Your Plans.
- Nurturing, Monitoring, and Evaluating.

The workbook includes six worksheets for you to take notes on. You can get a copy of this planning workbook from the Juvenile Justice Clearinghouse, listed in the Resources section.

C. What Are Some Possible School Crime Watch Activities?

Student Patrol Program

A student patrol can be a powerful component of a school crime watch. These groups go beyond traffic safety patrol programs. They look for and report signs of crime and help keep crime off campuses. This moves the program from an informational and teaching posture to one of action. Patrol activities include monitoring halls and parking lots between classes and during lunch. This alone can reduce the number of crime related incidents. In schools with active patrols, crime has dropped 20 to 75 percent. Recognize, however, that if the patrol is not accepted by a majority of students, it can easily be seen as a group of "snitches."

Anonymous Reporting System

Another school crime watch activity is setting up an anonymous reporting system. A reporting system is critical to the success of a school crime watch program. Students should report crime or incidents because they are serious issues, not because they want to get someone they don't like into trouble. If an incident is not reported, it might escalate into a dangerous situation for the students involved. Reporting should be done on an anonymous basis, and all crime watch reports should be kept confidential. Such a reporting system can produce tips on areas to watch on the school grounds and reveal other issues of concern to students.

Crimestoppers International and Youth Crime Watch of America have worked with schools to implement these kinds of programs and can provide you with more specific information..

D. Other Activities for School Crime Watch

Student crime watch programs can perform a number of other activities to promote the overall health of the school. These include: Hosting drug- and alcohol-free parties.

- Sponsoring crime prevention fairs.
- Working with local elementary schools on child safety issues.
- Writing a column about crime prevention for your local or school newspaper.
- Presenting daily or weekly crime prevention tips over the PA system during morning announcements.
- Teaching drug prevention, personal safety, and conflict resolution to peers and younger students.
- Organizing school cleanups.

Resources –

For more information, contact one of the following organizations or visit the U.S. Department of Justice Kids Page Web site at www.usdoj.gov/kidspage. 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

National Crime Prevention Council

1700 K Street NW., Second Floor
Washington, DC 20006-3817
202-466-6272
Internet: 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

National School Safety Center

4165 Thousand Oaks Boulevard
Westlake Village, CA 91362
805-373-9977
Internet: www.nsscl.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

**Gadsden County School District
BULLYING AND HARASSMENT FINAL REPORT FORM**

School Personnel Completing Form:	Position:
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Today's Date	Month	Day	Year	School:
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Name of Person Who Reported the Incident (From Reporting Form):
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Date of Initial Report:	Telephone:	E-mail:
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Student	Parent/guardian	Other (specify)
Written Report (form)	Verbal Report	Other (specify)
		Anonymous Report

Name of alleged victim:

Male/Female	Grade	Age	Race	Disabled <input type="checkbox"/> YES <input type="checkbox"/> NO	Days absent as a result of the incident:
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Name(s) of alleged offender(s) (if known)	Age	School	Is he/she a student?		Days absent due to incident (include OSS)
			YES	NO	

INVESTIGATION

3. Parents/legal guardians of all involved were notified after the investigation was initiated.

Date:	Method:
--------------	----------------

4. What actions were taken to investigate this incident? (choose all that apply)

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

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

Because of race Because of national origin Because of marital status Because of gender Because of gender identity Because of religion Because of imbalance of power	Because of physical appearance To impress others Just to be mean Past conflicts Retaliation Because of another reason (specify): 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 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.

Action	Agreed to Informal Resolution (Student-Student only)	Formal Resolution	Appeals: Referral to Area Superintendent and/or Appropriate Area/District
Date			
Outcome			
Signatures			

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!

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
- II 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 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

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)

