SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
May 9, 2023

AGENDA

9:00 a.m. Call to Order/Welcome/Pledge ..... Jerry Taylor, Chairman

9:02 a.m. CareerSource North Florida Presentation ..... Anthony Jennings

9:45 a.m. Key Innovative Solutions Presentation ..... Karin Hoffman

10:15 a.m. Health Insurance Update ..... Representatives of Acentria Public Risk Partners Corporation/The Jordan Agency

10:45 a.m. Assistant Superintendent of Instruction ..... Jennifer Barrs
Department Update
- 2023 Summer School Schedule **(pgs. 2-5)**
- Comprehensive Evidence-Based Reading Plan **(pgs. 6-43)**
- Library Materials and Classroom Library

11:15 a.m. Assistant Superintendent of Administration ..... Malcolm Hines
Department Update
- Policies **(pgs. 44-71)**
- Student Code of Conduct **(pgs. 72-111)**

11:45 a.m. Lunch

1:15 a.m. Career, Technical, and Adult Education ..... Mary Keen
Manual Update
- Various medical program clinical agreements **(pgs. 112-121)**

1:45 p.m. Human Resources Department Update ..... Bill Brothers
- District Staffing Plan **(pg. 122)**

2:15 a.m. FSBIT Update ..... Marsha Brown

2:30 p.m. Superintendent Update ..... Ted Roush

3:00 p.m. Adjourn

Suwannee County School District
2023 Summer School Schedule
(Monday – Thursday)

All positions will be based on student attendance.

Elementary Programs

3rd Grade Summer Reading Camp

Eligibility:	Third grade students who have recent FAST performance at Level I or equivalent. Third grade students who have recent FAST performance at Level II or equivalent for remediation purposes as space permits Incoming third grade students who are identified having a significant reading deficiency based on progress monitoring data for window three	
Schedule:	Two (2) week session:	7/24/2023 – 8/2/2023 located at BES, SPE, SRE, and SSE 8:00 a.m. - 1:30 p.m. student day (5.5 hrs.) 8:00 a.m. - 2:30 p.m. teacher day (6.5 hrs.)
Personnel:	Ten teachers: Two (2) BES, (3) SPE, (3) SRE, (2) SSE 1:10 ratio as necessary depending state assessment scores	
Funding:	Federal Grant: 22A175 ARP ESSER III Formula Grant	

Pre-Kindergarten (VPK)

Eligibility:	Per DOE guidelines
Schedule:	6/5/2023 – 8/2/2023 located at SPE (36 days) 8:00 a.m. - 4:50 p.m. student day (8.8 hrs.) 7:00 a.m. - 5:00 p.m. teacher day (10 hrs.)
Personnel:	Three (3) teachers with a 1:12 ratio
Funding:	VPK/ARP

ESE Consult/Extended Year Services (ESY)/Medically Fragile

Eligibility:	Elementary and/or secondary students IEP's indicate a need for extended year services or as identified on student IEPs
Schedule:	6/5/2023 – 7/20/2023 located at SPE and BES 8:00 a.m. - 12:30 p.m. (students) 8:00 a.m. – 1:30 p.m. (teachers) 6/1/23 – 8/1/23 transportation provided if needed
Personnel:	Three (3) teachers: one (1) BES and two (2) located at SPE Three (3) paraprofessionals: one (1) BES and two (2) located at SPE One (1) nurse at SPE to serve all students
Transportation:	Two (2) bus drivers, and two (2) bus attendants – as needed for ESE Travel
Funding:	IDEA Grant

Secondary Programs

Suwannee High School

Driver's Education (6 weeks)

Schedule:	6/6/2023 – 7/20/2023 at SHS 8:00 a.m. – 3:00 p.m.
Personnel:	Two (2) teachers – as needed for SHS, and SVS (up to 7 hours per day)
Funding:	Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Credit Recovery Grades 8-11 (6 Weeks)

Schedule: 6/12/2023 – 7/20/2023 at SHS
8:00 a.m. – 2:00 p.m.

Personnel: Six (6) teachers (6 hours per day)
Two (2) paraprofessionals (6 hours per day)
One (1) dean (up to an additional 100 hours)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Algebra 1 Boot Camp (2 weeks)

Schedule: 6/26/2023 – 7/6/2023 at SHS
8:00 a.m. – 2:00 p.m.

Personnel: One (1) teacher (6 hours per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Branford High School

Credit Recovery Grades 8-11 (6 Weeks)

Schedule: 6/12/2023 - 7/20/2023 at BHS
8:00 a.m. – 2:00 p.m.

Personnel: One (1) teacher (6 hours per day)
One (1) paraprofessional (6 hours per day)
One (1) dean (up to an additional 100 hours)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Algebra 1 Boot Camp (4 weeks)

Schedule: 6/5/2023 – 7/20/2023 at BHS
Due to math training: start week of 6/5, 6/12, 6/19 skip, 6/26, 7/10, 7/17
8:00 a.m. – 2:00 p.m.

Personnel: One (1) teacher (6 hours per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Hope/PE (3 weeks)

Schedule: 6/12/2023 – 6/29/2023 at BHS
8:00 a.m. – 2:00 p.m.

Personnel: One (1) teacher (6 hours per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Driver's Education (3 weeks)

Schedule: 6/12/2023 – 6/29/2023 at BHS
8:00 a.m. – 3:00 p.m.

Personnel: One (1) teacher – as needed for driving portion ONLY for BHS, and SVS (up to 7 hours per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Suwannee Virtual School

Virtual Instruction Grades 6-12

Schedule: 6/12/2023 – 7/20/2023 at SVS

Personnel: Twelve (12) teachers (1 hour per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Credit Recovery Grades 8-11 (6 Weeks)

Schedule: 6/12/2023 – 7/20/2023 at SHS
8:00 a.m. – 2:00 p.m.

Personnel: Six (6) teachers (6 hours per day)
Two (2) paraprofessionals (6 hours per day)
One (1) dean (up to an additional 100 hours)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Algebra 1 Boot Camp (2 weeks)

Schedule: 6/26/2023 – 7/6/2023 at SHS
8:00 a.m. – 2:00 p.m.

Personnel: One (1) teacher (6 hours per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Branford High School

Credit Recovery Grades 8-11 (6 Weeks)

Schedule: 6/12/2023 – 7/20/2023 at BHS
8:00 a.m. – 2:00 p.m.

Personnel: One (1) teacher (6 hours per day)
One (1) paraprofessional (6 hours per day)
One (1) dean (up to an additional 100 hours)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Algebra 1 Boot Camp (4 weeks)

Schedule: 6/5/2023 – 7/20/2023 at BHS
Due to math training: start week of 6/5, 6/12, 6/19 skip, 6/26, 7/10, 7/17
8:00 a.m. – 2:00 p.m.

Personnel: One (1) teacher (6 hours per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Hope/PE (3 weeks)

Schedule: 6/12/2023 – 6/29/2023 at BHS
8:00 a.m. – 2:00 p.m.

Personnel: One (1) teacher (6 hours per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Driver's Education (3 weeks)

Schedule: 6/12/2023 – 6/29/2023 at BHS
8:00 a.m. – 3:00 p.m.

Personnel: One (1) teacher – as needed for driving portion ONLY for BHS, and SVS (up to 7 hours per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

Suwannee Virtual School

Virtual Instruction Grades 6-12

Schedule: 6/12/2023 – 7/20/2023 at SVS

Personnel: Twelve (12) teachers (1 hour per day)

Funding: Federal Grant: 23A238 ARP/ESSER Supplemental Programing

RIVEROAK Technical College Programs
(Monday-Thursday)

IV Therapy

July 12-13, 2023 OR July 19-20, 2023
8:00 a.m. – 4:00 p.m.
Exact Dates TBD
NO graduation

Patient Care Technician

Certification/Licensure Testing May 30, June 2, June 7
Graduation: June 8, 2023

Pharmacy Technician

May 31-July 6, 2023
Monday, classroom on campus 8:10 a.m.-2:45 p.m.
Clinical rotations will be off-site Tuesday, Wednesday, Thursday, 8:00 a.m.-4:00 p.m.
July 10-July 25, 2023
Monday through Thursday, classroom on campus 8:10 a.m.-2:45 p.m.
Graduation: July 27, 2023

Practical Nursing

June 5-June 28, 2023
Cohort 1: Monday through Thursday, classroom on campus from 8:00 a.m.-4:00 p.m.
Cohort 1: Graduation: June 29, 2023, Suwannee County Coliseum, 6:00 p.m.
June 5-August 9, 2023
Cohort 2: Tuesday and Thursday, classroom on campus from 8:00 a.m.-4:00 p.m.
Cohort 2: Clinical rotation will be off-site Monday and Wednesday 8:00 a.m.-4:00 p.m.
New Cohort begins: August 10, 2023

Surgical Technology

June 5-August 9, 2023
Monday-Thursday 8:00 a.m.-3:30 p.m.
Clinical rotation may be off-site or in simulation lab on campus

District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code (F.A.C.). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education's contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Kelli Williams	Kelli.williams@suwannee.k12.fl.us	386-647-4621
Data Element	Jennifer Barrs	Jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Third Grade Promotion	Jennifer Barrs	Jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Multi-Tiered System of Supports	Elizabeth Johnston	Elizabeth.johnston@suwannee.k12.fl.us	386-647-4631
Other (Enter Responsibility)			

2) District Budget for Evidence-Based Reading Allocation (Rule 6A-6.053(2), F.A.C.)

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	**418,777.00**	
Estimated proportional share distributed to district charters **Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordonce with Section (s.) 1002.33(7)(a)2.a. ond s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be*	**0**	

Reading Allocation Budget Item	Amount	FTE (where applicable)
delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.		
Elementary Expenses		
Literacy coaches		
Intervention teachers	**270,000.00**	**4.0**
Scientifically researched and evidence-based supplemental instructional materials	**39,000.00**	
Summer reading camps for grade 3 students		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**39,000.00**	
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**70,777.00**	**.5**
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	**418,777.00**	

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals** (Rule 6A-6.053(1)(d), F.A.C.)
For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

*Window 2 Data, will update when Window 3 data is available.

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above
PreK	19	62	14	67
K (SEL)	18	55	13	60
K (STAR)	2	60	0	65
1 (SEL)	17	51	12	56
1 (STAR)	3	86	0	91
2	22	52	17	57

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	39	33	34	38
4	35	37	30	42
5	37	34	32	39
6	36	36	31	41
7	44	32	39	40
8	47	35	42	40
9	48	29	43	34
10	42	35	37	40

B. School Literacy Leadership Teams (Rule 6A-6.053(3), F.A.C.)
Schools are required to establish a School Literacy Leadership Team.

1. **Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

   Principals, assistant principals, and academic coaches select and invite lead teachers, media specialists, and other team members to participate in the School Literacy Leadership Team.

2. **Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.**

   Each year principals are reminded of the requirement during the K-12 Plan development and review. Additionally, prior to pre-planning principals are notified via email to select their teams, inform them of the responsibilities, and submit the roster to the Coordinator of District Professional Development and K-12 Reading/Title II. Principals are also asked to send a calendar of meeting dates for the school year. Beginning with the 2023-24 school year, each literacy team will submit agendas, minutes, project evidence, etc. in shared Google Folders.

C. **Plan Implementation and Monitoring (Rule 6A-6.053(7), (8), F.A.C.)**
Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	State and local progress monitoring data, 3 times per year.	State and local progress monitoring data, 3 times per year. Walkthrough data is reviewed more frequently.
Actions for continuous support and improvement	District data chats with school leaders, support from various coordinators to provide professional development, coaching, and mentoring.	School level leadership data chats with teachers, various professional development opportunities, support from academic coaches, and mentoring.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	State and local progress monitoring data, 3 times per year.	State and local progress monitoring data, 3 times per year. Walkthrough data is reviewed more frequently.
Actions for continuous support and improvement	District data chats with school leaders, support from various coordinators to provide professional development, coaching, and mentoring.	School level leadership data chats with teachers, various professional development opportunities, support from academic coaches, and mentoring.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	State and local progress monitoring data, 3 times per year.	State and local progress monitoring data, 3 times per year. Walkthrough data is reviewed more frequently.
Actions for continuous support and improvement	District data chats with school leaders, support from various coordinators to provide professional development, coaching, and mentoring.	School level leadership data chats with teachers, various professional development opportunities, support from academic coaches, and mentoring.

2. **How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?**

Any concerns related to the fidelity of K-12 CERP implementation are addressed through conversations with school-based administrators, district/school level data chats, and support through district reading coordinator. These problem-solving sessions allow for on-going professional development to occur for leaders, coaches, and teachers.

3. **Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.**

The district utilized the JRF evaluation tool to determine the effectiveness of the plan. The school-based administrators and coaches regularly meet to analyze data and problem-solve. This year, the team chose to prioritize improving PLC processes to address areas of need identified during the evaluation, such as increasing understanding in the Science of Reading and further professional development related to BEST Standards. Improving and sustaining the work that occurs in our PLCs will improve all the areas of concern identified in our Reading Plan evaluation. These efforts are ongoing and will continue in the 2023-24 school year.

4. **Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.**

Principals analyze classroom level data by literacy domain to ensure students are progressing toward grade level benchmarks. Principals also analyze walkthrough data collected regularly by the Literacy Leadership Teams and other school-based leaders. Through monthly data chats, principals and other school leaders assist teachers in developing instructional plans to improve literacy outcomes for all students.

5. **In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

Principals develop systems to ensure that assessment data is reviewed regularly to inform instruction and support the needs of students. Regular data chats with teachers, student support team meetings, and professional learning communities all serve to ensure the data is utilized effectively and for improved educational outcomes for all learners.

4) Literacy Coaches/Coaching (Rule 6A-6.053(6), F.A.C.)

A. Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

Each school in the district is provided an academic coach. Seven of the eight coaches are literacy coach endorsed. The coaches are effective in providing support to teachers across content areas.

B. The Just Read, Florida! Literacy Coach Model (Rule 6A-6.053(6)(c), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- Provide professional development on the following:
  - The major reading components, as needed, based on an analysis of student performance data;
  - Administration and analysis of instructional assessments; and
  - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

1. **Is the district using the Just Read, Florida! literacy coach model?**

   Yes/No

Yes

2. **If no, please describe the evidence-based coach model the district is using.**

NA

3. **How is the literacy coach model being communicated to principals?**

Each year, the model is communicated to principals in the K-12 Plan Development meetings. The plan is widely disseminated via email and published on the district website.

4. **How does the district support literacy coaches throughout the school year?**

The district curriculum team meets with coaches on a monthly basis for professional development, data analysis, and problem-solving. Additionally, the district supports the coaches' attendance at the NEFEC Literacy Coach Cadre sessions and encourages them to become Literacy Coach endorsed, if they are not already endorsed.

5. **How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?**

The district supports the principals in their efforts to provide coaches time to provide these effective supports for teachers on their campuses.

6. **How does the district monitor implementation of the coach model?**

The district monitors the implementation of the coaching model through the collection of coaching logs and evaluation of student learning data.

5) K-12 Assessment, Curriculum, and Instruction

A. **Florida's Formula for Success (Rule 6A-6.053(9)(a), F.A.C.)**
K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
    - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;

- **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in s. 1003.485, F.S., or are certified or endorsed in reading.

1. **Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.**

The district purchases evidence-based reading materials and supports professional development opportunities for teachers and leaders to utilize the materials effectively. Principals are responsible for ensuring implementation is monitored effectively. The materials selected support a range of learners, including students with disabilities and students who are English language learners.

2. **Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.**

Suwannee County School District follows the state's progress monitoring plan utilizing RenPlace three times per year. The district adheres to Florida's Early Learning and Developmental Standards while utilizing the Frog Street Curriculum through whole group instruction and differentiated small groups for targeted instruction to meet the needs of all learners.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to s. 1008.25(8)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i):

(A) ...an activity, strategy or intervention that –

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades PreK-5

1. **Grades PreK-5 Assessments**
   Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	☒ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST Star Reading	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST ELA Reading	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment: iReady-Curriculum Associates	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. **Identification of K-5 Students with a Substantial Reading Deficiency (Rule 6A-6.053(10), F.A.C.)**
In accordance with s. 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
    - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
    - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

2a. Describe the district's process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

The decision tree for K-5 defines the process for identifying students who are in need of interventions and provides guidance for appropriate interventions and materials.

2b. Describe the district's process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The decision tree for K-5 defines the process for identifying students who are in need of interventions and provides guidance for appropriate interventions and materials.

Assessment/Curriculum Decision Tree

Grade Level(s): Kindergarten - Grade 5 (Elementary)

IF: Student meets the following criteria at beginning of school year:

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST				Level 3 or above	Level 3 or above	Level 3 or above
iReady	≥362	≥434	≥489	≥511	≥557	≥581
STAR Early Literacy	≥40th Percentile	≥40th Percentile	≥40th Percentile			
STAR			≥40th Percentile			

THEN: TIER 1 Only

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Initial instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, and differentiated instruction;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Tier 1 instruction for all includes Saxon Phonics(FCRR - Promising Evidence and Demonstrates a Rationale) or Reading Horizons (ESSA-Promising) instruction in K-3, Phonological Awareness and Letter Knowledge Training in K-2 (WWC -Promising), Direct Instruction and Standards-based reading assessments in K-4 (WWC - positive), HMH Into Reading, i-Ready Reading Digital Instruction in K-5 (Moderate/Promising - curriculumassociates.com for ESSA), Curriculum Associates Magnetic Reading Curriculum available in Toolbox, Accelerated Reader in K-5 (WWC - Positive), Ready Toolbox for Instruction: Evidence

Progress Monitoring		
Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students.***	***Performance Criteria that prompts the addition of Tier 2 interventions***
STAR Early Literacy/STAR/FAST Progress Monitoring iReady Diagnostic 3 times per year Classroom standards-based assessments, weekly	Students score on or above grade level on PM tools, appropriate for the assessment window.	Student is not scoring on or above grade level on I-Ready/Star/Star Early Literacy/ FAST diagnostic assessments AND/OR Student has a D/F in ELA standards-based, grade level assessments and coursework
How is the effectiveness of Tier 1 instruction being monitored? Classroom walkthroughs, lesson plans, progress monitoring data	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?*** Student Support Team problem-solving teams, instructional coaching model, professional development, PLCs, IPDPs, admin walkthroughs	
How is the effectiveness of Tier 1 curriculum being monitored? Classroom walkthroughs, lesson plans, data chats at school and district level. All curriculum is evidence-based and aligned B.E.S.T. standards.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?*** Data chats and team planning to identify weaknesses in the curriculum and pacing of lessons, post observation conferences, vertical team planning to identify gaps across grade levels, standards-based planning and instruction, Literacy Leadership Team meetings, monthly district and school level administrator PLC meetings	
How is instruction provided to students who receive instruction through distance learning? Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.		

IF: Student meets the following criteria at beginning of school year:

*any student **retained** in the current grade OR:

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST				Level 1 or 2 (or repeating)	Level 1 or 2	Level 1 or 2
iReady	≤361	≤433	≤488	≤510	≤556	≤580
STAR Early Literacy	≤40th percentile	≤40th percentile				
STAR			≤40th percentile *any student unable to complete Star.			

THEN: TIER 1 instruction and TIER 2 interventions

Interventions:

- *are standards-aligned;*
- *address gaps ond reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are motched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodotions (IEP, ESOL, or 504).*
- *are multisensory for K-3 students identified with a substantial reading deficiency*

TIER 2 Programs/Materials/Strategies & Duration	***TIER 2 Progress Monitoring***			
	Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that prompts the addition of Tier 3 interventions***

	Small group (6:1) differentiated and multisensory instruction (letter tiles, whiteboards, decodable texts, leveled readers, picture cards, applied linguistics IES Guide pages 14-21), Reading Horizons (IES Guide pages 22-37) and Hattie effect size .70, I-Ready Teacher Toolbox/Tools for Instruction, I-Ready Standards Mastery, Graphic Organizers, SRA, UFLI Foundations Toolbox, HMH Into Reading Tier 2 Intervention Materials Explicit Foundational Skills instruction utilizing evidence-based practices from: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade • Teach students academic language skills, including use of inferential and narrative language, and vocabulary knowledge. • Develop awareness of the segments of sounds in speech and how they link to letters. • Teach students to decode words, analyze word parts, and write and recognize words. • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Explicit Comprehension Strategy Instruction – Recommendations from Improving Reading Comprehension in Kindergarten Through 3rd Grade: • Teach students how to use reading comprehension strategies. • Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. • Guide students through focused, high-quality discussion on the meaning of text. • Select texts purposefully to support comprehension development. • Establish an engaging and motivating context in which to teach reading comprehension. Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers	Bi-Weekly, standards-Based, in class Assessments I-Ready Diagnostic 3x annually , STAR Early Literacy/STAR/ FAST Progress Monitoring	C average or better on grade-level coursework AND/OR On grade level on iReady *Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team	D average on grade level, standards-based coursework AND/OR Making gains toward on-level in I-Ready/Star, Star Early Literacy, FAST progress monitoring, but not yet on level	Failing grade-level, standards-based coursework AND/OR Not making gains in i-Ready/Star, Star Early Literacy, FAST progress monitoring

	Number of times per week intervention provided	3-4	***Number of minutes per intervention session***	15-20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly Student Support Team meetings with the problem-solving team. PLC planning days will be provided for teams to meet together to plan, align core curriculum and instruction, and make adjustments to curriculum maps. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Parents will be notified of interventions and progress by the classroom teacher.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

All interventions are an extension of the core, Tier 1 curriculum. The interventions will occur within small groups during the 90-minute reading block. Tier 2 interventions that will be provided by the classroom teacher.

