

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
August 8, 2017

AGENDA

- 9:00 a.m. Call to Order/Welcome/Pledge Jerry Taylor, Chairman
- 9:02 a.m. Trane Update Mark Carver/Trane Representatives
- 10:00 a.m. Facilities Department Updates Mark Carver
- 10:30 a.m. Assistant Superintendent of Janene Fitzpatrick
Instruction Department Update
- 11:00 a.m. Public Relations and Websites TJ Vickers
- 11:15 a.m. Food Service Department Update Lisa Dorris
- 11:45 a.m. Policy Updates (**pgs. 2-51**) Bill Brothers
- 12:00 p.m. Superintendent Update Ted Roush
- 12:30 p.m. Adjourn

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

SCHOOL IMPROVEMENT AND EDUCATIONAL ACCOUNTABILITY

2.09

POLICY:

The School Board shall be responsible for school and student performance and for developing, approving, implementing, and maintaining a system of school improvement and education accountability pursuant to Florida Statutes and State Board of Education rules. The system shall establish the individual school as the unit for education accountability and shall conform with the provisions of planning, ~~and~~ budgeting as required by sections 1008.385, 1001.42, 1010.01, and 1011.01, Florida Statutes. *School* as used herein shall include each school-within-a-school, magnet school, self-contained educational alternative center, and satellite center.

The system shall include, but not be limited to, the following components:

I. School improvement plans which are adopted for each District school.

Each District school shall develop and present to the Superintendent, by the date set by the Superintendent, an individual school improvement plan for consideration by the School Board. The approved plan shall be implemented the next school year.

- A. The plan shall be designed to achieve the state education goals and student performance standards and shall be based on a needs assessment conducted pursuant to data collection requirements in Florida Statutes.
- B. The plan shall address school progress, goals, indicators of student progress, strategies, and evaluation procedures including adequate measures of individual student performance. School safety and discipline strategies and other academic-related issues may be included.

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- C. The plan for each District school shall be approved annually and shall be implemented as a new, amended, or continued school improvement plan.
- D. The plan shall be developed by School Board employees in each District school in conjunction with the school advisory council.
- E. Each school plan shall meet the requirements of Florida Statutes.

II. An approval process

The District process for initial approval and subsequent annual approvals of school improvement plans shall provide for each school improvement plan to be reviewed and approved or disapproved by the School Board. The Superintendent shall refer any disapproved school improvement plans to the ~~Florida Commission on Education Reform and Accountability~~ Department of Education.

- III. A three -year individualized assistance and intervention plan for schools that do not meet or make adequate progress, as defined in Florida Statutes and State Board of Education rules, in satisfying the goals and standards of their approved school improvement plan.
- IV. The District notification procedures to the ~~Florida Commission on Education Reform and Accountability~~ Department of Education and the ~~State Board of Education~~ to identify any school that has completed a two-year individualized assistance and intervention plan without making adequate progress in satisfying the goals and standards of its approved school improvement plan.
- V. A communication program, to inform the public about student performance and educational programs in District and school reports.
- VI. Funds for schools to develop and implement school improvement plans.

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- VII. A reporting procedure to provide the ~~Florida Commission on Education Reform and Accountability~~ Department of Education with annual feedback on the progress of implementing and maintaining a system of school improvement and education accountability. Items specified in Florida Statutes, shall be included in all feedback reports.

STATUTORY AUTHORITY:

1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 24.121(5)(c), 1001.10, 1001.42, 1001.43, 1001.452, 1003.413, 1008.33, 1008.345, 1008.385, 1010.01, 1011.01, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-1.09981

History:

Adopted:

Revision Date(s): 12/14/99, 3/23/2010

Formerly: BBA

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

WELLNESS PROGRAM

2.20

I. Philosophy and Commitment

The School Board of Suwannee County believes that good health fosters student attendance and student achievement. The Board also believes that a healthy staff is a more effective staff and that healthy staff members can serve as role models for healthy lifestyles. The Board is, therefore, committed to provide school and worksite environments that promote and protect children's health, well being, and ability to learn and employees' health and well being by promoting and supporting healthy eating, physical activity and healthy lifestyles. The District shall implement a multifaceted wellness program with the involvement of students, staff, families and the community.

II. Nutrition Goals: Meals served through the National School Lunch and National School Breakfast Programs will endeavor to:

- A. Promote good nutrition for students and staff through a variety of means
- B. Provide appealing and attractive meals that are served in clean, pleasant settings.
- C. Provide meals that meet nutrition requirements established by federal, state and local laws and regulations.
- D. Serve low-fat and fat-free milk and nutritionally equivalent nondairy alternatives, to be defined by the USDA.
- E. Offer a variety of fruits and vegetables.
- F. Ensure that *a la carte* items meet or exceed recommended nutritional standards.

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- G. Provide and encourage participation in the school breakfast and lunch programs.
- H. Schedule meals at appropriate times and the lunch meal as close to the middle of the day as possible and allow adequate time to eat after being seated.
- I. Ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidelines issued by the United States Department of Agriculture (USDA).
- J. Encourage participation of eligible students in the free and reduced price meal program.
- K. Sponsor a summer nutrition program consistent with Florida Statutes.
- L. Encourage healthy, nutritious food choices for snacks, celebrations, and fund-raising activities, and discourage the use of foods as rewards.
- M. Provide nutrition education to students through a variety of classroom and lunchroom activities.
- N. Integrate nutrition education information into healthy education or core curricula such as mathematics, science, social studies and language arts.
- O. Provide opportunities for staff development activities for food service staff and teachers in the areas of nutrition and physical education.
- P. Provide nutrition education to families through one or more of the following: newsletters, parent meetings and other family activities, nutrition education on websites, web links, healthy snack ideas in menus, ideas for celebrations and rewards, best practices sharing sessions with parents/community.

III. Physical Activity Goals

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

To provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, participate in physical activities, and understand the short and long-term benefits of a physically active and healthy lifestyle.