The following programs and materials will be utilized in T2 interventions in small groups and are supported by evidence as cited: Phonological Awareness and Letter Knowledge Training (WWC -Promising), Reading Horizons (ESSA-Promising), Direct Instruction and Standards-based reading instruction (WWC - positive), i-Ready Reading Digital Instruction (Moderate/Promising - curriculumassociates.com for ESSA), Curriculum Associates Magnetic Reading Curriculum available in Toolbox, Accelerated Reader (WWC - Positive)

Reading Horizons ESSA Documentation - Promising
https://www.readinghorizons.com/reading-method/reading-research/essa-documentation
Read Horizons is combined with best practices identified in IES Guide:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters.
Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.
Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Improving Reading Comprehension in Kindergarten Through 3rd Grade
Strong Evidence – Teach students how to use reading comprehension strategies
Moderate Evidence – Teach students how to identify and use the text's organizational structure to comprehend, learn, and remember content.
Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.
Minimal Evidence – Select texts purposefully to support comprehension development.
Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.

IF: Student meets the following criteria at beginning of school year:
*Student is **retained** in current grade.

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST				≤20th Percentile and/or Level 1 (Retained)	Level 1	Level 1
iReady			≤418	≤473	≤495	≤541
Fall	≤308	≤345				
Winter	≤327	≤365				
Spring	≤343	≤387				
STAR Early Literacy	≤9th percentile	≤9th percentile				
Star			≤9th percentile *any student unable to complete Star.			

THEN: *TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive interventian:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*
- *includes **monthly** parental notification of intervention progress*
- *are multisensory for K-3 students identified with a substantial reading deficiency*

Tier 3 Programs/Materials/Strategies & Duration	*Tier 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the changes to Tier 3 interventions*

Small group (4:1 or less) differentiated and multisensory intervention, explicit and systematic direct instruction in phonological awareness, letter knowledge, phonics skills, comprehension and vocabulary strategies, and fluency practice via decodable texts, leveled readers, HMH Into Reading materials, Saxon Phonics/Reading Horizons, Quick Reads, Read Naturally, and IReady Teacher Toolbox &/or Curriculum Associates Magnetic Reading lessons in Toolbox, Curriculum Associates Phonics for Reading. Explicit Foundational Skills instruction utilizing evidence-based practices from: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade • Teach students academic language skills, including use of inferential and narrative language, and vocabulary knowledge. • Develop awareness of the segments of sounds in speech and how they link to letters. • Teach students to decode words, analyze word parts, and write and recognize words. • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Explicit Comprehension Strategy Instruction – Recommendations from Improving Reading Comprehension in Kindergarten Through 3rd Grade: • Teach students how to use reading comprehension strategies. • Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. • Guide students through focused, high-quality discussion on the meaning of text. • Select texts purposefully to support comprehension development. • Establish an engaging and motivating context in which to teach reading comprehension. Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers Tier A ELL students utilize Rosetta Stone Standard with Reading Intro, which teaches characters and sounds, grades 1-5. Students may work in this program 15-20 minutes 3 times per week. This program should not replace all teacher-led interventions.	Weekly grade-level, standards-based assessments	Student improves from F to D on grade-level, standards-based coursework in ELA	Student continues to fail grade-level, standards-based coursework in ELA
	I-Ready Diagnostic Assessments 3 x Annually, STAR Early Literacy/STAR/FAST Progress Monitoring	Student improves scale score to T2 expectation on i-Ready/Star/Star Early Literacy/FAST for current grade placement	Student is not making gains on i-Ready/Star/Star Early Literacy/FAST diagnostic assessments (pre-/mid-/post-)
	Bi-Weekly skill specific assessments following specific interventions	Refer to the above criteria. *Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team *Kindergarten students who are identified with a substantial reading deficiency in Window 1 will have the option to complete SEL 30 days after the close of Window 1 to reevaluate intervention supports. This assessment is given at the discretion of the Tier Support Team.	Student does not improve on biweekly, skill-specific assessments directly related to interventions

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Parents must be provided with a read-at-home plan and be notified monthly of intervention progress.

Number of times per week intervention provided	***Number of minutes per intervention session***
4-5 (small group 4 or less) 4-S (one-on-one)	15-20 (small group 4 or less) 10 minutes (one-on-one)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly Student Support Team meetings with the problem-solving team. Weekly planning days will be provided for intensive intervention teachers to meet together to plan, align core curriculum and instruction, and share what is working in their small groups. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions for students receiving Tier 3 interventions. Parents of students receiving Tier 3 interventions will be notified of such interventions and will receive monthly progress updates.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

All intensive interventions are an extension of the core, Tier 1 curriculum. The interventions will occur at a higher intensity with smaller group size, and in addition to the 90-minute reading block. Tier 3 interventions will occur by a reading endorsed/certified teacher in addition to Tier 2 interventions that will be provided by the classroom teacher.

The following programs and materials will be utilized in T3 interventions in small groups and are supported by evidence as cited: Phonological Awareness and Letter Knowledge Training (WWC -Promising), Reading Horizons (ESSA-Promising), Direct Instruction and Standards-based reading instruction (WWC - positive), i-Ready Reading Digital Instruction (Moderate/Promising - curriculumassociates.com for ESSA), Curriculum Associates Magnetic Reading Curriculum in Toolbox, Curriculum Associates Phonics for Reading, Accelerated Reader (WWC - Positive)

Reading Horizons ESSA Documentation - Promising
https://www.readinghorizons.com/reading-method/reading-research/essa-documentation
Read Horizons is combined with best practices identified in IES Guide:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters.
Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.
Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Improving Reading Comprehension in Kindergarten Through 3rd Grade
Strong Evidence – Teach students how to use reading comprehension strategies
Moderate Evidence – Teach students how to identify and use the text's organizational structure to comprehend, learn, and remember content.
Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.
Minimal Evidence – Select texts purposefully to support comprehension development.
Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.

How are Tier 3 interventions provided to students who receive interventions through distance learning?
Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.

3. Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)
Requirements of Summer Reading Camps pursuant to s. 1008.25(7), F.S., include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized, as defined in 20 U.S.C. s. 7801(21)(A)(i).

Program Goals:
· Summer Reading Camp and Literacy Tutoring programs will increase the academic achievement of enrolled students on district progress monitoring and FAST.
· Summer Reading Camp and Literacy Tutoring programs will utilize high quality, aligned student resources for intervention.
· Literacy Tutoring program will work collaboratively with the 21st Century Community Learning Center program to provide students with additional academic and social supports following tutoring hour.
Program Plan:
· Summer Reading Camp
Summer Reading Camp will focus on literacy remediation for students in Grade 3 who earned a Level 1 on Spring 2022 FSA and/or rising third graders at risk for retention in the 2023-24 school year due to significant reading deficiencies as determined by progress monitoring data.

o Students will attend Camp from 8:00 AM-1:30 PM daily (5.5 hrs daily, 44 hrs total) o 1:10 Teacher-Student Ratio

o 7 days (July 24-27, July 31-August 2)
o 10 teachers, 6.5 hours per day (52 hours total)
· Literacy Tutoring Program
Extension of Summer Reading Camp, will focus on literacy remediation for students in Grade 3 who earned a Level 1 on Spring 2023 FAST and/or rising third graders at risk for retention in the 2023-24 school year, due to significant reading deficiencies as determined by progress monitoring data.
o Students will attend one hour of tutoring daily, after dismissal. Teachers will have one hour of planning each week.
o 1:10 Teacher-Student Ratio
August 14, 2023-April 19, 2024
10 teachers, 6 hours per week, 32 weeks

· Curriculum Resources:
o Reading Horizons
o Quick Reads
o IES Guides for K-3 Effective Reading Instruction
Research/Evidence:
Reading Horizons ESSA Documentation - Promising
https://www.readinghorizons.com/reading-method/reading-research/essa-documentation Read Horizons
is combined with best practices identified in IES Guide:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters.
Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.
Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Improving Reading Comprehension in Kindergarten Through 3rd Grade
Strong Evidence – Teach students how to use reading comprehension strategies
Moderate Evidence – Teach students how to identify and use the text's organizational structure to comprehend, learn, and remember content.
Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.
Minimal Evidence – Select texts purposefully to support comprehension development. Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.
Quick Reads: Strong https://www.evidenceforessa.org/programs/reading/quickreads struggling-readers

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

Yes

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

Extension of Summer Reading Camp, will focus on literacy remediation for students in Grade K-2 and 4-5 who earned a Level 1 on Spring 2023 FAST, due to significant reading deficiencies as determined by progress monitoring data. Spaces are offered to students based on availability.
o Students will attend one hour of tutoring daily, after dismissal. Teachers will have one hour of planning each week.
o 1:10 Teacher-Student Ratio
August 14, 2023-April 19, 2024
10 teachers, 6 hours per week, 32 weeks
Curriculum Resources:
o Reading Horizons

o Quick Reads
o IES Guides for K-3 Effective Reading Instruction
Research/Evidence:
Reading Horizons ESSA Documentation - Promising
https://www.readinghorizons.com/reading-method/reading-research/essa-documentation Read Horizons is combined with best practices identified in IES Guide:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters.
Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.
Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Improving Reading Comprehension in Kindergarten Through 3rd Grade
Strong Evidence – Teach students how to use reading comprehension strategies
Moderate Evidence – Teach students how to identify and use the text's organizational structure to comprehend, learn, and remember content.
Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.
Minimal Evidence – Select texts purposefully to support comprehension development. Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.
Quick Reads: Strong https://www.evidenceforessa.org/programs/reading/quickreads struggling-readers

Grades 6-8

4. **Grades 6-8 Assessments**
   Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment iReady-Curriculum Associates	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

5. **Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

The decision tree for grades 6-8 defines the process for identifying students who are in need of interventions and provides guidance for appropriate interventions and materials.

Assessment/Curriculum Decision Tree

Grade Level(s): Grades 6-8

IF: **Student meets the following criteria at beginning of school year:**
Level 3, 4, 5 on FAST

THEN: **TIER 1 Only**

Initial instruction:

- ***is standards-aligned;***
- ***builds background and content knowledge;***
- ***provides print-rich, systematic, scaffolded, and differentiated instruction;***
- ***incorporates writing in response to reoding;***
- ***includes accommodations (IEP, ESOL, or 504);***
- ***incorporates the principles of Universol Design for Learning; ond***
- ***includes specially designed instruction for students with disobilities.***

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

McGraw-Hill StudySync
Standards-based Instruction, teacher developed in CANVAS
CPALMS

Instructional Strategies:
• Provide explicit vocabulary instruction (Strong Evidence according to WWC)
• Provide direct and explicit comprehension strategy instruction (Strong Evidence according to WWC)
• Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence according to WWC)

Progress Monitoring

Assessment & Frequency	**Performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**	***Performance Criterio that prompts the addition of Tier 2 interventions***

FAST 3x a year iReady Diagnostic	Level 3 or above On or Above Level Scores	Level 1 or 2 On or Above Level Scores
How is the effectiveness of Tier 1 instruction being monitored? FAST 3 x year Report card grades iReady Diagnostic	***What procedures ore in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distonce learning students?*** Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development	
How is the effectiveness of Tier 1 curriculum being monitored? FAST 3 x year Report card grades iReady Diagnostic	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?*** Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core (standards-based benchmark assessments). These supports and scaffolds are recorded in CANVAS and lesson plans.	
How is instruction provided to students who receive instruction through distonce learning? Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.		

IF: **Student meets the following criteria at beginning of school year:**

*student is retained in current grade.

	Sixth Grade	*Seventh Grade*	*Eighth Grade*
FAST	*Level 1 or 2*	*Level 1 or 2*	*Level 1 or 2*
i-Ready	*≤597*	*≤608*	*≤619*

THEN: **TIER 1 instruction and TIER 2 interventions**

Interventions:

- ***are standards-aligned;***
- ***address gaps and reduce barriers to students' ability to meet Tier 1 expectations;***
- ***provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills***
- ***are matched to the needs of the students;***
- ***provide multiple opportunities to practice the targeted skill(s) and receive feedback;***
- ***occurs during time allotted in addition to core instruction; and***
- ***includes accommodations (IEP, ESOL, or 504).***

TIER 2 Programs/Materials/ Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the addition of Tier 3 interventions*
Small Group Instruction: I-Ready Tools for Instruction I-Ready Teacher Toolbox combined with High Effect Strategies Evidence Reading Horizons: Elevate Explicit Vocabulary and Comprehension Strategy Instruction –Strong evidence Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers	On-going FAST 3 times per year i-Ready 3 times per year STAR, as determined by Student Support Team Standards-based classroom assessments	School-based decision with standards-based assessment/ grading- mastery of grade level standards AND/OR Scoring on or above grade level on I-Ready Diagnostic AND/OR Scores at or above FAST Level 3 equivalent on STAR Assessment	Showing moderate or questionable response to intervention School-based decision with standards-based assessment/grading AND/OR Scoring into T2 Range on I-Ready Diagnostic AND/OR Scores FAST Level 2 equivalent on STAR Assessment	Failing grade-level, standards-based coursework AND/OR Not making gains in I-Ready AND/OR Scoring into T3 Range on I-Ready Diagnostic AND/OR Scores FAST Level 1 equivalent on

				STAR Assessment

Number of times per week intervention provided	**2-3**	***Number of minutes per intervention session***	**15-20 minutes**

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.

Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:
Strong Evidence – Provide explicit vocabulary instruction
Strong Evidence – Provide direct and explicit comprehension strategy instruction.
Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation
Moderate Evidence – Increase student motivation and engagement in literacy learning.
Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.

IF: **Student meets the following criteria at beginning of school year:**
***student is retained in current grade level.**

	Sixth Grade	*Seventh Grade*	*Eighth Grade*
FAST	*Level 1*	*Level 1*	*Level 1*
iReady	*≤565*	*≤582*	*≤593*

THEN: **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

Immediate, intensive intervention:

- ***is targeted instruction based on student need;***
- ***provides small group or one-on-one instruction;***
- ***includes accommodations (IEP, ESOL, or 504);***
- ***includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and***
- ***ensures additional time allotted is in addition to core instruction and Tier 2 interventions.***

Tier 3 Programs/Materials/Strategies & Duration	*Tier 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the changes to Tier 3 interventions*
Teacher-led small group instruction utilizing: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation with materials from: Phonics for Reading-Curriculum Associates, Ready Tools for Instruction-Curriculum Associates, Read Naturally, and Reading Horizons Elevate (explicit, multisensory phonics instruction with connected text application, IES Guide Foundational Skills to Support Reading for Understanding p. 22-37), and Quick Reads. Differentiated instruction, flexible grouping based on skill	FAST three times per year iReady Diagnostic: Fall, Winter, Spring STAR, as determined by Student Support Team weekly classroom progress monitoring for program used	Student scores in Tier 2 range on iReady. AND/OR Student scores FAST Level 2 equivalent or higher on STAR AND/OR Student earns C or higher in ELA course. *Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team	Student continues to fail grade-level, standards-based coursework in ELA. Student is not making gains on iReady diagnostic assessments (pre- /mid-/post-) or STAR Assessments. Student does not improve on biweekly, skill-specific assessments directly related to interventions

needs (small group, one-on-one with teacher) with interventions provided as needed based on assessment data. Explicit Comprehension Strategy Instruction - Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers Tier A ELL students utilize Rosetta Stone Standard with Reading Intro, which teaches characters and sounds. Students may work in this program 15-20 minutes 3 times per week. This program should not replace all teacher-led interventions.			

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times per week intervention provided	***Number of minutes per intervention session***
4-5 (small group) 4-5 (one-on-one)	15-20 (small groups) 10 minutes (one-on-one)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.

Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:

Strong Evidence – Provide explicit vocabulary instruction
Strong Evidence – Provide direct and explicit comprehension strategy instruction.
Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation
Moderate Evidence – Increase student motivation and engagement in literacy learning.
Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.

Grades 9-12

6. **Grades 9-12 Assessments**
Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Star	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Star	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other

7. **Describe the district's process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

The decision tree for grades 9-12 defines the process for identifying students who are in need of interventions and provides guidance for appropriate interventions and materials.

Assessment/Curriculum Decision Tree

Grade Level(s): Grades 9-12

IF: **Student meets the following criteria at beginning of school year:**

	Ninth Grade	*Tenth Grade*	*Eleventh/Twelfth Grade*
FAST	*Level 3 or above*	*Level 3 or above*	*Level 3 or above*

THEN: **TIER 1 Only**

Initial instruction:

- ***is standards-aligned;***
- ***builds background and content knowledge;***
- ***provides print-rich, systematic, scaffolded, and differentiated instruction;***
- ***incorporates writing in response to reading;***
- ***includes accommodotions (IEP, ESOL, or 504);***
- ***incorporates the principles of Universal Design for Learning; and***
- ***includes specially designed instruction for students with disabilities.***

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

McGraw-Hill StudySync
Standards-based Instruction, teacher developed in CANVAS
CPALMS

Instructional Strategies:

- Provide explicit vocabulary instruction (Strong Evidence according to WWC)
- Provide direct and explicit comprehension strategy instruction (Strong Evidence according to WWC)

• Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence according to WWC)

Progress Monitoring

Assessment & Frequency	**Performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**	*Performance Criteria that prompts the addition of Tier 2 interventions*
FAST	**Level 3 or above**	**Level 1 or 2**
STAR	Grade 9: ≥1112; Grade 10: ≥1124	Grade 9: ≤1111; Grade 10: ≤1123

How is the effectiveness of Tier 1 instruction being monitored? STAR, student grades, walk-throughs, observations, lesson plans	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?*** Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.
How is the effectiveness of Tier 1 curriculum being monitored? STAR, formal and informal observations, student grades	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?*** Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core curriculum. These supports and scaffolds are recorded in CANVAS and lesson plans.

How is instruction provided to students who receive instruction through distance learning?

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum.

IF: **Student meets the following criteria at beginning of school year:**

	Ninth Grade	*Tenth Grade*	*Eleventh Grade*	*Twelfth Grade*
FAST	*Level 1 or 2*	*Level 1 or 2*	*Level 1 or 2*	*Level 1 or 2*
STAR	*≤1111*	*≤1123*	*≤1130*	*≤1138*

THEN: **TIER 1 instruction and TIER 2 interventions**

Interventions:

- ***are standards-aligned;***
- ***address gaps and reduce barriers to students' ability to meet Tier 1 expectations;***
- ***provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills***
- ***are matched to the needs of the students;***
- ***provide multiple opportunities to practice the targeted skill(s) and receive feedback;***
- ***occurs during time allotted in addition to core instruction; and***
- ***includes accommodations (IEP, ESOL, or 504).***

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the addition of Tier 3 interventions*
Small Group Instruction: combined with High Effect Strategies Evidence Explicit Comprehension Strategy Instruction - Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers	On-going **FAST three times per year** **STAR** **Standards-based classroom assessments**	School-based decision with standards-based assessment/ grading- mastery of grade level standards AND/OR Scoring on or above grade level on STAR	Showing moderate or questionable response to intervention School- based decision with standards-based assessments and grading AND/OR Scoring into FAST Level 2 equivalent Range on STAR	Failing grade-level, standards-based coursework AND/OR Scoring into FAST Level 1 equivalent Range on STAR

Number of times per week intervention provided	**2-3**	***Number of minutes per intervention session***	**15-20**

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.

Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:
Strong Evidence – Provide explicit vocabulary instruction
Strong Evidence – Provide direct and explicit comprehension strategy instruction.
Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation
Moderate Evidence – Increase student motivation and engagement in literacy learning.
Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum.

IF: **Student meets the following criteria at beginning of school year:**

	Ninth Grade	*Tenth Grade*	*Eleventh Grade*	*Twelfth Grade*
FAST	*Level 1*	*Level 1*	*Level 1 or 2*	*Level 1 or 2*
STAR	≤1066	≤1075	≤1130	≤1138

THEN: **TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions**

Immediate, intensive intervention:

- ***is targeted instruction based on student need;***
- ***provides small group or one-on-one instruction;***
- ***includes accommodations (IEP, ESOL, or 504);***
- ***includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and***
- ***ensures additional time allotted is in addition to core instruction and Tier 2 Interventions.***

Tier 3 Programs/Materials/Strategies & Duration	*Tier 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria thot prompts the changes to Tier 3 interventions*
Teacher-led small group instruction utilizing: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation Reading Horizons Elevate (explicit, multisensory phonics instruction with connected text application, IES Guide Foundational Skills to Support Reading for Understanding p. 22-37, Rewards – Strong Evidence, Differentiated instruction, flexible grouping based on skill needs (small group, one-on-one with teacher) with interventions provided as needed based on assessment data. Tier A ELL students utilize Rosetta Stone Standard with Reading Intro, which teaches characters and sounds. Students may work in this program 1S-20 minutes 3 times per week. This program should not replace all teacher-led interventions.	STAR Diagnostic: Fall, Winter, Spring weekly classroom progress monitoring based on student need.	Student scores in FASTLevel 2 equivalent on STAR AND/OR Student earns C or higher in ELA course. *Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team	Student continues to fail grade-level, standards-based coursework in ELA. Student is not making gains on STAR Diagnostics (pre- /mid-/post-). Student does not improve on biweekly, skill-specific assessments directly related to interventions

All Tier 3 Interventions must be provided by o teacher who is certified in reading or has the reading endorsement.

Number of times per week intervention provided	***Number of minutes per intervention session***
4-5 (small groups) 4-5 (one-on-one)	15-20 (small groups) 10 minutes (one-on-one)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.

Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:
Strong Evidence – Provide explicit vocabulary instruction
Strong Evidence – Provide direct and explicit comprehension strategy instruction.
Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation
Moderate Evidence – Increase student motivation and engagement in literacy learning.
Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.

6) Professional Development (Rule 6A-6.053(4), F.A.C.)

A. Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by s. 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and

- Ensure that time is provided for teachers to meet weekly for professional development.

The teachers have common planning time and meet weekly in grade level/content PLCs. Additionally, the district provides seven full professional development days each year. The district reading coordinator provides professional learning support for 8 academic coaches and 8 schools in the science of reading, best practices for intervention, leads book studies related to reading and differentiation, delivers district-based reading endorsement courses, supports school and district leaders in data analysis to guide professional learning and serves as a liaison between the state, the district, and the schools. Additional support is provided through SRLDs, NEFEC, and various discretionary projects the district coordinates with. The academic coaches provide job-embedded professional development for teachers and leaders on each campus. Additionally, the district encourages teachers to utilize the UF Literacy Matrix as a pathway to reading endorsement. Furthermore, teachers may utilize the PDA Exploring Structured Literacy course to meet certification requirements related to integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Through Reading Horizons training teachers learn methods of integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Additionally, teachers from two middle schools will participate in the NEFEC Rural Connect Ongoing Connected Support for Literacy Initiative to delve deeper into integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Teachers from six schools will participate in the NEFEC Rural Connect Summer Literacy Institute and ongoing support throughout the year. Our SRLD will also provide training in foundational skills and BEST Standards. Our SRLD will continue to support trainings for identifying mentor teachers and establishing model classrooms within each school through the Literacy Leadership Teams.

B. List the pathways that are available in your district for earning the Reading Endorsement.

UF Literacy Matrix
UF Literacy Matrix Micro credentials
FCRR Pathway
NEFEC Reading Competencies
Schultz Learning Center Competencies
Beacon Educator Competencies

7) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(2), F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

The district will continue the RAISE High School Tutor program to support students enrolled in Suwannee Springcrest Elementary grades K-3.

8) Family Engagement (Rule 6A-6.053(11), F.A.C.)

In accordance with s. 1008.25(5)(e), F.S., parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Parents of students identified with a substantial deficiency in reading are provided with a printed copy of the read-at-home plan at the close of each progress monitoring window. The plan is referenced in parent conferences and student support team meetings. The District Parent Involvement Team helps ensure families have copies of the plan and are able to access the webpage, as well. Additionally, the plan is available for all families on the district website. The iReady Pathway is available for students to access at home, as an additional resource for literacy support. Registration for the New Worlds Reading Initiative is provided to parents along with the Read-At-Home plan. Furthermore, the District Resource Center is open each evening Monday-Thursday from 5 PM until 7 PM for families to gain help in utilizing district programs and to receive homework help.

ADMINISTRATION OF MEDICATION 5.15

POLICY:

I. Each school principal shall designate a staff member(s) to administer medications. The staff member(s) shall be trained annually by the registered nurse at each school.

II. Administration of medications during school hours is discouraged unless a physician determines that a student's health needs require medication during school hours. The Student Conduct and Discipline Code shall set forth provisions for administering medications.

III. Narcotic analgesics will not be administered at school. Narcotics are known to cause decreased coordination and decreased levels of consciousness, thus presenting both impaired learning and safety issues for the student.

IV. Medication must be transported to and from school by the parent/guardian or a responsible adult designated by the parent or guardian.

V. Instructions for the use of the medication shall be provided in writing by the Florida licensed prescribing healthcare practitioner and/or described on the medication container provided by the Florida licensed prescribing healthcare practitioner or pharmacist.

VI. All medications shall be delivered to the school office/clinic with a Medication Authorization Form completed and signed by the student's parent(s) or legal guardian and the Florida licensed prescribing healthcare practitioner, to grant permission for administering all medication. The form must include the following:

A. Name of Student;

B. Diagnosis;

C. Reason the medication must be given during the school day;

D. Name and purpose of medication;

E. Time and/or condition under which the medication is to be given;

F. Specific instructions on the administration of the medication as stated in Section IV above;

G. Approximate duration of medication to include beginning and ending date;

H. Allergies; and

I. Side effects;

VII. Receipt, Storage, Control and Return of Medications

A. All medications being received by Suwannee District Schools, must be counted with the parent/adult delivering the medication and a school health staff person and/or a district school board employee who is receiving the medication. Verification of the count shall be made in writing on the Medication Administration Log Notes by the person delivering the medication(s) and the person receiving the medication(s);

B. All medications being returned to parents/adults shall be counted with the parent/adult receiving the medication and a school health staff person and/or a district school board employee who is returning the medication. Verification of the count shall be made in writing on the Medication Administration Log Notes by the person returning the medication(s) and the person receiving the medication(s);

C. All medication(s) to be administered to a student/students by designated and trained staff members while a student/students are away from school property and/or on official school business shall be counted with designated and trained staff members receiving the medication(s) and the school nurse or a school health staff person who is releasing the medication(s). Verification of the count shall be made in writing on the Medication Administration Log Notes by the person receiving the medication(s) and the person releasing the medication(s);

D. All medications being returned to the school nurse/school health staff by designated and trained staff members shall be counted with designated and trained staff members returning the medication(s) and the school nurse or a school health staff person who is receiving the medication(s).

Verification of the count shall be made in writing on the Medication Administration Log Notes by the person returning the medication(s) and the person receiving the medication(s);

E. Each prescribed medication to be administered by district school board personnel/school health staff shall be received and stored in its original container. When the medication is not in use, it shall be stored in its original container in a secure fashion under lock and key in a location designated by the school principal and/or the school nurse.

F. Only medication in its ORIGINAL container from the store, the Florida licensed prescribing healthcare practitioner, or pharmacy will be accepted.

G. All Non-Prescription/Over the Counter medications must be received by school board personnel /school staff in a sealed, unopened container with the student's name clearly written on the container.

H. A separate Medication Authorization Form must be completed for each medication that must be given during school hours or school sponsored activities.

VIII. Changes to Medications

A new prescription bottle with correct labeling and a new Authorization for Medication Administration Form, completed by the student's parent(s)/guardian(s) and the Florida licensed prescribing healthcare practitioner, is required for any dosage changes.

A. School health staff/district school board personnel cannot begin or discontinue medications, alter or change dosages or times of administration without a new, Medication Authorization Form, being completed by the parent(s)/guardian(s) and the Florida licensed prescribing healthcare practitioner.

B. Prescription labels shall not be altered with handwriting by a parent/guardian, school board personnel, or school health staff.

IX. The first dosage of any new medication shall not be administered during school hours because of the possibility of an allergic reaction.

X. All medication which is kept at school/on school board property shall be stored in a secure place under lock and key with the student's name attached and clearly visible (except for students who have permission to self-administer emergency medications and/or medications for asthma, pancreatic insufficiency or cystic fibrosis and/or diabetes). Only authorized district school board personnel /school staff who have been designated by the principal and/or trained by the school nurse can have access to and administer said medication.

XI. Emergency Injectable Medications such as Epi-pens, Glucagon, etc. must be accessible immediately in case of an emergency. Only these medications with the exception of inhalers will leave the building in the event of an emergency. These medications should be kept in the clinic. It is not recommended to keep emergency medications in the classroom unless the student has been checked off to self-carry.
Emergency Injectable Medications may be kept in a secure but unlocked location in the clinic. If stored this way, there should be a sign on the outside of the medication cabinet indicating where the emergency medications are located.

XII. No medications (prescription or non-prescription), with an expired prescription date or that is past the manufacturers' expiration date will be administered at school or during school sponsored activities.

XIII. Special Conditions

A student with a special health condition(s) such as asthma, pancreatic insufficiency or cystic fibrosis, diabetes, or who has experienced or is at risk for life-threatening allergic reactions, may carry and self-administer prescription medication for emergency situations and/or for the treatment of pancreatic insufficiency or cystic fibrosis, asthma and/or diabetes, as approved by his/her Florida licensed prescribing healthcare practitioner and his/her parent/guardian. The approval of the Florida licensed prescribing healthcare practitioner and the parent and information regarding the medication required in section IV and V must be on file in the principal's and/or nurse's office. A student who has permission to self-administer emergency medication and/or medication for asthma pancreatic insufficiency or cystic fibrosis, and/or diabetes may carry the medication on the bus, to and from school-sponsored events, while participating in school-sponsored activities, and while in school.

The principal shall notify the bus driver and the transportation department regarding such students.

A. The school nurse, (who is a Registered Nurse) upon performing a nursing assessment of a student, shall determine whether or not that student is ready to responsibly self-carry and administer medications at school or during school-sponsored activities without endangering the health and safety of themselves, school staff, and/or fellow students. If the school nurse determines that a student is not ready to responsibly self-carry and administer medications at school or during school-sponsored activities, the medication(s) will be administered by school health staff and/or trained district school board personnel.

B. Parents are strongly encouraged to keep a back-up supply of any emergency medications, such as an inhaler, epipen, diabetes medication, etc., in the school clinic.

C. Under NO circumstances should students show, share, dispense, or deliver prescription or non-prescription medication to another student.

D. Opioid Antagonist Naloxone ("Narcan"). The School Board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. The following protocols for the administration of Narcan in emergency situations are adopted to assist a person at risk of experiencing an opioid-related overdose.

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1. Definitions
   a. Drug overdose: an acute medical condition, including, but not limited to, severe physical illness, coma, mania, hysteria or death, which is the result of consumption or use of one or more controlled substances causing an adverse reaction.
   b. Naloxone (Narcan): is a medication that may be obtained, pursuant to state law, and used to treat individuals who are experiencing, or may be experiencing, an opioid related overdose.
   c. Opioids are illegal drugs including, but not limited to, heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone (OxyContin,

Percodan, Percocet), hydrocodone (Vicodin), fentanyl, hydromorphone (Dilaudid), and buprenorphine.

2. The Superintendent shall adopt Administrative Guidelines governing the procurement, maintenance and use of Narcan at school, for use in emergency situations and emergency notification requirements. The Superintendent will consult with a licensed health professional when developing the Administrative Guidelines.

3. The Administrative Guidelines shall:
   a. Specify the individuals (by position) employed by the School Board who may, in accordance with law, procure Narcan;
   b. Include the physician-established protocol(s), as required by law;
   c. Identify the location(s) in each school building where Narcan shall be stored;
   d. Specify the conditions under which Narcan must be stored, replaced, and disposed of;
   e. Specify the individuals (by position) employed by or under contract with the School Board, in addition to a licensed school nurse, who are authorized to access and use Narcan in emergency situations;
   f. Specify the training that Board employees or contractors must complete before being authorized to access and administer Narcan; and
   g. Specify that the assistance from an emergency medical service provider (911) must be requested as soon as practicable before or after Narcan is administered.

4. To the extent provided by law, the Board, its members, employees and contractors shall not be liable civilly for acts or omissions associated with procuring maintaining, accessing, or using Narcan in emergency situations as prescribed by this policy and any administrative guidelines.

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5. Delegation of Responsibility

a. The School Medical Director shall provide and annually renew standing order of Narcan to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose on school grounds or at a school-sponsored activity, at which the school nurse or any other individual properly trained to administer Narcan is present as permitted by this policy. The standing order shall include at least the following information:

   i Type of Naloxone (intranasal and/or auto-injector)
   ii Date of issuance
   iii Dosage
   iv Signature of the school physician/school Medical Director

b. The standing order shall be maintained in the office of the Nurse Supervisor and copies of the standing order shall be kept in each location where Narcan is stored.

6. Acquisition, Storage and Disposal

a. The school nurse(s) shall obtain sufficient supplies of Narcan pursuant to the standing order in the same manner as other medical supplies are acquired for the school health program.
b. The school nurse or designee shall regularly inventory and refresh Narcan stocks, and maintain records thereof, in accordance with Administrative Guidelines, manufacturer's recommendations and any applicable Department of Health guidelines.
c. Narcan shall be safely stored in accordance with the drug manufacturer's instructions in the school nurse's office or other location(s) designated by the school nurse that is only accessible by the individuals' authorized to administer Narcan.

7. Training

a. School nurses shall be trained in the use of Narcan by the ~~Flagler~~ Suwannee County Department of Health.

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b. School Departments are encouraged to send other staff to be trained, including but not limited to coaches, guidance counselors, teachers, etc.

c. Training for designated staff shall occur annually prior to the beginning of each school year and throughout the year, as needed.

8. Parent Notification

a. Prior notice to the parents of a student of the administration of Narcan is not required.

E. If Narcan has been administered to a student, immediately following the administration, the school shall provide notice to the parent/guardian of the student who received Narcan.

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XIV. Records

A record shall be maintained on each student who receives any medication during school hours, including the time each dose of any medication was administered. These records shall be made available daily to the principal and authorized personnel.

XV. Discontinued Medication

When medication is discontinued, parents are required to pick up all unused medication within one week. When the school year ends, parents are required to pick up all unused medication by the end of the last student school day. Unclaimed medications will be destroyed. When medication is destroyed, this action shall be taken pursuant to 499.0121 Florida Statute, in such a manner as no one could make use of the medication or be harmed by it.

XVI. Medications Administered While Students Are Away from School Property

The requirements for the administration of medication while students are away from school property and/or on official school business shall be the same as those while on school property. All medications including non-prescription medications that are taken on field trips or other official school business must be in the original container with the student's name clearly visible on the container, and stored under lock and key (except for students who have permission to self-administer emergency medications and/or

medications for asthma, pancreatic insufficiency or cystic fibrosis, and/or diabetes). Only trained district school board personnel or school staff will administer medication away from the school site except for students who have permission to self-administer emergency medications and/or medications for asthma, pancreatic insufficiency or cystic fibrosis, and/or diabetes.

STATUTORY AUTHORITY: **1001.41, 001.42, F.S.**

LAW(S) IMPLEMENTED: 381.88, 381.885, 381.887, 499.003, 768.13, 1001.21, 1001.43, 1002.20, 1002.22, 1006.062, 1014.06, F.S.

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STATE BOARD OF EDUCATION RULE(S): 6A-6.0251, 6A-6.0252, 6A-6.0253

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STATE DEPARTMENT OF HEALTH RULE(S): 64F-6.004

History:	Adopted: 7/25/06 Formerly: Revision Dates(s): 10/26/10, 8/25/2015, 9/25/2018

USE OF BATHROOMS AND CHANGING FACILITIES 5.60

I. To the extent permitted by law, each multiple-occupancy bathroom or changing facility owned or operated by the District shall be designated for and used only by persons based on the person's biological sex. This policy does not prohibit the District from providing reasonable accommodations, upon request, to any student who has a need or desire for increased privacy, regardless of the underlying reason.

II. In accordance with law, a person's biological sex is identified on the person's official birth certificate provided the statement was:

A. Entered at or near the time of the person's birth; or

B. Modified only to the extent necessary to correct any type of scrivener or clerical error in the person's biological sex.

III. For the purposes of this policy, "multiple-occupancy bathroom or changing facility" means a location where a person may reasonably be in a state of undress, including a restroom, locker room, or shower room. Also, for purposes of this policy, "multiple-occupancy bathroom or changing facility" means a location designed or designated to be used by more than one individual at a time, where a person may be in a state of undress in the presence of another person, regardless of whether the facility provides curtains or partial walls for privacy. The term includes but is not limited to a school restroom, locker room, changing room, or shower room.

IV. The provisions of this section shall not apply to individuals entering a multiple-occupancy restroom or changing area designated for use by the opposite sex, when the purpose for entering the room is:

A. For custodial, maintenance or inspection purposes; or

B. To render emergency medical assistance.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

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

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

INVENTORIES AND PROPERTY RECORDS 7.08

POLICY:

The Superintendent or designee shall maintain an adequate and accurate record of all tangible personal property of the District. The record shall indicate the date of acquisition, the fund from which purchased, identification number, and property record number, and shall be consistent with all requirements of Florida Statutes and the rules of the Auditor General. School inventories shall be verified by the District administration at the Superintendent's direction.

I. All tangible property shall be listed that has a value of cost as established by Florida Statutes or State Board of Education rules. ~~All equipment shall be listed that has a value or cost seven hundred fifty dollars ($750.00) or more.~~ The principal shall notify the District Office of all removals, ~~and~~ transfers, and receipt of donated or purchased property that meets criteria for being recorded as a fixed asset in order to update records and new equipment. ~~In order to update records of all new equipment received so that the property record and number can be assigned. The master inventory copy shall be filed in the District Office. The duplicate copy shall remain in the individual school.~~

II. Property inventories shall be performed annually. It shall be each principals' duty to designate a person to make an annual inventory of all school property within his / her building(s). This report shall include recommendations for the disposition of obsolete and surplus equipment and equipment beyond economical repair. Such inventory shall be filed with the District Office either at the time designated in writing by the property control officer or at the time of any principal's resignation.

III. An incoming principal and the property control officer shall make an inventory of all school equipment when the new principal assumes the duties of the position. This inventory shall be checked against the last inventory made at the school and a report shall be filed with the District Office to identify any shortages or discrepancies.

IV. The principal shall also be responsible for taking inventories of properties not covered in section I. herein such as student furniture, library books, films and tapes, and other materials as deemed appropriate. ~~/ including the foregoing, such as minor items used in physical education, industrial arts and homemaking departments and other instructional supplies~~. These inventory records shall remain on file in the individual school.

V. The Superintendent shall prescribe the procedures for the accountability of property as defined in ~~Chapter 274,~~ Florida Statutes.

VI. The principal shall keep an inventory of all equipment in his/her school on forms provided by the property control officer. The equipment purchased shall be reflected on this record by adding items to the prior year's inventory. Equipment disposed of shall be deducted from these records.

VII. The Superintendent shall report to the School Board any property that has been lost or stolen if recovery is not made by the next regular School Board meeting after the discovery of the loss or theft. Such report shall include recommendation for inactivation of the property record and information concerning possible personal liability which may be appropriate as the circumstance of the loss or theft may indicate.

~~VIII. The Superintendent or designee shall be designated as the custodian of school property and shall be responsible for the care, custody,~~

~~safekeeping, and accounting of all school property. The Superintendent shall:~~

~~A. Determine procedures and measures, as necessary, to provide accurate information on the nature, condition, location, and value of all District property;~~

~~B. Establish procedures to safeguard District property against undue damage, loss, or depreciation;~~

~~C. Recover and restore to usefulness any District property which may be lost, stolen, or damaged;~~

~~D. Ensure the proper maintenance and safekeeping of District property;~~

~~E. Conduct annually an inventory of all District property;~~

~~F. Establish and maintain an adequate and accurate record of all items of tangible personal property having a value seven hundred fifty dollars ($750.00) or more. Accountability records shall conform to procedures prescribed in Florida Statutes and State Board of Education Rules;~~

~~G. Serve as the disposal officer for surplus property pursuant to Florida Statutes and State Board of Education Rules.~~

~~H. Report to the School Board any property which has been lost or stolen, including information about possible personal liability, if appropriate.~~

~~IX. The principal shall be responsible for administering District procedures regarding school property. The principal shall:~~

~~A. Take measures necessary to properly safeguard property under his / her control against loss, damage, or undue depreciation;~~

~~B. Ensure the proper maintenance and safekeeping of school property;~~

~~C. Initiate requests for the use or disposal of tangible personal property in his / her school;~~

~~D. Provide information pertaining to school property records;~~

~~E. Report to the Superintendent or designee any property exceeding seven hundred fifty dollars ($750.00) when acquired from sources other than District school funds; and,~~

~~F. Submit an inventory of all school property when requested by the Superintendent or designee.~~

~~X.~~VII. All equipment purchased by the various District organizations or by outside organizations for District use shall become School Board property and shall be recorded and inventoried in the same manner as all other equipment of a similar nature.

~~XI.~~VIII. The Superintendent or designee shall maintain a current and perpetual inventory of all stock in School Board warehouses and shall file an annual end-of-the-year report of the count and value of such items with the finance department.

~~XII.~~IX. Transfer of property within the District shall be pursuant to procedures established by the Superintendent or designee.

STATUTORY AUTHORITY:	1001.42, F.S.
LAWS IMPLEMENTED:	1001.43, F.S.
STATE BOARD OF EDUCATION RULE:	6A-1.087

History:	Adopted: Revision Date(s): 2/16/99, 4/19/11 Formerly: DID

PURCHASING POLICIES AND BIDDING 7.14*

POLICY:

School District funds which are used for purchasing supplies, materials, equipment, and services and entering into temporary employment contracts shall be the responsibility of the Superintendent or designee. Only persons authorized by the Superintendent or School Board rules may make any purchase involving the use of school funds. Unauthorized expenditures shall not be approved by the School Board. ~~All~~ Florida Statutes, State Board of Education Rules, and School Board Rules shall be carefully observed when making any purchase. ~~The payment for any unauthorized purchase shall be the sole responsibility of the person placing the order.~~ The District shall recognize purchasing terms as defined by law and rule.