- A To provide a physical education program that emphasizes physical fitness and healthy lifestyles.
- B To provide daily physical activity at elementary schools and encourage active participation to require 150 minutes per week in grades K-5 per HB 967; 2007.
- C To provide opportunities to integrate physical activity cross curricula throughout the school day. Movement can be made part of science, math, social studies, and language arts.
- D To encourage students to set personal fitness goals.
- E To provide opportunities for school-wide events that promote physical activity such as field day, interscholastic athletic events, etc.)
- F To encourage physical activities for staff.
- G To encourage parents to promote physical activity and to participate in physical activities with their children.
- H To avoid the use or withholding of physical activity(ies) as punishment.

IV. Health and Safety Goals

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- A. To support the health of all students as demonstrated by providing health office staffed by professional health care providers, maintain state mandated health screenings, and, when appropriate, assist parents in enrolling eligible children in Medicaid and other state children's health insurance programs
- B. To maintain school level wellness committees (parents, family members, teachers, students, administration, health care providers) to plan, implement, and improve nutrition and physical activity in the school environment.
- C. To maintain safety procedures and appropriate training for students and staff to support personal safety and a violence and harassment free environment.
- D. To maintain a tobacco and drug-free school and work environment
- E. To provide safe traffic patterns at school sites for students and vehicles before and after school.
- F. To provide a comprehensive health and safety education program for students.
- G. To provide career education awareness for careers in health and wellness related fields.
- H. To provide bicycle safety training for students.
- I. To provide health screenings for staff and students (as mandated).
- J. To refer students, families and staff to health resources in the community.
- K. To promote and support health and safety programs in the community.

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

L. Family and Community Involvement Goals

- a. To promote the involvement of families in wellness activities.
- b. To promote nutritional awareness by families.
- c. To collaborate with community agencies and organizations to promote wellness activities in the community.
- d. To support and encourage participation in community activities such as organized walks, health screenings, and educational programs.

M. Wellness Coordinator and Worksite Contact Persons

- a. The Superintendent shall appoint a District Wellness Coordinator to manage and coordinate the implementation of the program and serve as the District office Wellness Contact.
- b. Each principal shall appoint a Wellness Contact for his/her school.

N. Wellness Committee

The Superintendent shall appoint a district Wellness Committee which will be part of the School Health and Safety Committee and shall include, but not be limited to, representatives from the following areas:

- a. School Board representative
- b. District Wellness Coordinator
- c. school administrator
- d. physical education teacher
- e. school food service representative
- f. guidance counselor
- g. health professional
- h. school resource officer or law enforcement representative

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- i. social worker, if applicable
- j. student
- k. parent
- l. community
- m. custodial representative, if applicable

O. Implementation

- a. The Wellness Committee will conduct a baseline assessment of current nutrition education and guidelines, physical activity, and other wellness related topics.
- b. The Wellness Committee will develop a wellness program based on the adopted goals as identified by the results of the initial assessment.
- c. Program goals will be implemented in a progressive manner annually to provide partnerships to improve planning and implementation of health promotion projects/events within each school and throughout the community.
- d. Schools shall actively develop and support the engagement of students, families and staff in community health enhancing activities and events at the school or throughout the community.
- e. The program will be incorporated into existing parent involvement programs.
- f. The Wellness Coordinator will work with the Wellness Contacts regarding implementation of the program

V. Oversight, Evaluation, and Modification

- A. The Wellness Committee will monitor the implementation of the wellness program.
- B. The program will be assessed annually and data compared to the

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

baseline data and, in subsequent years, to the prior year's data.

- C. The committee shall report the results of the annual assessment to the Superintendent and the School Board.
- D. Recommendations for modifications in this policy and/or the program, if appropriate, shall be made after analyzing assessment data and evaluating the policy using the Local School Wellness Policy Compliance Checklist.
- E. The Wellness Program shall meet the requirements of the National School Lunch Act and the Child Nutrition Act of 1966.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: P.L.108-265, SECTION 204
NATIONAL SCHOOL LUNCH ACT (42 USC 1751 *et seq.*)
CHILD NUTRITION ACT OF 1966 (42 USC 1771 *et seq.*)
570.981, 570.982, 1001.43, 1003.42, 1003.453, F.S.

**STATE DEPARTMENT OF AGRICULTURE
AND CONSUMER SERVICES RULE(S):** 5P-1.001, 5P-1.002, 5P-1.003

HISTORY:	ADOPTED: 10/23/07 REVISION DATES: 09/25/07, 10/23/12 REVIEWED BY SCSB 09/13/2011 FORMERLY: NEW
-----------------	---



ADAM H. PUTNAM
COMMISSIONER

Florida Department of Agriculture and Consumer Services
Division of Food, Nutrition and Wellness

**LOCAL SCHOOL WELLNESS POLICY
COMPLIANCE CHECKLIST**

The local school wellness policy (LWSP) was reviewed for compliance in meeting Section 1003.453, Florida Statutes, using the following checklist.

Sponsor School/Institution Name _____

Yes	No	Established Requirements
		1. Does the policy designate (<u>must</u> list the position title) one or more LEA or school officials to ensure that each school complies with the LSWP?
		2. Does the policy indicate goals that are measurable for nutrition promotion?
		3. Does the policy indicate goals that are measurable for nutrition education?
		4. Does the policy indicate goals that are measurable for physical activity?
		5. Does the policy indicate goals that are measurable for other school-based activities?
		6. Does the policy state that the LEA will review and consider evidence-based strategies in establishing goals for nutrition promotion and education, physical activity and other school based activities that promote student wellness to (at a minimum) include a review of the Smarter Lunchroom tools and techniques?
		7. Does the policy provide nutrition guidelines for all food and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and the Smart Snacks in School nutrition standards?
		8. Does the policy include standards for other non-sold food and beverages that are made available on the school campus during the school day (i.e. foods provided for classroom parties and school celebrations)?
		9. Does the policy state that in-school marketing of food and beverages will meet competitive food (Smart Snack) standards.
		10. Does the sponsor provide in its wellness policy a plan for annual review (as required by K-20 Education Code 1003.453) to evaluate and measure the implementation of the LSWP?
		11. Does the sponsor provide a plan for conducting the triennial progress assessments and making appropriate updates or modifications to the policy based on the following? <ul style="list-style-type: none"> • The extent to which each school under the jurisdiction of the LEA is in compliance with the local school wellness policy; • The extent to which the sponsor's local school wellness policy compares to model local school wellness policies; and • A description of the progress made in attaining the goals of the local school wellness policy.
		12. Does the policy indicate how the results of the most recent triennial progress assessment will be available to the public in an accessible and easily understood manner at all times (i.e. on the district and/or individual school's website)?
		13. Does the policy list how the sponsor will annually inform and update the public (including parents, students, and others in the community) about the content/ implementation of and any updates to the LSWP?