~~A. Appropriate department heads, under the direction of the Superintendent, shall be responsible for periodically estimating the needs of the school system in standard items and making quantity purchases.~~

The following provisions shall govern purchasing and bidding procedures:

I. Authorization to Execute Purchase Orders

The Purchasing Agent shall be authorized to sign purchase orders.

II. Development of and Adherence to Specifications

Purchases through bids and quotations procedures shall be based upon justification and specifications which are clear, definite, and certain as to character and quality and shall conform to standard specifications for the various classes of supplies, materials, parts, services, or equipment desired. Such specifications shall be conducive to securing the most economical price for the highest quality product which best meets the needs of the educational program. Specifications shall be as open as possible and it shall be made clear in the invitation to bid that use of a trade name does not give exclusive rights to that product. Preferential

bidding shall not be permitted.

III. Requirements for Competitive Bids

Sealed bids shall be requested for any purchase of materials, equipment, or service above limits set by State Board of Education rules unless the item is purchased on the basis of an established state contract, through approved online procurement, under the provisions of sections IX. or X. herein, or is otherwise exempted from bidding by Florida Statutes or State Board of Education rules.

IV. Standard Bid Procedures

A. The Purchasing Agent shall maintain a list of all potential bidders by category of commodity or service and shall include the names of all persons or firms that requested placement on the list. The Purchasing Agent shall mail each request for bids to each person and firm on the list for that particular commodity and may mail the request for bids to other known persons or firms that are capable of providing the requested commodity.

1. The Purchasing Agent may remove the name of any person or firm from the list upon failure to respond to three (3) consecutive requests for bids.

2. The Superintendent or designee may remove the name of any unqualified or unreliable person or firm from the list. Provided, however, the person or firm may apply to the Purchasing Agent for reinstatement to the vendor list after being removed for one (1) year.

B. Bid Receipt, Opening, and Tabulation

Sealed bids shall be received in the purchasing office at the time and date designated in the request for bids. All bids shall be opened publicly in the presence of at least one (1) School Board employee. The Purchasing Agent shall read aloud the name of the bidder and the amount and shall make recommendations to the Superintendent who

shall make a recommendation to the School Board. The tabulation shall be signed by the Purchasing Agent and School Board employee in attendance. Bids received after the designated time shall not be accepted or considered.

C. Award of Bids

1. Each bid shall be awarded on the basis of the lowest and best bid which meets specifications with consideration being given to the specific quality of the product, conformity to the specifications, suitability to school needs, delivery terms and service, and past performance of the vendor. In case of a tie, the recommendation shall be made by casting lots. Samples of products may be requested when practical. The School Board shall reserve the right to reject any or all bids.

2. The District may award contracts to the lowest, responsible bidder as the primary awardee and to the next lowest and responsible bidder(s) as alternate awardees provided that the awarding of multiple contracts is clearly stated in the bid solicitation documents.

D. Public Inspection of Bids - Sealed bids, proposals or replies in response to a competitive solicitation shall be exempt from public inspection or copying as provided in §119.071, F.S. When documents are no longer exempt and may be copied, the fee for photocopying shall be in accordance with the School Board Policy 3.07, Copying of Public Records. Original bids and quotations and the transmittal envelopes shall not be removed from the purchasing office.

E. Award to Other Than Low Bidder - Any bid recommendation other than the low bid shall be accompanied by a written statement signed by the Purchasing Agent giving the reasons and justification for such action as provided in section IV.B. herein. Single or combination items may be considered in determining the recommendation.

F. Bid Withdrawal - A bidder may withdraw a bid before the designated time for opening bids by submitting a written request to the Purchasing Agent and identifying the reason(s) for the desired bid withdrawal. A bidder shall not be permitted to withdraw a bid for any

reason after the designated time for opening bids unless mutually agreed upon by both parties.

~~B. The Director of Business, under the Superintendent's direction, shall request at least three (3) sealed bids on authorized purchases or contract for services which cost more than fifteen thousand dollars ($15,000.00), and which are not on established State Contract, and are not otherwise exempt from bidding by State Board of Education Rules. The bids shall be presented to the School Board for approval before any monies are expended.~~

~~C. The authority shall be vested in the Director of Business, under the Superintendent's direction, for making purchases or entering contracts for temporary employment services and expending monies from properly budgeted materials, supplies, and services costing fifteen thousand dollars ($15,000.00) or less provided they are not on established State Contract and are not otherwise exempt from bidding by State Board of Education Rules. The purchasing agent shall:~~

~~1. Request three (3) written or telephone quotations for items totaling more than three thousand dollars ($3,000.00), but less than fifteen thousand dollars ($15,000.00); and,~~

~~2. Obtain written or telephone quotations for purchases under three thousand dollars ($3,000.00) when practical and in the School Board's best interest.~~

~~D. The authority shall be vested in the Director of Business, under the Superintendent's direction, for making purchases or entering contracts for temporary employment services and expending monies for properly budgeted materials, supplies, and services, provided they are on established State Contracts or otherwise exempt by State Board of Education Rules. State purchasing contracts shall be used in lieu of bids when it is advantageous to the School Board.~~

~~E. Each purchase shall be based upon a purchase order originating from the principal or department head who uses the product, except in extreme emergencies when the Superintendent or designee may grant~~

permission for such purchase. Each emergency purchase shall be followed immediately with an emergency purchase order. Each purchase or contract shall be properly financed, budgeted, and encumbered prior to the approval of a purchase order. The purchase order shall be approved by the Superintendent or designee. The purchase shall not precede the purchase order date.

F. Emergency bids over fifteen thousand dollars ($15,000.00), if approved by the Superintendent, may be requested by telephone or in writing as the emergency requires. All emergency bids shall be tabulated and presented to the Superintendent who shall submit the matter to the School Board for action. The official minutes of the School Board shall show the nature of the emergency and why the regular bid procedure would have caused a delay which was contrary to public interest.

G. Except as provided in Florida Statutes and State Board of Education Rules, these procedures shall be followed when bidding for any authorized purchase or contract for services:

1. Purchases or contracts made through bids and quotations shall be based upon justification and specifications which are clear, definite, and certain as to character and quality and shall conform to standard specifications for the various classes of supplies, materials, parts, services, or equipment desired. Such specifications shall be conducive to securing the best possible price for the highest quality product and to meeting the needs of the educational program. Specifications shall be as open as possible and it shall be made clear in the invitation to bid that use of a trade name does not give exclusive rights to that product. Preferential bidding shall not be permitted.

2. The Superintendent or designee shall have the responsibility of soliciting the assistance of the District administrative and instructional and non-instructional staff members when preparing specifications and evaluations of bids.

3. Bids and quotations shall be requested from at least three (3) sources for each authorized purchase or contract for services. All bids shall be signed in ink or indelible pencil.

4. Bids and quotations shall be opened to the public at a designated time and place which is clearly stated in the bid invitation. All bids shall be opened in the presence of not less than two (2) administrators and one (1) School Board member when possible, and shall be read, tabulated, and recommended to the School Board through the Superintendent. Bids and quotations received late shall be returned to the bidder unopened with a notation on the bid of the time received and signed by the person presiding over the bid opening.

5. No bid may be withdrawn prior to the School Board's approval without the written consent of the Superintendent.

6. Recommendations of the School Board for action shall be determined on the basis of the lowest responsible qualified bid specifications with consideration being given to the specific quality of the product, its conformity to the specifications, its suitability to school needs, the delivery terms, and the service and past performance of the vendor. In the case of identical qualified bids, the recommendation shall be made for the local vendor, or if there is none, to the vendor who has had the longest consistent reliable service in the District or by casting lots. Samples of products shall be requested when practical.

7. After bids and quotations have been opened and tabulated, they shall be made available to those persons who wish to study and copy them or copies may be distributed to the bidders at the Superintendent's discretion. Original copies of bids and quotations shall not be removed from the custody of the Superintendent or designee.

8. Any rejection or recommendation of other than the low bid shall be accompanied by a written statement giving the reasons and justification for such action as outlined in Subsection (7) (f) herein. Single items or combinations of items may be considered

in determining the recommendation. The Director of Business may remove the name of any firm which has proven to be unreliable or unqualified for exclusion from the bid list.

9. Final action on any bid or the letting of any bid shall be the decision of the School Board in open session. Approval of any funds which are not already budgeted shall be made by the School Board prior to the issuance of any contract.

10. No employee or official of the School Board shall use bid prices or school prices, or receive any other preferential treatment in the making of personal purchases.

11. No employee or official of the School Board shall make purchases for personal use through a school or the District.

12. No School Board employee shall apply for or receive services from commercial sources through a school or the District.

13. School Board employees may participate in District surplus sales; provided, there is no preferential treatment.

H. The Business Department shall be responsible for the arrangement of hearings, exhibits, or demonstrations by vendors interested in presenting their products. Employees of the Business Department shall not extend favoritism to any vendor or salesperson. No salesperson shall be permitted to visit schools or departments for the purpose of selling any product on the bid list which is purchased from the District school funds except with a letter of authorization from the purchasing agent.

I. Payment of properly approved invoices, accompanied by proper evidence that the product has been received in good order and in accordance with specifications, shall be paid on a schedule established

~~by the Director of Business who shall take advantage of discounts when in the School Board's best interest.~~

~~J. When purchases of materials or services have been approved by the School Board on the basis of bids submitted, payment may be authorized by the Superintendent upon delivery of the materials or completion of the service when such are approved by the appropriate administrator.~~

~~K. The procedures governing the resolution of protest from contract bidding shall be in accordance with Section 123.53(5), Florida Statutes.~~

V. Emergency Situations

A. Occasionally, situations arise which necessitate immediate action in order to ensure the health and safety of students and staff, or to keep a facility in operation. In such cases, at the determination of the Superintendent, the normal procedures may be waived and all Board members will be notified of such action as soon as practicable. The purchasing department shall be required to make telephone contacts with at least two (2) vendors to request quotations, determine availability and ability to deliver services or products in a timely manner. All such contacts must be documented and followed by written bids from those contacted. The Superintendent shall be given all facts relating to the problem and a recommendation for the purchases necessary to resolve the problem. Upon the Superintendent's approval, the lowest and best bidder will be given authorization to proceed. A formal tabulation, giving complete details and justification, shall be submitted at the next regular Board meeting for ratification.

B. If the Superintendent determines in writing that the time required to obtain pricing information will enhance the emergency situation, the emergency purchase may be made without quotations.

VI. Requisitions

Each purchase shall be based upon a requisition originating from the principal or District department head. Each requisition or contract shall be properly financed, budgeted, and encumbered prior to issuing a purchase

order. Under extreme emergencies, the Purchasing Agent or designee may grant permission for a purchase without a requisition; provided, however, any emergency purchase shall be followed immediately with an emergency requisition. A purchase shall not precede a requisition except under emergency provisions.

VII. Informal Quotations on Purchases

Quotations shall be obtained from at least three (3) sources, except as provided in section X. herein, prior to issuing a purchase order for materials, services, or equipment as established and required by state law or regulation.

~~I.~~VIII. Purchase of Foods and Non-Food Items for the Food Services Department.

The Superintendent or designee shall develop and prescribe a Competitive Procurement Plan for purchasing food and non-food supply items for the school food services program.

~~1.~~A. The Plan shall contain procedures to ensure conformity with the Federal Food, Drug and Cosmetic Act, the Federal Meat Inspection Act, and the Meat Inspection Law of Florida when purchasing foods.

~~2.~~B. The Plan shall provide for various types of selection procedures as alternatives to the bidding requirements prescribed herein. Bidding requirements specified in this Rule shall be waived if they conflict or are inconsistent with the Plan. All purchases of milk shall comply with State Department of Agriculture and Consumer Services rules.

~~3.~~C. Purchases of equipment items and professional services shall be excluded from the Plan and shall be subject to procedures for purchases described herein.

IX. Government and Agency Bids

~~M.~~ Subject to provisions of law, the Superintendent may authorize purchase bids approved by the State of Florida, other government agencies, or educational consortium.

Subject to provisions of law, the Superintendent may authorize purchase bids approved by the state of Florida, other government agencies, or educational consortia.

~~N.~~ X. Acquisition of Professional or Educational Services.

The Superintendent is authorized to contract for professional or educational services to complete projects or activities authorized or approved by the School Board.

~~1.~~A. Selection of an architect, construction manager, professional engineer, landscape architect, or land surveyor to perform professional services for a School Board project shall be in accordance with the School Board Policy 7.141, ~~rule entitled,~~ ~~"~~Selecting Professional Services.~~"~~

~~2.~~B. Contracts or commitments for educational or professional services shall be approved by the School Board if such contracts or commitments exceed amounts permitted without School Board approval by state laws or regulations.

VIII. Single Source Commodities or Contractual Services

A commodity or contractual service that is available from a single source may be exempted from requirements for competitive solicitation provided that the District posts notice of its intent to purchase a specific item or service and subsequently posts notice of its intent to enter a single source contract.

IX. Conflict of Interest

The following provisions shall apply for conflict of interest. Any violation of these provisions by a School Board employee may be grounds for dismissal.

A. No contract for goods or services may be made with any business organization in which

1. The Superintendent or School Board member has any financial interest whatsoever;

2. A spouse or child of the Superintendent or School Board member has an employment relationship or material interest as defined by Section 112.312, Florida Statutes; or,

3. A School Board employee has an employment relationship or material interest as defined by Section 112.312, Florida Statutes.

B. No School Board employee may directly or indirectly purchase or recommend the purchase of goods or services from any business organization in which his/her spouse or child has a material interest as defined by Section 112.312, Florida Statutes.

~~3.~~C. School Board employees or officials may not use bid prices or school prices or receive gifts or any preferential treatment in making personal purchases. A School Board employee shall not be prohibited from participating in any activity or purchasing program that is publicly offered to all School Board employees or in District surplus sales provided there is no preferential treatment.

~~O.~~ XIII. Multi-Year Purchase Agreements.

No obligation shall be created by contract, purchase order, maintenance agreement, lease-purchase agreement, lease agreement, or other instrument which exceeds a period of twelve (12) months. The Superintendent shall develop and prescribe a uniform termination clause

which shall be incorporated in and made a part of any multi-year obligation agreement or contract.

~~P. Bid Protest~~

VIII. Bid Protest

~~1.~~ A. A bidder who wishes to file a bid protest must file such notice and follow procedures prescribed by Section 120.57(3), F.S.for resolution. For bids solicited by the purchasing department, the notice must be filed with the purchasing department. For bids solicited by the facilities department, the notice must be filed with the facilities department or such persons as the Superintendent designates.

~~2.~~B. Any person who files an action protesting a decision or intended decision pertaining to a bid pursuant to F.S. 120.57(3)(b), shall post at the time of filing the formal written protest, a bond payable to the Suwannee County School Board in an amount equal to one percent (1%) of the total estimated contract value, but no less than $500 nor more than $5000. The bond shall be conditioned upon the payment of all costs which may be adjudged against the protester in the administrative hearing in which the action is brought and if in the administrative process and any appellate court proceedings, the District prevails, it shall recover all costs and charges which shall be included in the final order or judgment, including charges made by the Division of Administrative Hearings, but excluding attorney's fees. If the protester prevails, he/she shall recover from the District all costs and charges which shall be included in the final order of judgment, excluding attorney's fees.

~~3.~~ C. Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed in Section 120.57(3), F.S., shall constitute a waiver of proceedings under Chapter 120, F.S.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 112.312; 119.071,120.57; 212.0821; 255.041; 274.02, 287.017, 287.057, 287.133, 1001.421, 1001.43; 1010.01, 1010.04, 1013.47, F.S.

STATE BOARD OF EDUCATION RULES: 6A-1.012; 6A-1.085; 6A-1.087
STATE DEPARTMENT OF AGRICULTURE
AND CONSUMER SERVICES RULE(S): 5P-1.003

History:	Adopted: Revision Date(s): 11/20/01, 12/17/02, 10/23/12 Formerly: DJF Reviewed in Workshop: 12/08/09

SUWANNEE COUNTY SCHOOL DISTRICT

Student Conduct and Discipline Code
~~2022-2023~~2023-2024

Branford Elementary School
Branford High School
Suwannee Riverside Elementary
Suwannee Pineview Elementary
Suwannee Springcrest Elementary
Suwannee Middle School
Suwannee High School
Suwannee Opportunity School
Suwannee Virtual School
RIVEROAK Technical College

Ted L. Roush
Superintendent of Schools

Suwannee County School Board

Jerry Taylor – District 1

Norman Crawford – District 2

Tim Alcorn – District 3

Ed daSilva – District 4

Ronald White – District 5

School Principals

Branford Elementary School – Deidre McManaway

Branford High School – Terry Huddleston

Suwannee Riverside Elementary – Marsha Tedder

Suwannee Pineview Elementary –Amy Boggus

Suwannee Springcrest Elementary – Jennifer Beach

Suwannee Middle School – Laura Williams

Suwannee High School – Carl Manna

Suwannee Opportunity School – Angie Stuckey

Suwannee Virtual School – Angie Stuckey

RIVEROAK Technical College – Mary Keen

Student Conduct and Discipline Code
adopted by the School Board June 2023~~April 2022~~

DISTRICT WEBSITE
www.suwannee.k12.fl.us
(Link to FOCUS to check student grades and attendance online.)

Please complete and return this form to the school within 10 days.

Student's Full Name (Please Print) _____School _____Grade Level_____

~~2022-2023~~2023-2024 PARENT AND STUDENT NOTIFICATION

The Suwannee County School District's Student Conduct and Discipline Code guide for Pre-K through grade 12 has been developed to help your son/daughter gain the greatest possible benefit from his/her school experience. Parents/guardians have the responsibility for the actions of their children and should be involved in their children's education. Parents/guardians should take special notice of the attendance and tardy sections of this Code as well as the suspension and expulsion provisions. Please note the attendance policies and their effect on other policies, such as sports eligibility, compulsory school age, and driving privileges. Parents/guardians should also take special note of information in Section II, entitled "Public Notice," which includes, but is not limited to, your child's educational records, the release of directory information (i.e., Armed Forces) and possible participation in student surveys (i.e., Florida Youth Substance Abuse Survey).

The school is in need of your help and cooperation. When you have read and discussed the Student Conduct and Discipline Code with your son/daughter, sigu this sheet, **remove it from the booklet**, and **return it to tbe school**. This form will be kept in your son's/daughter's curriculum folder for the current school year.

The Suwannee County School District (SCSD) is not responsible for the supervision of students on school grounds until 30 minutes prior to the start of the regular school day or a scheduled event, or beyond 30 minutes after the regular school day or scheduled event. Please refer to your school's beginning and ending hours and arrange for supervision of your child accordingly. [1003.31, Florida Statutes]

Failure to return this acknowledgement will not relieve a student, or the parent/guardian of the student, from responsibility for knowledge of the contents of the Student Conduct and Discipline Code and will not excuse non-compliance by the student of the Student Conduct and Discipline Code.

A copy of the Student Conduct and Discipline Code guide has been received. Please mark your decision in the permission area below and return a copy of the form to your child's school.

Permission: Corporal Punishment Consent

Suwannee County School District's Student Conduct and Discipline Code defines corporal punishment as the moderate use of paddling in front of a witness by a principal/administrator that may be necessary to maintain discipline or to enforce school rules. Parents may opt to not permit corporal punishment as a disciplinary intervention by checking below. Please indicate your decision regarding corporal punishment for your child by signing and returning this form. [§§1002.20, 1003.01, and 1003.32, Florida Statutes]

The school may use corporal punishment with my child.

☐ Yes ☐ No

Signatures below indicate permission for areas checked above.

Parent/Guardian _____ Date _____

Student _____ Date _____

Witness OR School Administrator _____ Date _____

Witnesses required; must be at least 18 years of age, cannot be a current student.

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SECTION I: RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Students attending Suwannee County Public Schools have the right to a free and appropriate education, which includes the right to equal educational opportunities without regard to race, national origin, sex, disability, or marital status. Students are also vested with other fundamental expectations.

1. Students should be informed of the Suwannee County School District (SCSD) policies and rules of the Student Conduct and Discipline Code.
2. Students should expect a safe and orderly environment in which to learn, have property respected, and to protect self and property against injury attempted by another.
3. Students should know about and use school guidance services.
4. Students should be treated with dignity and respect by other students, school personnel, and campus visitors.
5. Students should expect reasonable and fair treatment and have rules enforced without discrimination.
6. Students should be protected by laws prohibiting the release of personally identifiable information, other than directory information, to any unauthorized party without the consent of parents/guardians, or students 18 years of age or older.
7. Students should have free bus transportation as allowable by law.
8. Students should be notified of failure or the potential for failure as outlined in the progress reporting schedule.
9. Students should receive an academic program that promotes high student performance and is delivered by competent teachers in an atmosphere from bias and prejudice.
10. Students should be able to express viewpoints responsibly in writing or orally without jeopardizing relations with teachers or school, conduct meetings on school grounds or in school buildings in accordance with school rules and scheduled use of facilities, and organize clubs and groups.
11. Students should have privacy of personal possessions unless appropriate school personnel have reasonable suspicion~~cause~~ to believe a student has any object or material which is prohibited by law or School Board.
12. Students should expect student records will be kept safe and private.
13. Students should expect that other students and school personnel respect feelings, rights, their property, and privacy.
14. Students should expect opportunity for hearing upon suspension from school.
15. Upon written request by his or her parent, a student may be excused from standing for or reciting the Pledge of Allegiance.

DAILY CONDUCT CODE [§1003.31(4)(a-g), Florida Statutes]

By enrolling in a public school in Suwannee County, Florida, each student agrees to conduct himself/herself according to the Statute's Daily Conduct Code.

1. Be respectful and obedient at all times.
2. Not hurt another person with my words or my acts.
3. Tell the truth, because it is wrong to tell a lie.
4. Not steal, because it is wrong to take someone else's property.
5. Not cheat or plagiarize the work of others.
6. Respect my body and not take drugs.
7. Show strength and courage, and not do something wrong just because others are doing it.
8. Pledge to be nonviolent and to respect my teachers and fellow classmates.

SCOPE OF AUTHORITY

The **Student Conduct and Discipline Code** applies to all students enrolled in Suwannee County Public Schools. The code is in effect on School Board owned or controlled property and whenever students are under the official supervision of School Board employees, including but not limited to: field trips, extracurricular activities, or while being transported to and from such places either by school bus, approved drivers, or other official means of conveyance.

FAMILY RESPONSIBILITIES

By enrolling a child in a public school in Suwannee County, Florida, each parent/guardian agrees to comply with the essential parental responsibilities including but not limited to this list.

1. A parent should review the contents of the Student Conduct and Discipline Code guide with his/her child.
2. A parent must ensure his/her child lives in the assigned school zone.
3. A parent must ensure the daily attendance of his/her child and promptly report and explain any absences or tardiness from school.

4. A parent should provide his/her child with the resources needed to complete class work.
5. A parent should assist his/her child in being healthy, neat, and clean.
6. A parent must bring to the attention of the school authorities any problem or condition which affects his/her child or other children of the school.
7. A parent must ensure his/her child does not bring inappropriate or contraband items to school.
8. A parent should discuss report card and work assignments with his/her child and monitor student academic progress in the FOCUS system (www.suwannee.k12.fl.us).
9. A parent must ensure that the school has up-to-date demographic and contact information in the FOCUS Parent Portal.
10. A parent must ensure that current emergency health care information regarding his/her child is on file with the school. The consent for health services must be completed electronically on your FOCUS Parent Portal in order to participate in any health services including screenings.
11. A parent should communicate with the school (i.e., talk to child's teacher, return requested forms, etc.).
12. A parent should ensure all school issued materials are taken care of and used properly.

STUDENT RESPONSIBILITIES

Becoming a responsible adult begins with becoming a responsible student! The following information outlines student responsibilities:

1. Students must adhere to the guidelines set forth in the school handbook and this Student Conduct and Discipline Code.
2. Students should attend all classes daily and be punctual for all school days during the school year and to provide the school with adequate written explanation and appropriate documentation to explain an absence, and request make-up work assignments from teachers upon return to school and complete them within an appropriate length of time.
3. Students should come to class with all necessary materials and be prepared to learn.
4. Students should take advantage of learning opportunities.
5. Students should use guidance services for educational and personal improvement.
6. Students must show respect for and consideration to all individuals and property.
7. Students must report hazardous or dangerous situations to an adult in authority.
8. Students must immediately report illegal activities to appropriate authorities.
9. Students must refrain from bringing inappropriate or contraband items to school.
10. Students must abide by all rules and regulations established by school, teacher, and bus driver.
11. Students should complete all classroom assignments, homework, and projects/reports as outlined by their current classroom teacher(s).
12. Students must refrain from profane or inflammatory statements.
13. Students must conduct themselves in a safe and responsible manner.
14. Students should dress in a neat, clean, and well-groomed manner.
15. Students must take responsibility for his/her own work and actions, and share with their parents/guardians grades and progress reports received relative to their progress in each class.
16. Students should ensure all school issued materials are taken care of and used properly.

Note: Students who report any of the above listed activities/information to the appropriate authorities may have their names held in confidence and the District agrees not to release the student's name to any other student.

SECTION II: PUBLIC NOTICE

ACCESS TO STUDENTS AND STUDENT RECORDS BY PARENTS

The parent who registers the student and provides information on the student data registration form will be considered that parent who controls and makes final decisions regarding the student. It is the parent's responsibility to supply the school with any documents that delineate custody issues. When parents are divorced or separated, both parents have full rights to participate in the child's school activities and know what is happening at school unless there is a court document limiting that access. A non-residential parent may have access to student records and information unless a court order prohibits such access. If a court has issued such an order, then the student's parent is responsible for providing the principal with a certified copy of the order. Additionally, the school will not resolve parental disputes regarding school assignment, school reassignment, and/or school record access ~~a student and/or student record access~~. Normal school procedures for parent pick-up, eating with a student at school, and attendance at other school activities is permitted by both parents unless there is a court document that prohibits contact or severs parental rights. Schools do not have facilities nor is it appropriate to accommodate parent domestic visitations. If parents approach schools for these visitations, they will be requested to make arrangements for out-of-school visitation after school hours [§61.13(2)(b)3, Florida Statutes].

CIVILITY POLICY

Employees of SCSD will treat parents and other members of the public with respect and expect the same in return. The District must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/district grounds. Accordingly, this policy promotes civility, mutual respect, and orderly conduct among District employees (SCSB Policy 2.18).

CRISIS PROTOCOL

Providing a safe and secure environment for our students to learn is a top priority of the SCSD. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, and lockdowns are practiced at each site to ensure that routines and safety procedures are well established and familiar to all.

Parents – The SCSD requires your cooperation with school and district authorities during a lockdown crisis.

1. Please follow school and/or district directives.
2. Please consult local media for regular updates about the incident. Listen for information updates on local radio and television stations.
3. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.
4. Please DO NOT call the school because phone lines will be needed for emergency communication.
5. Please DO NOT call your child's cell phone in order for cell towers to be clear for emergency use.
6. Please DO NOT go to the school if a lockdown situation should occur. Roads will be closed, doors will be locked, and campuses will be off-limits to anyone other than authorized personnel.

Pursuant to Florida Statute 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Student Conduct and Discipline Code.

DIRECTORY INFORMATION

The District shall make available, upon request, certain information known as directory information without prior permission of the parents or eligible student. The District shall charge fees for copies of designated directory information as provided in State law. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. **The Board designates as student directory information: a student's name; photograph; address; telephone number, if it is a listed number; e-mail address; date and place of birth; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; grade level; enrollment status; date of graduation or program completion; awards received; and most recent educational agency or institution attended.**

In accordance with Federal law, the District shall release the names, addresses, District-assigned e-mail addresses (if available), and telephone listings of students in grades ten through twelve (10-12) to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. Such data shall not be released if the eligible student or student's parents submit a written request not to release such information. The recruiting officer is to sign a form indicating that any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces. The Superintendent is authorized to charge mailing fees for providing this information to a recruiting officer. **A secondary school student or parent of the student may request that the student's name, address, District assigned e-mail address (if available), and telephone listing not be released without parental consent.**~~The SCSD reserves the right to release "directory information" to the general public without obtaining prior permission from students or parents/guardians. Directory information includes the student's name, gender, parent/guardian names, residential address, telephone number (if listed), date and place of birth, name of most recent previous school or program attended, participation in school-sponsored activities and sports, height and weight of athletic team members, dates of school attendance, anticipated graduation date, honors and awards received, and diploma conferred. However, a student or his/her parents may notify the principal of the desire NOT to have directory information released. This notification must be submitted in writing to the principal within 30 days of distribution of the Student Conduct and Discipline Code or 30 days after initial enrollment. Upon notification, this information will not be disclosed except with the consent of a parent/guardian or eligible student, or as otherwise allowed by the Family Educational Rights and Privacy Act. In the absence of written notification to restrict the release of directory information, the school and the SCSD will assume that neither a parent/guardian of a student, nor a student, objects to the release of the designated directory information. The SCSD will routinely publish directory information in conjunction with press releases regarding school activities, honor roll announcements, athletic events, and other such activities. Under provisions of the National Defense Authorization Act and the Elementary and Secondary Education Act (No Child Left Behind), directory information may also be released to law enforcement agencies, other governmental agencies (U.S. Department of Justice, branches of Armed Forces, etc.) and to post-~~

~~secondary programs to inform students of educational programs available to them. However, directory information shall not be released for commercial use, including among others, mailing lists for solicitation purposes.~~

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

~~The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records.~~

~~1. The right to inspect and review the student's education records within 30 days of the day the District receives a request for access. Parents/guardians or eligible students should submit to the principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. If copies of these records are requested, the first five pages will be provided at no cost. Additional pages will be copied for a charge of 15 cents per page.~~

~~2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes is inaccurate or misleading. Parents/guardians or eligible students may ask the SCSD to amend a record that they believe is inaccurate, misleading, or in violation of the student's privacy rights. When making such a request, a written statement to the principal should clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District 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 the FERPA authorizes disclosure without consent. The one exception, which permits disclosure without consent, is disclosure to school officials with a legitimate educational interest. A school official is a person~~

employed by the District as 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 District 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. Upon request, the District discloses educational records, including record of disciplinary actions, without consent to officials of another school district in which the student intends to enroll.

4. The right to refuse to provide the student's social security number. When requesting basic information from students and parents/guardians, a request will be made for student's social security number under section §1008.386, Florida Statutes. In any case, disclosure of the social security number is voluntary and will be used only as a student identification number in the Information Technology (IT) system maintained by the District.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605

INSURANCE (Student Accident)
The SCSD recommends that parents/guardians, who do not have accident insurance for their child, purchase school accident insurance for their children Pre-K through grade 12 in the event of an incident on any SCSD property. Please note the type of insurance is accident only, not health insurance. School insurance information is available by calling 1-800-541-8256 or online at https://www.k12specialmarkets.comhttps://www.schoolinsuranceagency.com.

STATEMENT OF NON-DISCRIMINATION
The Suwannee County School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to designated youth groups.

If you wish to file a complaint alleging any violation of this policy, notify:

Ronnie Gray, Equity/Title I Coordinator	Elizabeth Johnston, 504 Coordinator
Suwannee County School District	Suwannee County School District
1740 Ohio Avenue, South	1740 Ohio Avenue, South
Live Oak, FL 32064	Live Oak, FL 32064
Office: (386) 647-4644 Fax: (386) 364-2635	Office: (386) 647-4631 Fax: (386) 364-2635

NOTIFICATION OF COMPLIANCE
The SCSD adheres to a policy of non-discrimination in educational programs/activities and employment and strives to provide equal opportunities for all as required by:

Americans with Disabilities Act Title II – The SCSD prohibits discrimination on the basis of disability in state and local government programs/services.

Child Find – The District has an obligation to identify, locate, and evaluate all children with disabilities.

Civil Rights Act of 1994 TITLE VII – The SCSD prohibits discrimination on the basis of race, color, religion, or national origin.

Florida Civil Rights Act of 1992 – The SCSD secures for all individuals within the state, freedom from discrimination because of sex, national origin, age, disability, pregnancy, or marital status.

Florida Education Equity Act – The SCSD prohibits discrimination on the basis of race, disability or marital status, sex, or national origin against students or employees in any educational program or activity, or in any employment conditions or practices. The supervisor responsible for compliance may be contacted at (386) 647-4644.

Section 504 of the Rehabilitation Act of 1973 – The SCSD prohibits discrimination against the disabled. It is the intent of the District to identify, evaluate, and provide appropriate educational accommodations to these students. Students may be

disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Students and parents/guardians have a right to due process under Section 504. A copy of parent/guardian rights afforded hy Section 504 of the Rehabilitation Act of 1973 is available at all district schools and on the Student Services website. The Director of Student Services is the coordinator of Section 504 activities and may be contacted at (386) 647-4638.

Title IX of Education Amendments of 1972 – This legislation states: No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The SCSD affirmed in 1975 that it is in compliance with the requirements of Title IX and does not discriminate on the basis of sex in the educational programs or activities which it operates. This statement of non-discrimination extends to SCSD emnployment practices and to admission to school programs. A Title IX complaint is a clainn by a person that he or she has been discriminated against on the basis of sex in the programs or activities operated by the SCSD. A person having a Title IX complaint should direct his/her concern to the Equity Coordinator who will either investigate the complaint or refer it to appropriate personnel. Title IX complaints should be addressed to:

Ronnie Gray, Equity/Title IX Coordinator	Elizabeth Johnston, 504 Coordinator
Suwannee County School District	Suwannee County Schoo District
1740 Ohio Avenue, South	1740 Ohio Avenue, South
Live Oak, FL 32064	Live Oak, FL 32064
Office: (386) 647-4644 Fax: (386) 364-2635	Office: (386) 647-4631 Fax: (386) 364-2635

NOTIFICATION OF RISK

Be aware that playing or practicing to play/participate in any sport can be dangerous in nature and involve MANY RISKS OF INJURY. It is understood that the dangers and risks of playing or practicing to play/participate in interscholastic sports may result in complete or partial paralysis; brain damage; serious injury to virtually all bones, joints, ligaments, muscles, tendons, and other aspects of the muscular-skeletal system; serious injury to virtually all internal organs; serious injury or impairment to other aspects of the body; and could affect other possible impairments to one's general health and well-being. Understand that the dangers and risks of playing or practicing to play/participate in interscholastic sports may result not only in serious injury, but in a serious impairment of future ability to earn a living; to engage in other business; social and recreational activities; and generally to enjoy life. Because of the dangers of participating in interscholastic sports, it is important to follow and obey coaches' instructions regarding playing techniques, training, and team rules. The best investment that any parent can make is to invest in purchasing school accident insurance.

In consideration of the SCSD permitting tryouts for high/middle school team sports and engaging in all activities related to the team including, but not limited to, trying out, practicing or playing/participating in that sport; all employees, agents, representatives, coaches, and volunteers will be held harmless from any and all liability, actions, causes of actions, debts, claims, or demands of any kind and nature whatsoever which may arise out of or in connection with participation in any activities related to the high/middle school interscholastic sports team. The terms hereof shall serve as a release and assumption of risk for heirs, estates, executors, administrators, assignees, and all family members.

PROTECTION OF PUPIL RIGHTS AMENDMENTS

Local educational agencies receiving funds from the U.S. Department of Education are required by federal law to comply with requirements for the collection and reporting of certain information by means of student surveys, as well as requirements to protect student privacy. The information that must be reported relates to student attitudes and behaviors on topics such as school safety, substance use and the prevalence of risky attitudes or behaviors, particularly with respect to alcohol and drug abuse. In addition, these surveys also collect information on general health practices and human sexuality. Such information is collected by survey anonymously on a sampling basis, and no personally identifiable information is obtained from or reported on any individual student. The District cooperates with other agencies such as the Florida Department of Health in conducting these surveys.

It is the policy of the SCSD to notify parents/guardians of upcoming surveys that reveal information concerning one or more of the following items:

- Political affiliations or beliefs of the student or the student's parent/guardian,
- Mental and psychological problems of the student or the student's family,
- Sexual behavior or attitudes,
- Illegal, anti-social, self-incriminating, or demeaning behavior,
- Critical appraisals of other individuals with whom respondents have close family relationships,
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,

- Religious practices, affiliations, or beliefs of the student or student's parent/guardian, and
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Participation is Voluntary – No student shall be required to participate in such a survey if the parent/guardian/student objects to participation. Prior written parental consent will be obtained before a minor student takes a survey funded by U.S. Department of Education that includes any of the above topics. On all other surveys, parents/guardians will be given the opportunity to opt their child out of participation. Notification to parents/guardians will occur prior to students being given surveys.

Right to Inspect – A parent/guardian/student has the right to inspect any such survey instrument before the survey is administered or distributed to students if a request is made within a reasonable period of time. Parents/guardians further have the right to inspect or review:

- Arrangements that will be made to protect student privacy,
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
- Instructional material used as part of the educational curriculum.

Notification of Parents/Guardians – Parents/guardians will be notified of this policy annually, at the beginning of the school year, and within a reasonable period of time if any substantive change is made to this policy. Such notice shall include the specific or approximate dates during the school year when any such survey will be administered.

PUBLIC SAFETY INFORMATION ACT 1997 – SEX OFFENDER/SEXUAL PREDATOR LAWS
Information is available at each school. Contact your local principal.

STUDENT GRIEVANCE PROCEDURES
The SCSD will promptly investigate alleged incidents of harassment or discrimination and appropriate, corrective action will be taken. Any student who alleges harassment or discrimination by another student or SCSD employee shall report the harassment to the building principal, assistant principal(s), guidance counselor(s), or teacher(s). Filing of a complaint or otherwise reporting harassment in good faith will not affect the student's status, extracurricular activities, grade, or any other assignments. However, willfully reporting a false claim of harassment or discrimination in bad faith is illegal and will subject the reporter of the false claim to disciplinary action.

The harassment or discrimination complaint shall be in writing, state the act(s), state the date(s), state the name(s) of witnesses, and shall be signed by the complainant. The right to confidentiality, both of the complainant and of the alleged harasser, will be respected, consistent with the School Board's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action upon finding evidence of misconduct. Retaliation against any student for alleging harassment or discrimination is strictly forbidden.

STUDENT RECORDS AND REPORTS – RIGHTS OF PRIVACY – NOTIFICATION
In accordance with §1002.22, Florida Statutes, students and their parents/guardians shall have rights of access, rights of challenge, and rights of privacy with respect to student records and reports. Every student shall bave a right to privacy with respect to the educational records kept on him or her. Personally identifiable information contained in such records and reports is confidential. These records and reports cannot be released without the written consent of the parent/guardian/student, unless the purpose for the release of such information is consistent with §1002.22(3)(d), Florida Statutes. Such a release of information without consent can be for any reason consistent with that in §1002.22(3)(d), Florida Statues, including, but not limited to, purposes consistent with interlocal agreements with other agencies.

SUBPOENAS FOR STUDENT RECORDS
Federal and state law requires that school officials comply with court orders and subpoenas from a court of competent jurisdiction for the timely production of student records. If disclosure is made in response to a court order or subpoena, the parent/guardian will be notified, except where the law prohibits said notification. If a parent/guardian objects to the release of these records, an objection to a subpoena for non-party production must be timely filed and/or a protective order must be timely obtained from a court of competent jurisdiction.

SUPERVISION OF STUDENTS BEFORE AND AFTER SCHOOL AND SCHOOL ACTIVITIES
The SCSD is not responsible for the supervision of students on school grounds until 30 minutes prior to the start of the regular school day or a scheduled event or beyond 30 minutes after the regular school day or scheduled event. Please refer to your school's beginning and ending hours and arrange for supervision of your child accordingly. (§1003.31, Florida Statutes)

SECTION III: GUIDELINES GOVERNING STUDENT BEHAVIOR

ACADEMIC ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES
Each secondary school within the SCSD is a member of the Florida High School Athletic Association (FHSAA). As such, all eligibility determinations are made based on the rules, policies, and procedures set forth and governed by the FHSAA. All determinations shall be made at the school level by the principal and/or designee. Participation in extra-curricular activities is a privilege. For further details, refer to the FHSAA Handbook and the Florida Statutes. (§1006.15, Florida Statues)

A. A student not currently suspended from interscholastic or intrascholastic extra-curricular activities or suspended or expelled from school pursuant to a district school board's suspension or expulsion powers provided in law, including §§1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extra-curricular activities.
B. 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 the criteria in §1006.15 (3)(h).
C. A student's eligibility to participate in any interscholastic or intrascholastic extra-curricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to §1006.20(2)(b).
   1. Attendance – Students must be in attendance all day, at school, in order to participate in extra-curricular/after school activities.
   2. Alcohol/Drug – Prohibited acts include a) possessing or consuming alcohol, b) operating a motor vehicle under the influence of alcohol, c) misrepresenting one's age for the purpose of purchasing, possessing, or consuming alcohol, d) public intoxications, and/or e) violations of additional team rules regarding alcohol use. Prohibited acts also include a) possessing or using illegal substances, as defined by law, b) possessing or using controlled substances as defined by law, c) distributing, selling, or possessing with the intent to distribute illegal or controlled substances, as defined by law, and/or d) using tobacco products by a student-athlete during practice, competition, or other team functions. A student found to be in violation of the alcohol/drug guidelines may be suspended and/or expelled from extra-curricular/after school activities.
   3. Academic – 2.0 GPA is required for academic eligibility. A middle/junior high student must have a 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester. A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent at the conclusion of each semester to be academically eligible during the next semester (§1006.15(3)(a)1, Florida Statutes).
   4. School Discipline – Students who have been out of school suspended for disciplinary reasons will not be eligible to participate in extra-curricular/after school activities during the duration of disciplinary action. All other school discipline as it relates to student-athlete eligibility for participation will be at the discretion of the principal or designee.
   5. Bullying – see Student Conduct & Discipline Code (page 10).
   6. Sportsmanship – Sportsmanship shall be defined in accordance with the standards of the FHSAA. In general, a sportsperson is one who can take a loss or defeat without complaint, a victory without gloating, and who treats opponents with fairness, generosity, and courtesy. Sportsmanship is respect for oneself, teammates, coaches, officials, opponents, and property. Sportsmanship also requires maintaining self-control, and refusing to be drawn into or encourage physical conflict not otherwise required by the proper execution of the sport. All student-athletes are obligated to represent themselves, the team, the Athletic Department, the school, their families, and their communities, with the highest level of sportsmanship. A student found to be in violation of the sportsmanship guidelines may be suspended and/or expelled from extracurricular/after school activities.
   7. Dress Code – Students have a responsibility to be dressed and groomed in a manner that is consistent with the Student Conduct and Discipline Code. The principal or designee shall have the final authority for determining whether or not a student's apparel conforms to the dress code. The principal or designee may prohibit the use of clothing or items deemed inappropriate or to cause a disruption during school sponsored events to include extracurricular/after school activities.
   8. Four-Year Limit of Eligibility – A student is limited to four consecutive school years of eligibility beginning with the school year he/she begins ninth grade for the first time. This does not imply that the student has four years of participation. After four consecutive school years, the student is permanently ineligible.
   9. Age Limit – A student may participate at the high school level until the day he/she reaches the age of 19 on or after September 1. The student becomes permanently ineligible at the high school level on the day he/she reaches 19 years. Beginning with students entering the 9th grade in 2014-2015 and thereafter, a student who reaches the age of 19 on or after September 1, and who has not exceeded his/her four-year limit of eligibility may participate in interscholastic athletics during that school year.
   10. Physical Evaluation (EL2 Form) – A student must have a physical evaluation each year and be certified as being physically fit to participate in interscholastic athletic programs. A physical evaluation shall be valid for a period not

to exceed one calendar year from the date of the practitioner's signature. The student cannot be allowed to participate in any activity related to interscholastic athletic programs until the fully executed physical evaluation form is on file in the school [§1002.20(17)(b), Florida Statutes].