		14. Does the sponsor state that they will update and make modifications to the wellness policy as appropriate or based on the results of the annual review and triennial assessments and/or as local priorities change, community needs change, wellness goals are met, new health information and technology emerges and new federal or state guidance or standards are issued?
		15. Does the sponsor include a description of the manner in which all stakeholders (i.e. parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public) are provided an opportunity to participate in the development, implementation, periodic review and update of the LSWP?

The sponsor must maintain the following documentation to demonstrate compliance with the LSWP recordkeeping requirements:

Upon administrative review, the sponsor will be responsible for providing the following:

- The written local school wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as consistent with the section on informing and updating the public; and
- Documentation of the triennial assessment of the local school wellness policy for each school under the LEA's jurisdiction.

Reviewed by: _____

Date: _____

Meets all established requirements: ☐

Date: _____

Assigned Agreement No. _____

CHAPTER 3.00 - SCHOOL ADMINISTRATION

ADMINISTRATIVE ORGANIZATION

3.05*

POLICY:

The administrative head of each school is the School Principal. The District also appoints Assistant Principals and Assistant Principal-Curriculum Coordinators to the school as needed.

The District Staff exists to give support and direction to the schools. The Superintendent is assisted in this responsibility by administrators on staff in the positions of Assistant Superintendent, Director, Supervisor, Manager and Coordinator.

(Organization Chart is attached)

STATUTORY AUTHORITY:

1001.41; 1001.42, F.S.

LAWS IMPLEMENTED:

120.53; 1001.42; 1001.43; 1012.27, F.S.

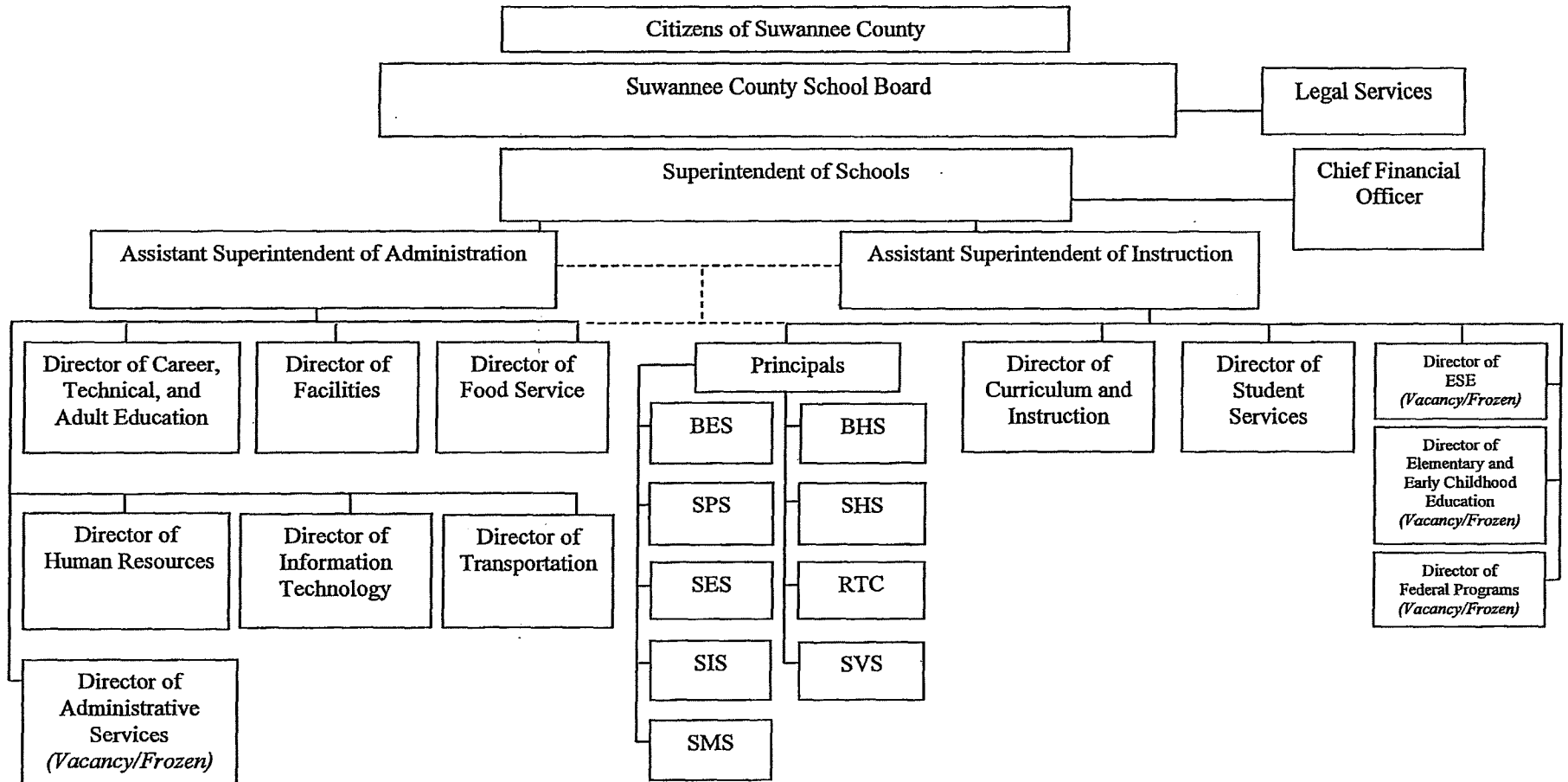
History:

Adopted:

Revision Date(s): 7/22/2014, 1/27/2015

Formerly:

SUWANNEE COUNTY SCHOOL DISTRICT ORGANIZATION CHART



CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

THE CURRICULUM

4.02*

POLICY:

- I. The District curriculum shall be determined by:
 - B. Student performance standards, curriculum frameworks, and assessment tests;
 - C. Students' needs as determined by studies, assessments and surveys;
 - D. Continuous evaluation of curriculum effectiveness in meeting students' needs in the District; and
 - E. Florida Statutes, State Board of Education Rules, and the School Board.
- II. The Superintendent may appoint such committees and special study groups as may be necessary to assist in determining the educational needs of the District.
- III. The Superintendent shall designate an appropriate staff member who is responsible for the development and coordination of the total curriculum of the District.
- IV. The program of instruction shall include, but not be limited to
 - A. Elementary Level Curriculum - reading, language arts, social studies, science, health, physical education, music, art, mathematics, character education, and such other disciplines that may be considered necessary to a comprehensive elementary school program. The curriculum shall include instruction in study and work habits, critical thinking skills, health and hygiene, citizenship, career orientation, the establishment of purposes, and the development of character and morality;

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

- B. Middle Level Curriculum - Mathematics, language arts, reading, science, social studies, music, art, health, physical education, exploratory career education, character education, computer literacy if resources are available, and critical thinking skills. Activities which offer desirable experiences such as consumer education, band, drama, creative writing, athletics, and student government shall be promoted. Instruction in the use of the library and counseling services shall be provided;
- C. Senior Level Curriculum - Will consist of courses which meet the needs of all students. Both college preparatory and terminal courses shall be offered at levels which will challenge each student to perform in accordance with his/her ability.
 - 1. Library instruction and counseling services shall be provided.
 - 2. Character education shall include instruction on the development of leadership, interpersonal, organization, and research skills; workplace ethics and law; conflict resolution; skills that enable students to become resilient and self-motivated; and skills which assist students to become employed.
 - 3. A program of student government, student publications, drama, music, social activities, and athletics shall be provided for the development of well-rounded citizens.
- D. A student's progression from one grade to another shall be determined, in part, upon proficiency in reading, writing, science, and mathematics.
- V. The Superintendent or designee shall make an annual report to the School Board each year, giving the status of the instructional program in meeting the District's educational goals and objectives and recommendations for improving the curriculum.

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

- VI. The responsibility and right of an instructional staff member to present information of a controversial nature is hereby recognized. The teacher shall not present controversial material or issues which are not directly or closely related to the subject area being taught. In presenting controversial materials on an issue, the teacher shall present all sides of the question without bias or prejudice and shall permit each student to arrive at his / her own conclusions.
- VII. A course description shall be presented for School Board approval before any course or unit in the objective study of the Bible or a comparative study of religion, as provided in Section 1003.45, Florida Statutes, is initiated in any school. The description shall detail the purpose of the course, the materials to be used, grade location, length of the course, and credit value. No teacher shall present or permit to be presented any material which ridicules any religious sect, belief, or faith.
- VIII. Prior to initiating any course or unit of instruction in human growth and development, a course outline and complete description shall be presented for School Board approval. This rule does not preclude the teaching of personal cleanliness in health and physical education classes or in the elementary grades, or the teaching of matters relating to sex education as provided in state-adopted textbooks, or information relating to sex education as required in other course using duly-adopted textbooks and materials where sex education is an incidental part of the course.
- IX. It shall be the responsibility of the school to make students aware of the dangers and consequences of sexually transmitted diseases. The manner, scope, and levels at which this information will be presented shall be determined by the Superintendent or designee in consultation with instructional supervisors and principal(s). Prior to initiating any such unit of instruction, the proposed program, the materials to be used, and other essential information shall be presented to the School

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

Board for approval. When any questionable information is to be viewed by mixed groups, the sexes may be separated for presentation of materials.

- X. Age-appropriate information about Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) infection, and other sexually transmissible diseases shall be taught in Grades K-12. Instruction shall address causes, transmission, and prevention and shall be approved by the School Board.
- XI. The Superintendent or designee shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to AIDS education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities.
- XII. A student shall be exempt from instructional activities on reproductive health or Acquired Immune Deficiency Syndrome (AIDS) provided his / her parent(s) or legal guardian files a written request with the school principal.
- XIII. In compliance with Florida Statute 1003.46, throughout instruction in Acquired Immune Deficiency Syndrome, sexually transmitted diseases, or health education, when such instruction and course material contains instruction in human sexuality, a school shall:
 - A. Teach abstinence from sexual activity outside of marriage as the expected standard for all school-age children while teaching the benefits of monogamous heterosexual marriage.
 - B. Emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases,

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

including Acquired Immune Deficiency Syndrome (AIDS), and other associated health problems.

- C. Teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others.
 - D. Provide instruction and material that is appropriate for the grade and age of the student.
- XIV. The Superintendent or designee shall develop a physical education program to implement the requirements of Florida Statutes.
- ~~XV. The Superintendent or designee shall develop procedures to implement the provisions of the Florida Secondary School Redesign Act. Requirements of the Act shall be incorporated into the *Student Progression Plan*.~~
- XVI. When dealing with political issues, the positions of all parties will be presented on a non-partisan basis. Partisan political literature will not be distributed in schools. However, schools may give out information relating to school district taxes or the need for construction bonds.
- XVII. All course materials and verbal or visual instruction shall conform to the requisites and intent of all Florida law and the State constitution. All instructional materials, including teachers' manuals, films, tapes, or other supplementary instructional material, shall be available for inspection by parents or guardians of the children engaged in such classes.