Any student wanting to participate in middle school and/or high school athletics must complete a mandatory Cardiology Report: Electrocardiogram (ECG) as part of the student's athletic packet and must:

a. Have a mandatory electrocardiogram (ECG) screening prior to participating in his/her first athletic sport in middle school and again prior to participating in his/her first athletic sport in high school; or

b. Parents/students who decline the mandatory electrocardiogram (ECG) screening will not be permitted to participate in any athletic program.

11. Consent and Release from Liability Certificate (EL3 Form) – A student must have the consent of his/her parent(s) or legal guardian(s) to participate in interscholastic athletic programs at a member school. The student and his/her parent(s) or legal guardian(s) must also release the FHSAA, its member schools and contest officials from all liability for any injury or claim that may result from the student's participation in interscholastic athletics. This consent and release from liability must be provided in writing on a form developed by the FHSAA for that purpose. The form must be signed by the student and his/her parent(s) or legal guardian(s). The student cannot be allowed to participate in any activity related to interscholastic athletic programs until the fully executed consent form is on file in the school.

D~~12.~~ Transfers:

~~Transfer "authorized for good cause".~~

~~1~~1. Transfer before a Sport Season – The student transfers and begins attending the new school on or prior to the beginning date of the sport season, as established in the FHSAA calendar, meets all other eligibility requirements per the FHSAA and, (a) the transfer has been approved pursuant to district school board policies in the case of a transfer to a public school or pursuant to the private school policies in the case of a transfer to a private school; and (b) a form to be provided by the association (EL6 Form – Notice of Transfer) has been submitted to the association.

~~1~~2. Full and Complete Move – The student moves to a new home address due to a full and complete move by the student and the persons with whom he/she has been living for at least one calendar year that makes it necessary for the student to attend a different school and the student meets all other eligibility requirements per the FHSAA. A student and his/her parents cannot occupy a residence at more than one address, and only the student's current residence may be used for eligibility purposes.

~~1~~3. Necessary Relocation to Residence of Another Individual – The student transfers because he/she has to move into the residence of another person who lives at a residence that makes it necessary for the student to attend a different school and the student meets all other eligibility requirements per the FHSAA. This exception applies only to the following specific situations: (a) one of the persons with whom the student has been living dies; (b) one of the persons with whom the student has been living is imprisoned or committed by court order to a mental facility; or (c) the student is made a ward of the court or state and is placed in a foster home by a court of legal jurisdiction. In this case, a certified copy of the court order, a copy of the petition upon which the order was based, and other evidence the court had to consider in issuing the order must be provided to the FHSAA office. Permanent guardianship must be appointed legally by a court of competent jurisdiction.

~~1~~4. Move to New Residence Following Marriage – The student marries and immediately established a new residence with his/her spouse at a residence that makes it necessary for the student to attend a different school and the student meets all other eligibility requirements per the FHSAA.

~~1~~5. Reassignment by District School Board – The student is reassigned during the school year to a different school by the district school board, as long as the reassignment is not for athletic or disciplinary reasons, and the reassignment is not requested by the student or his/her parents, and the student meets all other eligibility requirements per the FHSAA. In this case, the student may participate in interscholastic athletic competition at the public school where he/she is assigned or a private school he/she chooses to attend.

~~1~~6. Transfers of Schools within the First Twenty Days – The student transfers school within the first twenty (20) school days of the academic school year, meets all other requirements per the FHSAA and provided: (a) the student has not engaged in any athletic activities affiliated with either school prior to the transfer; (b) the student has not been recruited; (c) the student is not transferring in whole or in part for athletic reasons; (d) the student is not transferring because of disciplinary reasons and/or misconduct; and (e) the receiving school principal communicates and verifies with the sending school principal that the student has not engaged in any athletic activities affiliated with either school prior to the transfer, and the student is not transferring due to disciplinary reasons.

ATTENDANCE RULES

The classroom experience is of unique value and cannot be duplicated by make-up work. The purpose of this attendance policy is to foster responsibility and reliability on the part of District students to attend all classes. Students will acknowledge greater emphasis on attendance at school because credit in their classes will be contingent upon their presence.

The District School Superintendent is responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. The responsibility includes recommending policies and procedures to the District School Board that require public schools to respond in a timely manner to every unexcused absence, and every absence for which the reason is unknown, of students enrolled in the schools.

Parents/guardians are responsible for the attendance of their children within the compulsory school age (6-16 years) unless the child files a formal declaration of intent to terminate school enrollment with the School Board on or after age 16. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed hy the student and the student's parent/guardian. Parents/guardians who refuse or fail to have a child in school commit a misdemeanor, punishable as provided by law (§1003.21, Florida Statutes). Students 18 years of age and older shall have all rights accorded to their records unless they are dependent on their parent/guardian as defined in the Internal Revenue Code. Students 18 years of age and older in K-12 educational programs are required to be in compliance with attendance and discipline policies of the SCSD.

Attendance – Students must be in attendance all day, at school, in order to participate in extra-curricular/after school activities.

Absences - Absence is nonattendance of a student at school or in an approved educational activity/field trip or program on days when school is in session. Absence occurs when a student is not physically present at school or not participating in an approved school activity as defined under the compulsory school law. Though school-sponsored academic field trips are not considered absences, students are required to make up missed class work upon return to school.

Excused Absences may include:

- Illness or injury of the student, as documented by a health care professional,
- Illness or injury of the student's immediate family creating insurmountable condition of absence, as documented by health care professional,
- Death of a member of the student's immediate family,
- Documented appointments with health care professionals,
- Administrative approval based upon written request/justification to principal or designee,
- Recognized religious holidays,
- Documented judicial actions-subpoena/summons, or
- Therapy prescribed and delivered by a licensed certified practitioner.

~~Prior a~~Approval for excused absences other that the absences listed above ~~for vacation or other anticipated reasons~~ must have prior written approval ~~be granted~~ by an administrator. ~~and t~~The student must make arrangements for makeup of work prior to the absence. Excessive absences and academic standing may be factors in the decision to excuse or not excuse the absence.

Students may be prohibited from competing in extra-curricular activities if they have repeated unexcused absences.

Unexcused Absences - An unexcused absence takes place any time a student is out of school for reasons unknown or not recognized under the law. On the third unexcused absence within the previous 30 school days, a letter will be sent to the parent/guardian informing them of the compulsory school attendance law and their legal obligation to follow the law.

Excessive Absences or Truant - A student is considered truant or excessively absent when he/she has had at least five (5) unexcused absences within a calendar month or 10 unexcused absences within a 90 calendar day period. The student may be exhibiting a pattern of nonattendance (truancy), and this may be considered excessive. Students who are~~demonstrate~~ truant~~ey~~ or excessively absent will forfeit their rights to attend Grad Bash, prom, field trips or other extra-curricular activities. The student may be referred to the school's Student Support Team to determine if early patterns of truancy are developing. If it is determined that an early pattern of truancy is developing, regardless of whether the absences are excused or unexcused, a meeting with the parent/guardian shall be scheduled to identify potential remedies. If absences continue to be a concern, despite intervention attempts, the school may make a recommendation for filing a truancy petition. (§§1003.26 and 984.141, Florida Statutes)

Habitual Truant - A student is considered habitually truant when he/she has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the parent/guardian (§1003.01, Florida Statutes). Accumulated tardies and early check outs shall be considered unexcused absences. At the high school level or at a 6-12 combination school, six (6)) unexcused tardies, missed periods, or early checkouts will equal one unexcused absence for the purpose of defining a habitual truant. At the middle school level, six unexcused tardies or early checkouts will equal one unexcused absence for the purpose

of defining a habitual truant. At the elementary school level, four unexcused tardies or early checkouts will equal one unexcused absence for the purpose of defining a habitual truant. Legal actions, including possible criminal charges, will be pursued when the parent/guardian ignores school attendance requirements. The Superintendent must provide the Department of Highway and Motor Vehicles (DHMV) with the name of each habitually truant student, age 14-18. The DHMV may not issue a driver's license or learner's permit to and shall suspend any previously issued license of any student who is habitually truant (§322.091, Florida Statutes). Families receiving public assistance for a student through the State of Florida WAGES program may have that assistance withdrawn if the student is classified as a habitual truant.

Authorized Student Sign Out - Students may not leave or be signed out from a school campus without the presence of an adult who is listed as being authorized to check the student out in the FOCUS Parent Portal. A photo ID is required from the adult listed who is requesting the release of the student to his/her custody. Students who drive to school at BHS and SHS **may not** be released or signed out prior to the end of the regular school day **over the phone** by a parent, guardian, or other individual without the authorization of the principal/designee in emergency situations or circumstances that warrant leaving school campus without the presence of a parent, guardian, or other authorized individual. The principal is the final authority in determining if a student has permission to leave campus in the absence of the parent.

Parent Notes - Whenever a student of compulsory school age is absent without the permission of the person in charge of the school, the parent/guardian of the student will report and explain in writing the cause of such absence or tardy to the appropriate school personnel. This note should be provided to the school within three (3) days upon the student's return to school. The principal or designee has the authority, within the guidelines of the law, to determine if an absence is excused or unexcused.

Make-Up Work - Parents and students with absences are responsible for making arrangements with the teacher to make up work and assignments missed while absent. Students with excused absences will be allowed to make up work for full credit. Students with unexcused absences will be allowed to make up work with a maximum of 70% credit. All missed work is due within a reasonable amount of time following the return to school (two days for each day absent) with the following exceptions:

- Test or exams assigned prior to absence will be taken on the day the student returns to school,
- Work assigned prior to absence will be taken on the day the student returns to school,
- Long-term assignments and projects must be turned in on the day the student returns to school,
- Students checking in or out on the day a long-term assignment is due must turn the assignment in by the end of that school day to be accepted as on time, or
- Teacher extends due date.

Failure to comply with requirements may adversely affect academic standing.

Tardies - Tardies may be recognized and calculated in instances of truancy. For truancy purposes and documentation for court action, six (6) unexcused tardies to school or six (6) early checkouts from school will equal one unexcused absence at the high school or combination school. Six (6) unexcused tardies to school or six (6) early checkouts from school will equal one unexcused absence at the middle school. Four (4) unexcused tardies to school or four (4) early checkouts from school will equal one unexcused absence at the elementary level. This number is determined by the number of periods at the school. Tardies are disruptive to the learning environment and have a negative impact on student achievement. A student is tardy when they arrive to school or class after the beginning bell has sounded without an approved excuse. Leaving school early before the end of the school day also falls under this category. For K-8 students, the parent must accompany the student to the office when they are tardy. For secondary and 6-12 schools, the student must report to the attendance clerk.

Home School Students - Home school students with previous attendance concerns will be required to submit ongoing documentation regarding educational participation in a home school curriculum by submitting required documentation as requested to the Home School Coordinator. Failure to meet attendance requirements as demonstrated by academic progress may result in student being ordered to return to student's home base school.

BULLYING AND OTHER FORMS OF AGGRESSION

The SCSD is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The SCSD encourages the promotion of positive interpersonal relations among all members of the school community. Aggressive behavior, bullying, harassment, and similar acts toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal (oral or written), electronically transmitted (cyber or high-tech), and psychological abuse. The SCSD will not tolerate any gestures, comments, threats, or actions, which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property or while enroute to or from school sponsored activities and

those occurring off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Bullying, including cyberbullying, is defined as the systematical and chronical inflicting of physical hurt or psychological distress on one or more students and may involve: teasing; social exclusion; threats; intimidation; stalking; physical violence; theft; sexual, religious, or racial harassment; public or private humiliation; and/or destruction of property (§ 1006.147, Florida Statutes) (SCSD Policy No. 5.101)

Each school principal will be fully expected and authorized to implement and monitor the SCSD's policy on bullying.

A student enrolled in a Florida public school in kindergarten through grade 12 who has been subjected to an incident of battery; harassment; hazing; bullying; kidnapping; physical attack; robbery; sexual offenses, harassment, assault, or battery; threat or intimidation; or fighting at school the opportunity to transfer to another public school with capacity or enroll in an approved private school under the Hope Scholarship. 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. School District personnel in Florida have a responsibility to notify families of the Hope Scholarship Program. For more details on the scholarship, please visit Step Up for Students at https://www.stepupforstudents.org, the Scholarship Funding Organization that administers this program.

BUS CONDUCT RULES

The bus is an extension of the school campus. Therefore, students will adhere to all conduct rules, including those addressing medication, while riding a SCSD school bus. Only a student who is regularly enrolled as a transported student and whose name appears on the bus driver's enrollment card for that bus shall be permitted to ride such a bus while it is being operated on a regular school bus route except upon the written request of the parent/guardian of a student and with the written approval of the Director of Transportation. Such approval may be granted only when the student's welfare is involved due to an emergency condition in the home. When an emergency condition exceeds five (5) days, the Superintendent's designee's approval shall be required. Approval shall not be allowed for student visitation, unless duly authorized, or for a student to obtain transportation to his/her regular place of employment. Students attending a school on a zone waiver must provide his/her own transportation.

Section 1006.10(1-7), Florida Statutes, gives school bus drivers the authority to monitor and control the behavior of students any time they are being transported to and from school or school functions at public expense.

Students being transported on a school bus must comply with the rules.

1. Students must get on/off at their regularly appointed bus stop and school where student attends unless written parent/guardian permission is provided to the school administrator early in the day to allow time for verification.
2. Students must use the handrail when entering and leaving the bus. Be careful that loose straps or drawstrings on articles of clothing or backpacks do not get caught on the handrail.
3. **Students must occupy the seat assigned by the driver and refrain from moving around while the bus is in motion. Seat belts must be correctly fastened upon taking assigned seat and worn at all times if the bus is designed with seat belts. Students who fail to use seat belts as instructed will face disciplinary consequences.**
4. Students must wait until the bus has come to a complete stop before entering or exiting the front door of the bus. Students shall form a line in order to ensure safety in getting on or off the bus.
5. Students must be at the bus stop at least 5 minutes before bus arrival but not more than 15 minutes before arrival. Students must observe proper rules of conduct while waiting for the bus. Students shall stay at least 12 feet off the road and off private property.
6. If it is necessary for a student to cross a road to board a bus, the student should wait until the bus arrives and the driver deploys the stop arm and flashing red lights. The student should make visual contact with the driver, watching for the Department of Education's (DOE) adopted crossing signal. The student must then make a right and left check for traffic and cross 12 feet in front of the bus.
7. If it is necessary for a student to cross a road after unloading from a bus, the student should stand at the side of the bus in sight and hearing of the driver. The student must make visual contact with the driver, watching for the DOE's adopted crossing signal. The student must then make a right and left check for traffic and cross 12 feet in front of the bus.
8. Students must obey the driver, monitor, and volunteers at all times and follow the standards of conduct while riding the school bus. Students must report promptly to the principal when instructed to do so by the driver. Bus infractions may result in an out-of-school suspension.
9. Students must keep all body parts and belongings inside the bus windows.
10. Students must keep from littering, throwing, or propelling objects inside the bus.

11. Students must keep from throwing or propelling items outside the bus windows. Behavior that violates this rule may be classified as a felony. The student and the parent/guardian shall be held responsible for any damages that result from such an act.
12. Students must keep from defacing or vandalizing a school bus. Restitution will be required for any damages sustained to the bus.
13. Students must follow emergency evacuation procedures when appropriate.
14. Students must observe classroom conduct rules at all times (except for ordinary conversation). Silence on the bus shall prevail while the bus is stopped for railroad crossings or for discharging students. When the bus is in motion, only talk to the driver if it is necessary and be quiet when the driver turns the dome lights on, raises a hand, etc. One of these signals will be used at railroad crossings.
15. The use of profane or objectionable language or engaging in any other objectionable conduct is prohibited. There shall be no pushing, fighting, or any other type of misconduct at any time.
16. Possession of sharp/dangerous instruments or any type of weapons on the bus is prohibited.
17. Students must not bring animals, glass containers, skateboards, food, or drinks on the bus.
18. Students must not use or have any tobacco and/or nicotine producing products (smoking, chewing, dipping, vaping) or other mood altering substances while on the bus.
19. Students must not bring bulky or inappropriate objects on school transportation. This includes, but is not limited to, musical instruments, athletic equipment, etc., that cannot be held in the student's lap. No objects may block the aisles or emergency exits.
20. Students may not use cell phones while riding school buses to and from school. Cell phones may be used upon returning from a field trip or an extracurricular activity beyond normal school hours. The teacher/coach and the bus driver will jointly give permission for students to call parents to give an estimated time of arrival.
21. Any student found to have willfully and/or intentionally urinated or defecated on any school provided transportation shall be subject to disciplinary action.

Note: SCSD buses are equipped with video/audio cameras for security purposes. Students are being recorded during their ride. These tapes may be used to determine violations of the Student Conduct and Discipline Code. Only authorized school personnel can view a bus video/audio recording when the need arises due to the protection of other students' privacy.

All bus incidents requiring potential discipline intervention will be referred to school administration for determination of appropriate consequences.

Procedures for students with disabilities are described in the subsection ESE: Suspensions and Expulsions.

BUS SUSPENSION/EXPULSION

When a student is suspended or expelled from the bus, they are not permitted to use any SCSD school bus for extracurricular activities or field trips during the suspension or expulsion timeframe. At the principal's discretion, a student with a Level I or Level II infraction may be allowed to ride the bus for extracurricular activities only for field trips that are academic in nature.

A student who uses School Board provided transportation must abide by the rules of safety and behavior necessary for the operation of the system. Bus riders must follow rules in the Student Conduct and Discipline Code. Serious or repeated infractions of these rules may cause the student to lose the privilege of riding the bus. It is the responsibility of the parent/guardian to see that the student follows the rules or to provide for the student's own transportation. Suspension from a school bus does not affect the requirements of attendance laws and regulations. Level III or Level IV offenses may result in an out-of-school suspension and/or expulsion. Level I and Level II offenses may result in expulsion from school. By statute, criminal penalties may be imposed. See Mandatory Consequences for Bus Violations (§§1001.42, 1003.26, 1006.10, and 1006.21, Florida Statutes).

Parents/guardians are responsible for their children at the bus stop. However, school officials may address misconduct by students at a bus stop. Bus drivers may issue bus referrals based on behavior they observe at bus stops and administrators may investigate and discipline accordingly [§§1006.07(2)(h), 1006.09(1)(b), and 1006.10, Florida Statutes].

CELL PHONES AND/OR ANY ELECTRONIC COMMUNICATIONS DEVICES

Cell phones that are heard or are in use on school grounds during school hours without the consent of school personnel or on school transportation will be confiscated. At the secondary level, cell phones are allowed to be on and in operational mode before the school day begins, during the assigned lunch period, and after the ending school bell for dismissal. All other cell phone use shall be at the direction and permission of school personnel or with the permission of the bus driver. Only electronic communications approved by school officials for a school assignment will be permitted. Any other electronic communications will be considered a violation and will be prohibited. Electronic communications include, but are not

limited to, video/audio records, photographs, and/or text messages. The school will not be held responsible for lost or stolen cell phones and/or any electronic devices. No student may have in his or her possession any wireless communication device or any other item that records, stores, or transmits data during any standardized testing (FSA, EOC, etc.). This policy applies to grades PreK-12 as does everything in the Student Conduct and Discipline Code. Violation of this provision may result in the loss of the student's privilege to possess a cell phone on campus in addition to any other prescribed disciplinary intervention. If a cell phone/electronic device is visible, being handled, or otherwise used in any manner during a test or exam, it will be considered cheating and the student may receive a zero for that test or exam. Students who use an electronic device to record a fight or other disturbance may receive the same consequences as the primary violator.

Note: Students who record physical altercations and post the unauthorized recording to any social media platform will be subject to disciplinary consequences.

Note: Use of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act [§1006.07(2)(e), Florida Statutes].

Note: Students may only use a single earbud during authorized use of any electronic device.

DRESS CODE

Students have a responsibility to be dressed and groomed in a manner that is consistent with the Student Conduct and Discipline Code. The principal shall determine when a student's personal hygiene, appearance, or dress is such that it disrupts or interferes with the educational process or endangers the health and safety of the student or others. Students who attend the RIVEROAK Technical College shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms [§1001.43(1)(b), Florida Statutes].

1. Footwear must be worn at all times.
   a. At the elementary school level, flip flops, bedroom slippers or the appearance of bedroom slippers, and shoes with wheels are not acceptable.
   b. At the middle and high school levels, bedroom slippers or the appearance of bedroom slippers, cleated shoes, and shoes with wheels are not acceptable.
2. Jewelry worn in pierced body parts shall be of a nature that is not distracting to others.
3. All middle and high school students shall be required to wear appropriate dress for physical education as prescribed by the school.
4. The following items have potential to cause disruption or threat to a safe and positive school environment and are not allowed:
   a. Decorations, symbols, mottos, or designs imprinted or attached to the body or clothing which is offensive to good taste or the maintenance of good decorum. Examples include, but are not limited to, wearing advertisements of commodities, such as alcoholic beverages, drugs, tobacco, and symbols or writings that have sexual or racial connotation, gang references, or profane language.
   b. Revealing clothing or clothing that exposes the torso. Examples include, but are not limited to: see-through garments; bare midriff clothing that allows any area of the midriff (front and back) to be exposed when sitting, standing, or raising the arm; backless attire; sleepwear or having the appearance of sleepwear; skin-tight clothing; shirts/blouses that do not extend to or over the cap of the shoulder from the base of the neck.
   c. Clothing that is not worn appropriately, is not properly fastened, or has holes. Clothes shall be worn as they are designed; for example, suspenders over the shoulders, pants secured at the waist, belt-buckled, no underwear as outerwear, no underwear exposed, no oversized or baggy pants.
   d. Skirts, dresses, shorts including bike shorts, and skorts that are shorter than four inches above the top of the knee cap are not acceptable. These items worn with leggings or tights are not acceptable.
   e. Caps, hats, headgear, visors, bandanas, or sunglasses while in the building and/or other areas designated by the principal. No hoodies with hoods worn over the head are allowed at any time.
   f. Chains, other than necklaces considered to be jewelry. Examples include, but are not limited to, heavy chains generally used for utility purposes, animal choke collars, and so-called hip-hop chains.
   g. Jewelry that contains any type of sharp object or is a disturbance to the educational process is prohibited ~~and mood bracelets~~.
   h. Long sharp nail styles that may be considered a disturbance such as stiletto nails may be prohibited. Nail style and type will be addressed by school principal as needed.

Note: The principal or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. The principal or designee may prohibit the use of clothing or items that cause disruption during school, on school transportation, or during school sponsored events. When it is determined that the apparel is inappropriate, the

parent/guardian will be asked to bring clothing to the school which conforms to the Student Conduct and Discipline Code. Repeated violations of dress code guidelines will be considered insubordination and will be subject to disciplinary interventions.

Per Florida Statute 1006.07, clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment shall, on first offense, receive a verbal warning and the principal shall call the student's parent/guardian. For a second offense, the student is ineligible to participate in any extra-curricular activity for a period not to exceed five days and the school principal must meet with the student's parent/guardian. For a third or subsequent offense, a student must receive an in-school suspension for a period not to exceed three days and the student is ineligible to participate in any extra-curricular activities for a period not to exceed 30 days, and the school principal must call the student's parent/guardian and write a letter regarding the student's suspension and ineligibility to participate in extra-curricular activities.

GANGS AND GANG-RELATED ACTIVITY

The SCSD will not tolerate any gang related activity on school grounds, school sponsored events, and/or on school transportation. "Gang" is defined as any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal/violent acts and having a common name or common identifying signs, colors, or symbols, or the purposeful violation of any SCSD policy. "Gang-related activity" means engaging in any verbal, written, or physical act which is associated with becoming a member of a gang, being a member of a gang, or participating in gang-related rituals or behaviors on a school campus or at a school-sponsored program or activity. Gang-related activity includes dress, tattoos, bandanas (to be used as gang identifiers), graffiti, hand signals, and verbal slang utilized to demonstrate gang membership. ~~Gang-related activity may include, but is not limited to, engaging in any verbal, written, or physical act, which is associated with becoming a member of a gang, being a member of a gang, or participating in gang identified rituals or behaviors on a school campus or at a school sponsored program or activity.~~ Violations that disrupt the educational process will lead to disciplinary action, up to and including expulsion. If a student is identified or qualifies as a gang member, the student may be subject to expulsion. If a student qualifies as a gang member, subsequent violations of the Student Conduct and Discipline Code may be raised to the next level (i.e., Level IV to Level III, Level III to Level II, Level II to Level I).

It is therefore the policy of the SCSD that gangs and gang activities are prohibited in Suwannee County Schools.

~~1. A gang is defined as any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal/violent acts and having a common name or common identifying signs, colors or symbols, or the purposeful violation of any SCSD policy.~~

2. No student on or about school property or at any school activity shall:
   a. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, bandana or other item that ~~evidences or~~ reflects membership in or affiliation with any gang.
   b. Communicate either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership ~~affiliation~~ in any gang or ~~that~~ promotes a gang ~~affiliation~~.
   c. Engage in any act that encourages or promotes interest in any gang or gang activity, including, but not limited to:
      (1) Soliciting membership in, or affiliation with, any gang,
      (2) Soliciting any person to pay for protection or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act,
      (3) Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school or personal property,
      (4) Engaging in violence, extortion, or any other illegal act or other violation of school board policy,
      (5) Soliciting any person to engage in physical violence against any other person,
      (6) Engaging in the use of technology that encourages or promotes interest in any gang or gang activity.

The SCSD is working in conjunction with the Suwannee County Sheriff's Office, Department of Juvenile Justice, and the local police department to deter gang activity on school campuses. Any student exhibiting gang activity/characteristics as described in this section may be photographed and information will be shared with local law enforcement. A student identified as a gang member by the School Resource Officer/Deputy will be photographed and entered into the Florida Department of Law Enforcement's Gang Net (§§874.03 and 874.05, Florida Statutes).

BULLYING/HARASSMENT

~~The purpose of this policy is to inform and educate students of their responsibilities, rights, and complaint/grievance procedures with regards to harassment.~~ The term harassment includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual. Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Harassment includes, but is not limited to, racial slurs, jokes, epithets, negative stereotyping, threats, intimidation, hostile acts, denigrating or hostile written or graphic material in student's possession or constructive possession (i.e., book bag, locker, etc.), worn, posted, circulated in the workplace or schools. The term also includes sexual harassment, which is defined as unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, non-verbal, or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance. This includes dating violence as per §784.046(1)(d), Florida Statute and SCSD policy 5.101.

VIOLENT OR DISRUPTIVE BEHAVIOR

The SCSD is committed to providing an environment supported by educators for improving school safety and increasing access to mental health supports for children and youth. The District will not tolerate violent and disruptive behavior which interferes with the orderly environment and the academic process of the school. Violations may lead to the removal of a student to an Alternative Placement or referral to mental health services. A committee will be established to consider the consequences of such behavior. The purpose of the committee is to review all relevant data for making a determination of placement and services. The parent/guardian will be notified but does not have to be present for placement decisions.

Any student who is determined to have brought a firearm or weapon must be referred to mental health services identified by the District. Any student who is determined to have made a threat or false report must be referred to mental health services identified by the District for evaluation or treatment, when appropriate.

REPORTING SUSPICIOUS BEHAVIOR

FortifyFL is a suspicious activity reporting tool that allows the public to instantly relay information to appropriate law enforcement agencies and school officials and may be found and utilized as a reporting tool on the District website and all District issued devices.

HEALTH SERVICES PROVIDED

School health staff provides health counseling, health education, health screening, referral, and follow up services for suspected or confirmed health problems. They also provide consultation with students' parents/guardians regarding the need for health evaluation by the family physician, dentist, or other specialist when definitive diagnosis or treatment is indicated. School health staff reviews and maintains records on incidents of health problems, corrective measures taken, and other information that may be needed to plan and evaluate health programs and policies. The school nurse provides health information, when necessary, regarding the placement of students in exceptional student programs and the reevaluation at periodic intervals of students placed in such programs.

Parents have the primary responsibility to assure the health and well-being of their children, and schools can also play a partnering role. Due to the "Parents' Bill of Rights", Florida Statute 1014.06-Parental consent for health care services, parents must give written consent for school nurses to provide health care services to minor students. The consent must be completed electronically in your FOCUS Parent Portal. **If a consent form is not on record/file at Suwannee County School District, or if you choose "no" to School Health Services, your child will not receive services except for the event of an emergency. If your child gets sick or injured (anything that requires first aid or nursing services), you will be called to come pick him/her up from school.**

ANNUAL EMERGENCY INFORMATION AND HEALTH UPDATE

It is very important that the annual request for updated information is completed in the FOCUS Parent Portal no later than the first week of school. Please provide schools with emergency contacts and inform administration of any health problems your child may have which can affect them in the school setting.

Current accurate health and telephone information enables the school to contact you in case of emergency, accident, or illness, and will help us to ensure the health and well-being of your child. If any information changes during the school year, please contact the school immediately. **It is the parent/guardian's responsibility to keep his/her child's health and contact information (telephone numbers, address, etc.) updated.** In case of a serious accident or illness at school, your child will be transported by ambulance to an emergency medical facility. The parent/guardian is responsible for all expenses.

MEETING EMERGENCY HEALTH NEEDS

Onsite emergency health needs are provided at each school by school health staff employed by SCSD, the Suwannee County Health Department, and/or other trained SCSD staff who are currently certified by a nationally recognized certifying agency

to provide first aid and CPR. Onsite emergency health needs means management and aid for illness or injury pending the student's return to the classroom or release to a parent/guardian, designated friend, or designated health care provider.

Please list on the Annual Emergency Information and Health Update form friends and/or relatives who may serve as emergency contacts for your child when you cannot be reached. Please list your best contact information such as a cell phone number, if applicable.

SCHOOL ENTRY HEALTH EXAMINATION

Students in grades Pre-K through 12th who are making their initial entry into a Florida school must present a record of a school entry health examination completed within one year before enrollment. The school entry health exam, completed and signed by a health care provider licensed to perform physical exams in the United States, should be taken to the child's school upon enrollment. Although a specific form is not required, it is recommended that Florida's standardized School Entry Health Exam form (DH3040-CHP—07/2013) be used to document completion of a physical examination. A form signed by a health care provider licensed to perform physical exams in the United States that indicates the results of the components included in School Entry Health Exam form (DH3040-CHP-07/2013) is also acceptable.

For students transferring to a Florida school, a comparable form from another state would also be acceptable, if performed by a health care provider licensed to perform physical exams, and completed within one year before enrollment. [§1003.22(1), Florida Statutes; Rule: Chapter 6A-6.024, FAC].

FLORIDA IMMUNIZATION REQUIREMENTS FOR SCHOOL ENTRY –2022-2023 SCHOOL YEAR

Section 1003.22 (10) Florida Statutes, requires each district school board and the governing authority of each private school to refuse admittance or temporarily exclude from attendance any student who is not in compliance with the immunization requirements for school attendance.

2022-2023 School Entry Requirements

Before entering or attending school in-person or virtually (kindergarten through 12th grade), each child must provide a Florida Certification of Immunization (DH 680 form), documenting the following vaccinations:

Public/Non-Public Schools Kindergarten through 12th Grade:

- 4 or 5 doses of Diphtheria-Tetanus-Pertussis (DTaP) vaccine*
- 3 doses of Hepatitis B (Hep B) vaccine
- 3, 4, or 5 doses of Polio (IPV) vaccine**
- 2 doses of Measles-Mumps-Rubella (MMR) vaccine
- 2 doses of Varicella vaccine***

*The fifth dose of DTaP vaccine is not necessary if the fourth dose was administered at age four years or older.
**If four or more doses are administered before age four years, an additional dose should be administered at age four through six years and at least six months after the previous dose. A fourth dose is not necessary if the third dose was administered at age four years or older and at least six months after the previous dose.
***Varicella vaccine is not required if varicella disease is documented by the health care provider.

Seventh Grade Requirements

In addition to kindergarten through 12th grade vaccines, students entering or attending seventh grade need the following:

- 1 dose of Tetnus-Diphtheria-Pertussis (Tdap) vaccine in grades seven through twelve
- An updated DH 680 form to include Tdap, must be obtained for submission to the school

EXEMPTIONS

There are only two types of exemptions: medical and religious. Your child's doctor (MD or DO) must fill out the DH-680 form (Part C) indicating a valid reason for medical exemption. Only the Health Department can grant a religious exemption.

MENINGOCOCCAL VACCINES

Meningococcal vaccines are not required for school entry or attendance but are recommended for all children at their routine preadolescent visit (11-12 years of age). For those who have never previously received Meningococcal vaccines, a dose is recommended at high school entry.

HUMAN PAPILLOMA VIRUS VACCINES (HPV/GENITAL HERPES)

Human Papilloma Virus vaccines are not required for school entry or attendance but are recommended for girls at their routine preadolescent visit (11-12 years of age). Males that are 9-26 years of age may receive HPV vaccine.

MEDICATION ADMINISTRATION

Administration of medications during school hours is discouraged unless a physician determines that a student's health needs require them to be given while at school. Medication must be transported to and from school by the parent/guardian or a responsible adult designated by the parent/guardian. SCSD has a "Zero Tolerance" drug policy. Don't put your child at risk of disciplinary action! As the parent/guardian, you can avoid potential problems for your child. Don't send any medications to school with your child. Remember, even over the counter medications, such as Tylenol and Advil, are considered drugs. Instructions on using medication shall be provided in writing by the Florida licensed prescribing healthcare practitioner or as described on the medication container provided by the pharmacist and/or the Florida licensed prescribing healthcare practitioner. All medications shall be delivered to the school office or health clinic with the Authorization for Medication Administration Form completed and signed by the student's parent/guardian and the Florida licensed prescribing healthcare practitioner. This form is available online on the Student Services webpage at www.suwannee.k12.fl.us. A separate Authorization for Medication Administration Form must be completed for each medication that must be given during school hours or school-sponsored activities. First dosage of any new medication shall not be administered during school hours because of the possibility of an allergic or adverse reaction.

1. Only medication in its original container from the store or pharmacy will be accepted.
2. All medications being received at school must be counted with the parent/adult delivering the medication and a school health staff and/or a school employee who is receiving the medication. Verification of the count shall be made, in writing, on the medication administration log notes by the person delivering the medication and the person receiving the medication.
3. Medication should be given as close to the prescribed time as possible. It is acceptable medical practice to give the dose one hour before or after specified time on a routine basis.
4. Narcotic analgesics will not be administered at school. Narcotics are known to cause decreased coordination and decreased levels of consciousness, thus presenting both impaired learning and safety issues for the student.
5. No medications, prescription or non-prescription, with an expired prescription date or that is past the manufacturer's expiration date will be administered at school or during school sponsored activities.
6. The medication in the bottle must match the label, match the student's name, match the authorization form, and have a current prescription label on the bottle (if it is a prescribed medication). The date on the label must be within the past 30 days for controlled substances and antibiotics and within the past 12 months for other prescribed medications.
7. Prescription labels shall not be altered with handwriting by a parent, school staff, or school health staff.
8. A new prescription bottle with correct labeling is required for any dosage and/or time changes.
9. The school cannot alter dosages without a new Authorization for Medication Administration Form completed by the parent/guardian and the Florida prescribing healthcare practitioner.
10. Unused medication should be retrieved from the school/office within one week after medication is discontinued or by the end of the last student school day of the current school year. Otherwise, the school will dispose of the medication.

AUTHORIZATION FOR STUDENTS TO CARRY A PRESCRIPTION, INHALER, EPIPEN, INSULIN, PANCREATIC ENZYME SUPPLEMENT OR OTHER APPROVED EMERGENCY MEDICATION

If a student has asthma or other health-related conditions that require self-administration of medicine or emergency type(s) of medication or a student needs to carry medication and self-administer on his/her person, you must complete an Authorization for Students to Carry a Prescription, Inhaler, EpiPen, Insulin, Pancreatic Enzyme Supplement or Other Approved Medication Form. You may obtain a form from your child's school or online at http://www.suwannee.k12.fl.us/medication-administration. This form requires signatures of a Florida licensed healthcare practitioner, the parent/guardian, and the student.

1. The school nurse, who is a registered nurse, upon performing a nursing assessment of the student, shall determine whether or not this student is ready to responsibly self-carry and self-administer medication at school or during school-sponsored activities without endangering the health and safety of themselves, school staff, and/or fellow students. If the school nurse determines that a student is not responsibly self-carry and self-administer medication at school or during school-sponsored activities, the medication will be administered by school health staff and/or trained school staff.
2. Parents are strongly encouraged to keep a "back up" supply of any emergency medications, such as an inhaler, EpiPen, diabetes medication, etc., in the school clinic. For further instructions, please call or visit your child's school nurse.
3. Emergency Injectable Medications, such as EpiPens, Glucagon, etc., must be accessible immediately in case of an emergency. Only these medications with the exception of inhalers will leave the building in the event of an emergency.

4. Emergency Injectable Medications, such as EpiPens, Glucagon, etc., should be kept in the clinic. It is not recommended to keep emergency medications in the classroom unless the student has been checked off to self-carry in the event of an emergency.
5. Emergency Injectable Medications, such as EpiPens, Glucagon, etc., may be kept in a secure but unlocked location in the clinic. If stored in this way, there should be a sign on the outside of the medication cabinet indicating where the emergency medications are located.

Under NO circumstances should students show, share, dispense, or deliver prescription or non-prescription medication(s) to/with another student!

SCSD's definition of substance abuse: The use of any drug when such use is unlawful, and the use of any drug when such use is detrimental to the user or to others but is not unlawful.

STUDENT USE OF SUNSCREEN
Students may possess and use non-aerosol topical sunscreen without a physician's note or prescription if the sunscreen is regulated for over-the-counter use to limit ultraviolet light-induced skin damage.

HEALTH SCREENINGS
The Suwannee County Health Department and the SCSD provide health screenings to students in Suwannee County Schools. Florida Statute 381.0056~~402.32~~ of the School Health Services Act requires these screenings. These screenings are designed to detect health problems that could affect student's learning and/or growth. The screenings conducted are those outlined in our current School Health Plan. The screenings for our county include:

- Vision – Kindergarten, first, third, and sixth grade students and students entering SCSD~~school~~ for the first time,
- Hearing – Kindergarten, first, and sixth grade students and students entering SCSD~~school~~ for the first time,
- Growth and Development (height and weight) with BMI calculation – first, third, and sixth grade students, and
- Scoliosis – Sixth grade students.

These screenings will not harm your child in any way. Mass screenings as listed above will take place within the first semester. If your child does not pass any part of the screening exam(s), you will be notified in writing. Results of your child's health screenings will remain confidential and shared only with school personnel with a need to know.

Screening tools used:

Vision – The Spot Vision Screener is a handheld, portable device designed to help users quickly and easily detect vision issues on patients from six months of age through adult. Spot screens both eyes at once from a nonthreatening 3-foot distance.

Hearing – We have two different screening machines. An audiometer is a machine used for evaluating hearing acuity. They usually consist of an embedded hardware unit connected to a pair of headphones and a test subject feedback button. The Otoacoustic Emissions (OAE) test checks part of the inner ear's response to sound. The test is mostly done on infants and children who may not be able to respond to behavioral hearing tests because of their age. To perform an OAE test, a soft probe is placed into the patient's ear canal and plays a sound to the ear. The device measures the sound that comes back and the results are displayed on the screen of the OAE hearing screener as passed or failed.

Note: Vision and hearing screening should be done for teacher/parent referral of a suspected problem and for students being evaluated for Special Education Placement, new to District.

The Consent for Health Services must be completed electronically on the FOCUS Parent Portal in order to participate in any health services including screenings.

~~**EXCLUDING STUDENTS FROM SERVICES**~~
~~Parents who do not desire their child to participate in health screenings or health education are requested to send a written letter of exclusion to the school nurse no later than two (2) weeks after the date of enrollment of current school year.~~

HEALTH INSTRUCTION
Health instruction will be provided by properly trained personnel as mandated by the Florida Law including F.S. 1003.42~~House Bill 1739~~, which requires that public school curriculum include instruction on human growth and

development, AIDS, and pregnancy prevention, and to reduce destructive behavior in children. This legislation established abstinence from sexual activity outside marriage as the expected standard for all school age children and states that human growth and development education will stress this standard. ~~Parents/guardians may review the content of the curriculum by calling the school for an appointment.~~

PARKING/VEHICLE RULES

The parking of a student's vehicle on campus is a privilege that is granted by the SCSD that may be conditioned upon the purchase of a parking decal at the school of attendance. Students who repeatedly violate campus-parking rules may have their parking decal revoked and/or are subject to disciplinary interventions. Students must follow the school policies on driving and parking. Violation of the Student Conduct and Discipline Code policies or the school parking/driving policies may result in loss of privileges, suspension, or expulsion from school [§1001.43(1)(f), Florida Statutes)].