STATUTORY AUTHORITY:

1001.41; 1001.42, F.S.

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

LAWS IMPLEMENTED: 1000.21, 1001.43,, 1003.42; 1003.4203,
1003.45; 1003.455; 1003.46;1006.28;
1006.29; 1008.25; 1010.305, F.S.

STATE BOARD OF EDUCATION RULE: 6A-1.09412; 6A-1.09414

History:

Adopted:

Revision Date(s): 12/14/99, 4/27/10, 4/24/12, 7/22/2014

Formerly: IGA, INB

CHAPTER 5.00 – STUDENTS

STUDENT ASSIGNMENT

5.03

POLICY:

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 defined as the residence of his / her parent(s), legal guardian, legal custodian, or other such person as defined by any order issued by a court of competent jurisdiction of the State of Florida. Any student residing in the School District shall be assigned to a school for attendance by the Superintendent or designee.

- I. ~~A student residing with a person who is not the student's parent(s), legal guardian, legal custodian, or other such person designated by any order issued by a court of competent jurisdiction of the State of Florida to be responsible for the student shall be allowed to attend a District school under these conditions:~~
 - A. ~~The person with whom the student resides shall complete a notarized statement as required by the Superintendent.~~
 - B. 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 of time in which the student was expelled or suspended from another district. Such students shall be accorded the same appeals procedure which is available to District students.
- II. A student may be permitted to attend a school in another residential attendance zone pursuant to the following procedures of guidelines the Controlled Open Enrollment Plan adopted by the School Board listed below. ~~Guidelines shall be issued annually.~~

CHAPTER 5.00 – STUDENTS

- A. Parents must request reassignment following published timelines if they desire reassignment to any school other than their assigned school.
 - B. An Appeals committee will be appointed by the Superintendent. It will hear protests and requests for reassignment.
 - C. Once a child attends an out-of-zone school, preference for continued attendance will be given to that student and their younger brothers and sisters.
 - D. Parents participating in the controlled school choice program must provide their own transportation to the school of their choice.
 - E. Out of county transfers may apply for their school of choice and will be placed in their school of choice in accordance with the procedures set forth in Policy 5.031 Student Out of Zone Transfers/CHOICE following the placement of the Suwannee County Residents who have priority.
 - F. In implementing the school choice initiative, no school will be out of compliance with federal desegregation orders.
 - G. Students in the Exceptional Education Program will be placed in the best interest educationally for the child and where the programming for that specific disability is being housed.
- III. Any student whose legal residence is outside the boundaries of the county may ~~not be enrolled in any a District school without the approval of the School Board, except~~ under the provisions of Florida Statutes and the Controlled Open Enrollment Plan. The assigned school for an out-of-district student shall be designated on the basis of space available. Such transfers shall be on a nondiscriminatory basis and shall not result in reducing desegregation in either school district or in reinforcing the dual school system.
- IV. ~~No student shall be permitted to cross district lines for the purpose of attending school in the school district or outside the school district, except under a written agreement as provided in section 1001.42(4) (d), Florida Statutes. Any such agreement between the School Board and any other Florida school district shall be duly recorded in the official~~

CHAPTER 5.00 – STUDENTS

~~School Board minutes. Such transfers shall be on a non-discriminatory basis and shall not result in reducing desegregation in either school district or in reinforcing the dual school system.~~

~~A. The assigned school for an out-of-district student shall be designated on the basis of space available. Such assignment shall not occur after the February FTE (full time equivalency) count, except under the provisions of the contract with another District school system.~~

~~B. The Board shall specify conditions for admitting students from other Florida school districts.~~

IV. Any student(s) who has been attending, in the year prior to the designation a public school that has been designated classified as performance category "F", or has earned three (3) consecutive grades of "D" failing to make adequate progress for two school years in a four year period 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 choose to attend a higher performing school in the District or an adjoining district as allowed by law, consistent with Florida Statutes and State Board of Education rule.

V. Students enrolled in a Home School Program must annually apply for admission consideration to the Superintendent. Granting of admission will be based on space and program availability.

STATUTORY AUTHORITY:

1001.41; 1001.42 F.S.

LAWS IMPLEMENTED:

1000.21; 1001.41; 1001.42; 1001.43; 1001.51;
1002.20, 1002.31; 1002.38; 1002.41; 1006.15
F.S.

History:

Adopted: 09/25/07

Revision Date(s): 08/28/07, 5/25/10, 1/27/2015

Formerly: JC, JECC, JECB

CHAPTER 5.00 – STUDENTS

STUDENT OUT OF ZONE TRANSFERS/CHOICE

5.031*+

- I. The School Board strives to accommodate family choice to the maximum extent possible. Students may attend a school other than their zoned school if they have been granted a choice assignment in accordance with this policy. Disciplinary and/or attendance issues may result in a return to the home zoned school the following school year and/or may result in immediate return to the home zoned school. School choice is available for the following:
 - A. Magnet Programs
 - B. Controlled Open Enrollment
 - C. Charter Schools
 - D. McKay Scholarships
 - E. Home School
 - F. Virtual School
 - G. Dual Enrollment
- II. The following provisions apply to all choice assignments:
 - A. The student must remain in the zoned school until a choice assignment is granted.
 - B. Applications for certain choice assignments must be submitted within the designated time frame. Time frames are published on the Board website by Date* for applications for the following school year.
 - C. With the exception of children of full-time Board employees who are non-residents of the District, students whose primary legal residence is in the District shall be given preference over non-resident students with respect to the granting of choice assignment.
 - D. The Board does not provide transportation to students with choice assignments except as otherwise provided for in this policy or by law.

CHAPTER 5.00 – STUDENTS

III. Magnet Programs

- A. Magnet programs for elementary, middle, and high school students have pre-established criteria for admission which vary by school/program. These admission criteria and application procedures will be made available to interested persons through the school where the program is located.
- B. Application to magnet programs will begin in January for entry into the program at the beginning of the following school year. The Superintendent will annually establish caps for each magnet program and a deadline for applications.
- C. For any school year, parents may apply for admission of the student to magnet programs and, must signify their choice by registering the student by the date established by the Superintendent.
- D. A student who is accepted to a magnet program who ceases to participate in the program will be returned to his/her zoned school. Participation is defined as being registered in and maintaining the expected levels of success as defined by the magnet program. A minimum, grade point average may also be required.
- E. Transportation may be provided for students enrolled in magnet programs at the discretion of the Superintendent or as may be required by applicable law.

IV. Controlled Open Enrollment

- A. Students may be granted choice assignments to schools that are not crowded and would not become crowded as a result of such assignments.
- B. Each year, the Board will establish a ninety percent (90%) capacity for each school in the District. Schools having a projected enrollment of less than ninety percent (90%) of capacity for the following school year will be available for controlled open enrollment. Projected enrollment will be calculated by taking the number of students zoned to the school, subtracting those students granted acceptance to magnet programs at other schools, adding students granted acceptance to magnet programs at the school, and adding students with continuing zoning exceptions.
- C. Schools having a projected enrollment equal to or greater than ninety percent (90%) capacity will not be available for controlled open enrollment, any applications submitted will be placed on a waiting list. Eligible schools

CHAPTER 5.00 – STUDENTS

will be posted in the Student and Community Engagement Office and on the Board's website.

- D. Applications for controlled open enrollment will be submitted to the School on the Controlled Open Enrollment Form. The Superintendent will annually establish an application period for controlled open enrollment.
- E. The Student and Community Engagement Office will compile applications into lists by school of application.
 - 1. If the school's ninety percent (90%) capacity would not be exceeded by the number of choice applications when added to the projected school population, choice applicants for that school will be approved as in alignment with the School Choice Plan.
 - 2. If the school's ninety percent (90%) capacity would be exceeded by the number of choice applications when added to the projected student population, admission will be granted first to students who have siblings in the chosen school, and all other available positions will be filled through a stratified lottery will be utilized to maintain socioeconomic and demographic balance as defined in statute.
 - 3. Other priorities, once verified, applications for students meeting one or more of the priority criteria as described in this paragraph shall be granted priority to attend their first choice school if a seat is available. Applications with one or more of the priorities provided in this paragraph shall be separated from each group and placed in random order. Students who are eligible for priority preference include:
 - a. Dependent children of active duty military personnel whose move resulted from military orders;
 - b. Children who have been relocated due to a foster care placement;
 - c. Children who have moved due to a court-ordered change in custody due to separation or divorce;
 - d. Children who have moved due to the serious illness or death of a custodial parent.
 - e. Students at multiple session schools; and
 - f. Students residing in the District.

CHAPTER 5.00 – STUDENTS

- F. Parents will be notified of the approval or denial of their student's application.
- G. A student who is granted a choice assignment under Controlled Open Enrollment must register at the new school within ten (10) days of being notified or the choice assignment will be rescinded.
- H. Students who are not selected to attend the school(s) to which they applied will be notified that the District will be unable to place them at a requested school and they must register at their zoned school. The student will be placed on a waiting list in case a position opens within the first ten (10) days of the school year.
- I. Positions at a school that were assigned to a student under Controlled Open Enrollment will be monitored at the beginning of the school year. Students who have accepted assignments but who are not in attendance by the tenth (10th) day of school will have their assignments revoked. A revoked choice assignment may then be assigned to the next student on the waiting list.

V. Charter Schools

In addition to choice within schools operated by the Board, parents may elect for students to attend charter schools that have been approved by the Board. (See Policy 3.90 - Charter Schools). Each charter school is operated and governed by its own independent board. Parents who elect this option need to communicate directly with the charter school to resolve questions and concerns.

VI. McKay Scholarships

Students with disabilities may be granted choice assignments to schools other than the school to which they are zoned under the provisions of the McKay Scholarship Program (F.S. 1002.39).

VII. Home School

Parents may elect to home school students in accordance with State law. See Policy 4.17 - Home Education Programs.

VIII. Virtual School

Parents may elect to register their students in a virtual education program. See Policy 4.25 - Virtual Instruction.

CHAPTER 5.00 – STUDENTS

IX. Dual Enrollment

See Policy - Postsecondary Enrollment Programs.

X. Revocation of Choice Assignment

If a student is granted a choice assignment and displays issues with attendance, grades, or disciplinary actions the principal may make the decision to have the student returned to their zoned school. Prior to revoking a school choice variance the school will document a minimum of three (3) good faith efforts to provide interventions and enlist parental/guardian support for the identified areas of concern. If a student is being returned to their zoned school due to a revocation, communication should occur between the schools to establish supports for the student. Revocation of a choice assignment within ten (10) school days of the end of a nine (9) weeks or semester grading period will be effective the first day of the following grading period. No requests for revocation will be considered during the final twenty (20) days of the school year.

XI. Zoning Exceptions

Students may attend a school other than their zoned school if they have been granted a zoning exception in accordance with this policy. Zoning exceptions are not to be used as a substitute for school choice. Zoning exceptions may be granted for the following reasons:

- A. Parents employed by the Board: Students are allowed to attend the school of parent's choice if the parent is a full time employee with _____ County Schools who resides in _____ County. A choice form must be completed and approved prior to the transfer. Students may ride the bus from the nearest existing stop servicing the requested school.
- B. Exceptional Student Education (ESE) Transfers: Students who transfer into the District from another school district must have an IEP meeting to review their current IEP after obtaining approval or upon verification as a new resident. Some ESE programs do not allow for choice because they serve the specific needs of a student with a disability at a cluster site. Siblings of ESE students being served in a cluster site program may attend school with the ESE siblings. Parents must complete the request form prior to sibling transfer. Transportation may not be provided for the non-ESE siblings. Time Frame: ESE service requirements.
- C. Hardship Placement:
 - 1. medical/psychological need

CHAPTER 5.00 – STUDENTS

2. police/DCF request
 3. victim of a violent crime
- D. Transfers are allowed for a student whose parents have begun actual construction on a home in the receiving school zone, if the student shall permanently move into the home by the end of the semester in which the transfer is to take place. Time Frame: One Semester.
- E. Students who move to another school zone within _____ County before the end of the first semester of the school year are to enroll in their zoned school or may request choice. Students who move following the end of the first semester are permitted to complete the academic year at the school in which the students were legally enrolled prior to the change of address.
- F. Out of district transfers, including students of _____ County School employees will be approved on a case-by-case basis if space is available. An application must be submitted to both the home school district and to _____ County Schools. The parent must show verification of release from the home school district prior to being approved and enrolling in _____ County Schools.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1000.21, 1001.41, 1001.42, 1001.43, 1001.51,
1002.20, 1002.31, 1002.38, 1013.35, F.S.

HISTORY:	ADOPTED:
	REVISION DATE(S):
	FORMERLY: NEW

CHAPTER 5.00 – STUDENTS

POSTSECONDARY ENROLLMENT PROGRAMS

5.032

- I. The School Board recognizes the value to students and to the District for students to participate in programs offered by accredited colleges and universities. The Superintendent will annually develop/revise articulation agreements jointly with postsecondary institutions to provide a comprehensive articulated acceleration program including, but not limited to, dual enrollment and early admission programs.
- II. The Board will approve participation by students in grades 10, 11, and 12 who meet the State Board of Education's criteria, to enroll in approved postsecondary programs while in attendance in the District. Students will be eligible to receive secondary credit for completing courses contained in any of these programs. Such credit will count toward graduation requirements.
- III. No student may participate without the written consent of parents and the high school principal.
- IV. Annually all secondary school students and their parents shall be informed of the options available to the students for dual enrollment as an educational option and mechanism for acceleration.
- V. The postsecondary education institution will assign a letter grade for the student's work in the course, and the District will be responsible for posting dual enrollment course grades as assigned by the postsecondary institution to the high school transcript. The Superintendent shall also establish the necessary procedures to comply with State law and ensure that it is properly communicated to both students and their parents.
- VI. The District shall deny high school credit for any portion of postsecondary courses which are taken during the period of a student's expulsion. Any District student who is expelled is not eligible for enrollment or continuation in postsecondary courses during the period of expulsion except as determined by mutual agreement between the District and the college or university.

CHAPTER 5.00 – STUDENTS

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1007.27, 1007.271, F.S.

HISTORY:	ADOPTED:
	REVISION DATE(S):
	FORMERLY: NEW

CHAPTER 5.00: STUDENTS

BULLYING AND HARASSMENT

5.101*

I. Statement Prohibiting Bullying and Harassment

- A. It is the policy of the Suwannee 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 of any kind. The District will not tolerate bullying and harassment of any type. 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 within the scope of the School District, meaning regardless of ownership, any computer, computer system, computer network that is physically located on school property or at a school-related or school-sponsored program or activity; . or
 - 5. Through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the School District or a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the

CHAPTER 5.00: STUDENTS

education process or orderly operation of a school. School staff is not required to monitor any nonschool-related activity, function, or program.

II. Definitions

- A. 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 have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- B. Bullying includes cyberbullying and 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. Teasing;
 - 2. Social Exclusion;
 - 3. Threat;
 - 4. Intimidation;
 - 5. Stalking;
 - 6. Cyberstalking
 - 7. Physical violence;

CHAPTER 5.00: STUDENTS

8. Theft;
9. Sexual, religious, or racial harassment;
10. Public or private humiliation; or
11. Destruction of property.

The term *bullying* shall include cyberbullying whether or not specifically stated.

- C. Complainant is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.
- 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. Cyberstalking as defined in s. 784.048(1)(d), F.S., means to engage in course of conduct to communicate, or cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

CHAPTER 5.00: STUDENTS

- F. Harassment means any threatening, insulting or dehumanizing gesture, use of data or 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, 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.
- G. Bullying and harassment 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;

CHAPTER 5.00: STUDENTS

- c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
- H. ~~Cyberstalking as defined in s. 784.048(1)(d), F.S., 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 a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.~~

III. Behavior Standards

- A. The Suwannee County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for 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. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student recognition through positive reinforcement for good conduct, self-discipline, good citizenship, and academic success.
- D. Student rights shall be explained in the *Student Code of Conduct*;

CHAPTER 5.00: STUDENTS

- E. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the *Student Code of Conduct*.

IV. 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, egregious 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

CHAPTER 5.00: STUDENTS

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.

V. Reporting an Act of Bullying or Harassment

- A. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
- B. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
- C. 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.
- D. 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.
- E. 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.

CHAPTER 5.00: STUDENTS

- F. 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.
- G. 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.
- H. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
- I. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

VI. Investigation of a Report of Bullying or Harassment

- A. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin 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 school bus stop.
- B. The principal or designee shall select an individual(s), employed by the school to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
- C. 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.

CHAPTER 5.00: STUDENTS

- D. The investigator shall collect and evaluate the facts including but not limited to
1. Description of incident(s) including nature of the behavior;
 2. Context in which the alleged incident(s) occurred;
 3. How often the conduct occurred;
 4. Whether there were past incidents or past continuing patterns of behavior;
 5. The relationship between the parties involved;
 6. The characteristics of parties involved, *i.e.*, grade, age;
 7. The identity and number of individuals who participated in bullying or harassing behavior;
 8. Where the alleged incident(s) occurred;
 9. Whether the conduct adversely affected the student's education or educational environment;
 10. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 11. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
- E. 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
1. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 2. A written final report to the principal.

CHAPTER 5.00: STUDENTS

- F. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
 - G. 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.
- VII. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District
- A. The principal or designee will assign an individual(s) to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
 - B. The 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.
 - 1. If it is within the scope of the District, a thorough investigation shall be conducted.
 - 2. 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.
 - 3. 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.
 - C. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.
- VIII. Notification to Parents/Guardians of Incidents of Bullying or Harassment
- A. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.

CHAPTER 5.00: STUDENTS

1. 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).
 2. If the bullying or harassment 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 or harassment 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.”
- B. Immediate notification to the parents/legal guardians of the perpetrator of an act 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).

- C. 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.

CHAPTER 5.00: STUDENTS

IX. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling

When bullying or harassment is suspected or when a bullying or harassment incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

- A. The teacher or parent/legal guardian may request informal consultation with school staff (specialty 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.
- B. School personnel or the parent/legal guardian may refer a student to the school intervention team or equivalent school-based team with a problem-solving focus for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
- C. 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.
- D. A school-based component to address intervention and assistance shall be utilized by the intervention team. The intervention team may recommend
 - 1. Counseling and support to address the needs of the victims of bullying or harassment;
 - 2. 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
 - 3. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

CHAPTER 5.00: STUDENTS

X. Reporting Incidents of Bullying and Harassment

- A. 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. Cyberbullying incidents shall be included within the bullying incidents category. The report shall also include in a separate section 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.
- B. 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 incident codes as well as bullying-related as a related element code.

1. SESIR Definitions

- a. Bullying – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.
- b. Harassment – Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

CHAPTER 5.00: STUDENTS

2. Bullying and/or harassment incidents shall be reported in SESIR with the bullying (BUL) or harassment (HAR) code. Unsubstantiated incidents of bullying or harassment shall be coded UBL or UHR.
3. If the bullying/harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code and the bullying-related code. Such incidents are:
 - a. Alcohol
 - b. Arson
 - c. Battery
 - d. Breaking and Entering
 - e. Disruption on Campus
 - f. Drug Sale/Distribution Excluding Alcohol
 - g. Drug Sale/Possession Excluding Alcohol
 - h. Fighting
 - i. Homicide
 - j. Kidnapping
 - k. Larceny/Theft
 - l. Robbery
 - m. Sexual Battery
 - n. Sexual Harassment
 - o. Sexual Offenses

CHAPTER 5.00: STUDENTS

- p. Threat/Intimidation
 - q. Trespassing
 - r. Tobacco
 - s. Vandalism
 - t. Weapons Possession
 - u. Other Major (Other major incidents that do not fit within the other definitions)
 - C. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
 - D. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department.
 - E. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat / intimidation incidents as well as any bullying-related incidents that have as a basis sex, race, or disability shall include the incident basis. Victims of these offenses shall also have the incident basis (sex, race, or disability) noted in their student records.
- XI. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
- A. 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.

CHAPTER 5.00: STUDENTS

- B. 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 or harassment in schools.
 - C. The District shall establish a list of programs that provide instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying and harassment including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. The list of authorized programs shall be available at each school, District offices, and on the District website.
 - D.
- XII. Reporting to a Victim's Parents/Legal Guardians the Legal 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 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 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).
- XIII. Publicizing the Policy
- A. 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.

CHAPTER 5.00: STUDENTS

- B. 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.
- C. The Superintendent shall also make all contractors contracting with the District aware of this policy.
- D. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format.
- E. 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.

XIV. Review of Policy

The Superintendent and appropriate staff shall review this policy at a minimum every three (3) years. The review shall include input from parents, law enforcement, and other community members. The Superintendent shall present the policy and any recommended changes to the School Board for consideration.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1003.04, 1003.31, 1003.32, 1006.07, 1006.08, 1006.09, 1006.10, 1006.147, F.S., 20 USC 1232g

STATE BOARD OF EDUCATION RULE(S):

6A-10.081

HISTORY:

ADOPTED: 12/16/2008
REVISION DATE(S): 1/28/2014, 8/25/2015, 6/28/2016
FORMERLY: NEW

CHAPTER 6.00 – PERSONNEL

STAFF TRAINING

6.60

POLICY:

- I. The School Board recognizes that proper training of employees and volunteers is essential to maintaining a safe, effective and efficient workforce. State mandates, federal requirements, and local conditions require certain training for all employees and other training of selected employees, depending upon their work assignments.
- II. The Superintendent is to provide appropriate training to all employees and volunteers of the District.
- III. Training for employees should minimally include
 - A. Identifying and reporting child abuse and neglect;
 - B. All nondiscrimination provisions;
 - C. Sexual harassment guidelines;
 - D. Handling hazardous materials and toxic substances including blood borne pathogens, chemicals, and petroleum products;
 - E. District policies and procedures related to HIV/AIDS disease, communicable diseases, alcohol and drug free facilities, use of tobacco products, possession of weapons, and *Code of Student Conduct*; Suicide awareness and prevention; and
 - F. Other topics as deemed appropriate by the Superintendent or required by law, rule, or other governing provision.
- IV. The Superintendent shall annually provide the Board a report of the type training provided employees and volunteers.

STATUTORY AUTHORITY: 1001.41, 1012.22, 1012.23, 1013.12, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1006.07, 1012.22, 1012.27,

1012.38, 1012.583, 1012.98, 1012.985, F.S.

HISTORY: ADOPTED: 9/28/2010

REVISION DATE(S): 10/26/10, 3/22/11

FORMERLY: 6.60 Option 1

CHAPTER 6.00 – PERSONNEL

INSTRUCTIONAL EMPLOYEE PERFORMANCE CRITERIA	6.811*
---	--------

POLICY:

- I. The Superintendent or designee shall develop and present, for School Board approval, instructional employee performance criteria and/or measures. Such performance criteria and/or measures shall be consistent with statutory requirements, but may include additional elements as deemed appropriate. Student performance data shall be used in the evaluation of instructional personnel.
- II. Instructional personnel shall be informed of the criteria for assessment including the use of student performance data and indicators of student learning growth.
- III. The Superintendent shall submit the instructional performance appraisal system to the Department of Education for approval.

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

LAWS IMPLEMENTED: 1001.43; 1008.22; 1008.36; 1012.22; 1012.27;
1012.34, F.S.

STATE BOARD OF EDUCATION RULE: 6A-5.030, 6A-5.0411

History:

Adopted:

Revision Date(s): 11/21/00, 1/27/2015

Formerly: GCN