Note: Privileges and Responsibilities – Parents are encouraged to review Florida law pertaining to the operation of motor vehicles by their children. High school students with operator's licenses may not be legally allowed to drive their vehicle home after a late ballgame. It is the student and parent's responsibility to know the law.

1. A student will not be permitted to drive any vehicle to school until filing with the principal the written consent of the student's parent/guardian and a written agreement to comply with all rules of the SCSD and local school officials. Students parking vehicles on campus without authorization are subject to disciplinary interventions.
2. A student leaving home for school shall proceed directly to the school campus. After arriving at school, a student shall remain on school grounds unless given permission to leave the grounds as provided in these rules. At the close of the school day, the student shall leave the school grounds promptly unless under the supervision of a faculty member.
3. The student shall park a car driven to school in the area designated for student parking.
4. Each student who parks a vehicle on a school campus is presumed to know what is contained in the vehicle and will be held accountable for any weapons, drugs, contraband, etc., which may be found in the vehicle.
5. No student shall loiter in or around the parking area or areas.
6. Students shall not occupy cars during class hours, between classes, or before or after school except as they arrive and leave for the school day and travel to and from approved programs at other locations.
7. A student who receives a citation for a traffic violation while traveling to or from school or who is known to be operating a vehicle in such a manner as to endanger the student's own safety or that of others may at the principal's discretion lose the privilege of driving a vehicle to school. Any student violating such directives shall be subject to suspension or expulsion from school.
8. Students must follow all Florida DHMV traffic laws and regulations while on school property or be subject to citations.
9. Habitual truants will have their driver's license withheld/suspended by the DHMV.
10. Student parking is provided only at the high school facilities, therefore, no middle or elementary school students are permitted to drive themselves to school.

TECHNOLOGY – STUDENT ACCEPTABLE TELECOMMUNICATIONS/ELECTRONIC COMMUNICATIONS USE POLICY AND AGREEMENT

The Suwannee County School District (SCSD) provides computers and network capabilities to students for the purpose of enhancing instruction through technological resources. K-5 classrooms are equipped with a class set of Chromebook devices for student use on campus. Students in grades 6-12 are issued a Chromebook device to use both on campus and at home, similar to the issuance of a textbook. If the device is damaged due to misuse, the parent/student will be responsible for the cost or repair not to exceed $250 for a device damaged beyond repair.

The Suwannee County Schools Network is an electronic network which serves public education in accessing the Internet. The Internet is an "information highway" connecting thousands of computers and millions of individual people all over the world. Students, teachers, and support staff of SCSD with network accounts have access to electronic mail (E-Mail) with the ability to communicate with people all over the world. Information, news, and data can also be received from a variety of world-wide sources.

With access to computers and people all over the world comes the availability of some material that may not be considered to be of educational value within the context of the school setting. Efforts have been made to direct participation to education-related materials only. However, on a global network, it is impossible to control all materials. The Suwannee County School Board has established Acceptable Use Guidelines for all users of technology and the Internet in the school system. If any user violates any of these guidelines, his/her access to the network may be terminated and appropriate disciplinary and/or legal action will be taken.

A student's activities while using District devices and/or network resources must be in support of education and research and be consistent with the educational objectives of the SCSD. Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Devices and network storage areas will be treated like school lockers. School and IT authorities have the right to review and monitor all District devices and/or information stored on the network.

Students may not use a personally owned Chromebook or network alternative for educational purposes on campus. The use of personal USB Flash Drives is authorized to students for educational purposes permitting that such use complies with all policies set by SCSD. Using other personal electronic resources, including, but not limited to, digital cameras, tablets, cell phones, digital recorders, MP3 players, and iPods are prohibited unless student has permission from the classroom teacher where the electronic resource will be used. SCSD does not insure personal property of students, staff, teachers, or the public brought on school property. Property of this nature that is stolen, damaged, or lost is the sole responsibility of the owner. The SCSD assumes no responsibility for costs associated with loss or damage to devices not owned by SCSD while on the network. SCSD assumes no responsibility for the technical support or functionality of personal technology brought on school property.

All users must read and be familiar with the IT Policies and Procedures manual. The most recent version is located on the district website at https://www.suwannee.k12.fl.us/information-technology. Examples of prohibited activities according to the manual are as follows:

UNACCEPTABLE USE AND PROHIBITED ACTIVITIES

1. Revealing your account password to others or allowing use of your account by others is prohibited. This includes family and other household members when work is being done at home.
2. Attempting to, accessing, or sharing the account credentials of others or penetrating, attempting to penetrate security measures of the SCSD or another entity's computer software or hardware, electronic communications system, or telecommunications/electronic communications system is prohibited.
3. Using the services for any activity which adversely affects the ability of other people or systems to use SCSD's network or the internet is prohibited. This includes denial of service attacks against another network host or individual user.
4. Interference with or disruption of other network users, network services, or network equipment is prohibited.
5. Students must not leave devices unattended while logged on.
6. Students must not read, create, send and/or receive email unless using a District-provided email account.
7. Students must not access, download, store, send, or display text, images, movies, or sounds that contain pornography, obscenity, or language that offends or degrades others.
8. Students must not use social network sites including, but not limited to, twitter.com, facebook.com, chat rooms, etc.
9. Students must not use video streaming not related to educational purposes or curriculum set by the school or District.
10. Students must not download music or videos not authorized by the school or District.
11. Students must not install services or electronic file sharing mechanisms.
12. Students must not access, modify, harm, or destroy another user's data.
13. Students must not attempt to send or send anonymous messages of any kind or pretend to be someone else while sending a message.
14. Students must not engage in cyber bullying on or off campus (i.e., threatening, harassing, embarrassing, terrifying, insulting, stalking, or attacking others which includes, but is not limited to, online threats and insults intended to embarrass, harass, or terrify others via electronic resources).
15. Students must not post personal information about self or others, sharing confidential information about students or employees.
16. Students must not agree to meet with anyone met online.
17. Students must not intentionally waste limited resources.
18. Students must not bypass the filtering by use of anonymous proxies or unauthorized proxies and services.
19. Students must not download and/or install games, software, tools, or any executable file.
20. Students must not connect to any unauthorized wireless access point or internet service provider.
21. Other uses that the Superintendent/designee may find unacceptable are prohibited.

STUDENT TECHNOLOGY AND DEVICE GUIDELINES

1. Student access to created documents and data will be unavailable following withdrawal from SCSD. Students are encouraged to download a copy of created documents and data to a USB flash drive prior to withdrawal for personal retention purposes.
2. The SCSD expects students to properly maintain electronic devices supplied by SCSD IT Department. Students must notify a school administrator or teacher of device or network malfunctions immediately.
3. All SCSD devices must be made available for immediate inspection by SCSD staff with or without prior notification.
4. Scheduled device checks will occur throughout the year; all devices must be brought to school every day.
5. Students and/or parents must notify a school administrator or teacher of device damage immediately.
6. The SCSD expects devices to be maintained in good working order by the student. If misuse is evident, the full price of repair or replacement of the device becomes the responsibility of the parent.
7. It is strongly suggested that protective equipment (covers, bags, etc.) are used to ensure an additional layer of protection from damage to the device.
8. Students may not use the device for purposes in contrast to the SCSD Acceptable Use Policy.
9. If a student violates the Acceptable Use Policy, the SCSD device must be immediately returned in good working order.
10. If a device is damaged, the student is responsible for the cost or repair in accordance to the following:
    a. Screen Replacement: $50
    b. Keyboard Assembly or Replacement: $75
    c. Charger: $40
    d. Battery: $40
    e. Full replacement: $250

If a student violates any of these guidelines, his/her access to the network or SCSD devices may be terminated and appropriate disciplinary and/or legal action will be taken.

SECTION IV: DISCIPLINARY INTERVENTIONS

The SCSD philosophy of student behavior is one that employs a structured, systematic approach designed to support learning. Classroom management, student motivation, and positive reinforcement generate an atmosphere where student rules are viewed as guidelines for academic success.

The SCSD will provide safe, comfortable classrooms and campus environment and maximize opportunities for student learning which are the most important factors in governing student behavior. All students' interests, strengths, and cultural backgrounds are welcomed and valued.

The SCSD believes that all students have the right to a safe and effective learning environment and that teachers have the right to a safe and effective teaching environment. Discipline issues are minimized when students are engaged in meaningful and interesting activities. Students do best with positive reinforcement techniques. Students need to have structure and limits.

The SCSD believes that discipline and classroom management exist as additional learning experiences for students. Discipline should come from a desire to teach students to self-assess and self-regulate their behavior. A well-disciplined student understands what is socially and personally healthy and productive, and can correct his or her own behavior when straying from that ideal. This kind of student can resolve conflicts in a healthy way and knows what behavior is productive within social communities. Likewise, classroom management exists to guide students toward positive behaviors. It not only maximizes the time spent learning in the classroom, but it also serves to eliminate many situations in which students are tempted to exhibit negative behaviors. Effective classroom management helps ensure student success.

The SCSD believes that as professional educators, the SCSD is charged with providing a safe, structured, and orderly environment for all students, staff, and school visitors. Further, the SCSD believes that expecting, teaching, and upholding high behavioral standards are key components in preparing students to be successful and productive citizens in the greater society. In order to fulfill these responsibilities and achieve these goals, as a District, all SCSD schools will:

1. Follow the Student Code of Conduct and School Board Policies,
2. Provide training for staff and parents in effective behavior practices,
3. Promote positive behavioral supports,
4. Administer disciplinary measures with fairness and consistency, and
5. Engage parents as partners in identifying and maintaining student behavior as an educational priority for all SCSD students.

Below are definitions associated with disciplinary interventions. Some definitions have been created by the state, and disciplinary interventions pertaining to these definitions require reporting to the state through School Environmental Safety Incident Reporting (SESIR). All SESIR definitions apply to actions that occur while on school campus, on school-provided transportation, at a school or School Board sponsored function, or while at other School Board facilities.

Abusive, Profane, Obscene, Discriminatory Language/Material - The use of oral or written language, electronic messages, pictures, objects, gestures, or any other physical act (engaging in unwelcome or inappropriate touching) that is considered to be offensive, socially unacceptable, or not suitable for an educational setting; the deliberate use of inappropriate language (profanity) with the intent for others to hear, the use of obscenity toward a school staff member, or the use of obscene gestures.

Aggravated Battery (SESIR) (Level I) – A battery where the attacker intentionally or knowingly causes more serious injury as defined in Rule 6A-1.0017(8)(g), such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.

Alcohol Possession/Use/Sale (SESIR) (Level IV) - Possession, sale, purchase, distribution, or use of alcoholic beverages. 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.

Arson (SESIR) (Level I) – To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or any contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.

Bullying (SESIR) (Level IV) - "Bullying, as defined in Section 1006.147(3)(a), F.S., involves systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees." The rest of the redlines in Bullying are fine. ~~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~~. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

SCSD definition includes but is not limited to, unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting or dehumanizing acts, by an adult or student, that are severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, to cause discomfort or humiliation, or unreasonably interfere with the individual's school performance or participation.

Burglary (SESIR) (Level II) – Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.

Bus Conduct – See bus conduct rules on page 11 and 12.

Cell Phone/Electronic Device Violation - Disruptive and inappropriate exposure/use of cell phones, text messaging, web access, portable music devices, digital cameras, and like communication devices during the instructional day. Students who use an electronic device to record a fight or other disturbance may receive the same consequences as the primary violator.

Cheating/Plagiarism - Cheating on any assignment, test/quiz, or online classwork. The possession of, deliberate distribution of, or use of inappropriate information, including, but not limited to: computer files or folders, passwords, electronic devices, or oral or written notes, materials, or work of another person in the completion of an academic exam, test, or assignment.

Contraband – Possessing, using, selling, storing, distributing, constructing, or detonating any combustible substance or items which are prohibited at school, including, but not limited to: ammunition clips, bullets or cartridges, flammable liquids, combustible materials, poisonous substances, matches, lighters, firecrackers, bottle rockets, smoke bombs, or other similar devices. This also includes possession of a tool, instrument, appliance, or utensil, laser pointer, or light pen, which may/may not be intended to cause harm to another.

Criminal Mischief (SESIR) (Level III) Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto. Incidents that fall below the $1,000 threshold are not reportable in SESIR, but instead should be reported as locally-

defined incidents according to district policies.~~**Vandalism ($1,000 threshold) (SESIR) (Level III)** - The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it. Incidents that fall below the $1,000 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies.~~

Defiance/Insubordination - Not submitting to authority, disobedience, failure to follow reasonable request by School Board employee, not telling the truth when requested by School Board employee.

Defiance of Authority and School Rules - The flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority.

Destruction of School Property (Minor) - To deliberately destroy or deface school property with a value of less than $300.

Destruction of School Property (Major) - To deliberately destroy or deface school property with a value of more than $300 but less than $1,000.

Disorderly Conduct (Minor) - Any act that substantially disrupts the orderly conduct of a school function or substantially disrupts the orderly learning environment.

Disruption on Campus (Major) (SESIR) (Level III) - Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.

Dress Code Violation - Failure to comply with the established dress code policy.

Drug Sales or Distribution (SESIR) (Level II) - The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance.

Drug Use or Possession (SESIR) (Level III) - 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. Drug use or possession includes use or possession of counterfeit drugs and substances which imitate any drug, narcotic, or controlled substance. Drug use or possession also includes use or possession of vaporizers/electronic cigarettes containing THC, otherwise known as "THC vape pens," "weed pens," and "dab pens."

False Information –A recommendation of expulsion or assignment to a second chance school may also be made for any student found to have intentionally made false accusations that jeopardize the professional reputation, employment, or professional certification of a teacher or other member of the school staff, according to the District Student Conduct and Discipline Code. Any recommendation of expulsion shall include a detailed report by the principal or the principal's designated representative on the alternative measures taken prior to the recommendation of expulsion. F.S. 1006.9 Section C

Fighting (SESIR) (Level III) – When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR.

Forgery (Minor) - To fraudulently or falsely make or alter a document.

Forgery (Major) - To make a false or misleading written communication to a school staff member with either the intent to deceive, or under circumstances which would reasonably be calculated to deceive the staff member, or producing or possessing any false document, item, or record represented to be an authentic school document, item, or record.

Grand ~~Larceny~~/Theft ($750 threshold) (SESIR) (Level III) - The unauthorized taking~~, carrying, riding away with, or concealing~~ of the property of another person or organization, including motor vehicles, valued at $750 or more, without threat, violence, or bodily harm. Incidents that fall below the $750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.

Harassment (SESIR) (Level IV) - 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/her person

or damage to his/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 caused substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

Hazing (SESIR) (Level III) - Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but is not limited to: (1) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior; or (2) any brutality of a physical nature, such as whipping, beating, banding, or exposure to the elements.

Homicide (SESIR) (Level I) - The unjustified killing of one human being by another.

Instigating a Fight - A person instigating, inciting, or encouraging a fight or confrontation between individuals.

Kidnapping (SESIR) (Level I) - Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.

Medication Policy Violation - Failure to comply with the guidelines for possessing or administering prescription medications and over-the-counter medications.

Misuse of School Computer - Use of a school computer for anything other than instructional purposes or unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network program(s) or data.

Off-Campus Felony – Students who are charged with an off-campus felony may be felony suspended pending the disposition of the charges. Students could also face disciplinary consequences up to expulsion for off campus felonious acts [§1006.09(2), Florida Statutes].

Other Gang-Related Activity – Engaging in any verbal, written, or physical act that does not fall under another discipline code and is associated with becoming a member of a gang, being a member of a gang, or participating in gang-identified rituals or behaviors on a school campus, transportation, or at a school-sponsored program or activity. See Gangs and Gang-Related Activity on page 13.

Other (Minor) - Minor incidents that do not fit within the other definitions.

Other (Major) (SESIR) (Level III) - Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified.

SCSD examples include, but are not limited to, student producing or knowingly using counterfeit money, participating in gambling activities, possession of child pornography, and possession of drug paraphernalia.

Physical Conflict - The uninvited touching, pushing, shoving, or physical conflicts ~~that stop upon verbal command~~.

Public Display of Affection (PDA) - Failure to comply with the established PDA policy of the individual school.

Recording Students without Consent – Students who record physical altercations and post the unauthorized recording to any social media platform will be subject to disciplinary consequences.

Robbery (SESIR) (Level II) - The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property ~~anything of value that is owned by another person or organization,~~ under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear.

Sexual Assault (SESIR) (Level II) - An incident that includes a threat of: rape, fondling, indecent liberties, or child molestation. Both males and females can be victims of sexual assault.

Sexual Battery (Rape) (SESIR) (Level I) - Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both male and females can be victims of sexual battery.

Sexual Harassment (SESIR) (Level III) – Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties. ~~Unwanted verbal, nonverbal, or physical behavior with sexual connotations by an adult or student that is severe or persuasive 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, as defined in Rule 6A019.008, F.A.C.~~

Sexual Offense Other (SESIR) (Level III) – Other sexual contact, including intercourse, without force or threat of force. Includes subjecting an individual to lewd sexual gestures, sexting, sexual activity, or exposing private body parts in a lewd manner.

Simple Battery~~Physical Attack (Battery)~~ (SESIR) (Level II) – An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Skipping Class - Not reporting to or leaving an assigned class, activity, or area without receiving proper prior approval and/or following the established procedures for checking out of a class.

Tardiness (Excessive) - A student will be considered tardy to class when he/she is not in the classroom when the tardy bell rings. Any student arriving late must go to the attendance/front office to sign in before attending class.

Theft (Minor) - The unauthorized taking, carrying, riding away, or concealing the property of another person which is less than $750 in value, without threat or bodily harm.

Threat/Intimidation (SESIR) (Level III) - An incident where there was no physical contact between the offender and victim, but the victim reasonably believed~~felt~~ that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically, or through any other means.

Throwing/Propelling Objects - To drive forward an object by means of force that imparts motion.

Tobacco (SESIR) (Level IV) - The possession, sale, purchase, distribution, or use~~, distribution, or sale~~ of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related.

SCSD definition includes tobacco products in any form including, but not limited to, synthetic tobacco, use of electronic cigarettes or similar devices, and/or vaping **in any form**. Vaping-Related – All SESIR incidents that involve the use of non-combustible vaping products, including electronic cigarettes, vapes, and vape pens, or any electronic nicotine delivery system (ENDS) are required to be reported as vaping-related, if the liquid used contains nicotine or a controlled substance. Schools are not required to test for nicotine or drugs in vaping devices.

Trespassing (SESIR) (Level III) - To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry. Only incidents involving a student currently under suspension or expulsion, or incidents where any offender (student or non-student) was previously issued an official trespass warning by school officials, or where any offender was arrested for trespass are required to be reported in SESIR. Trespass incidents that did not have a prior official warning, did not result in arrest, or did not involve students under suspension or expulsion should be reported as locally defined incidents according to district policies.

SCSD prohibits the unauthorized entry onto School Board owned property, into a school function, or an extracurricular activity, or remaining on School Board owned property after being directed to leave that location by a school staff member or law enforcement official or while subject to suspension, expulsion, or assignment to an alternative placement.

Unauthorized Area/Location - Being present in buildings, rooms, or other areas on a school campus restricted or not open to student access during all or portions of a day.

Unauthorized Leaving of Campus - Failure of student to follow proper procedures to leave school campus.

Unauthorized Sales - The selling of goods which has not been authorized by administration.

Unsubstantiated Bullying - After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of bullying, as listed in the Jeffrey Johnston Stand Up for All Students Act (§1006.147, Florida Statutes).

Unsubstantiated Harassment - After a complete investigation and follow up of reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of harassment, as listed in the Jeffrey Johnston Stand Up for All Students Act (§1006.147, Florida Statutes).

Vandalism (Minor) – The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it. This definition includes graffiti, as well as the malicious attempt to harm or destroy electronic data. Damage must be $1,000 or less.

Vehicle Violation - Failure to follow established rules and regulations concerning the privilege of driving and parking vehicles on a school campus, to include parking in unauthorized areas, driving or parking without proper sticker, improper driving on campus, or unauthorized driver on campus.

Weapons Possession (SESIR) (Level II) Possession of a firearm or any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

SCSD policy prohibits possessing, storing, distributing, selling, or purchasing any instrument or object 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, common pocket knives, razor blades, box cutters, sharp cutting instruments, ice picks, dirks, chains, pipes, nunchakus, brass knuckles, Chinese stars, billy clubs, chemical irritants, mace, tear gas, pepper spray, poisonous gases, sling shots, electrical weapons or devices, starter pistols, stun guns, BB or pellet guns, propellants, and "look-alike" weapons. Possession of a common pocketknife is exempted from state zero tolerance expulsion requirement, per §1006.07(2), Florida Statutes. However, law enforcement should be notified of any weapon or knife, including pocketknives, for investigation.

Note: If a common pocketknife is used in a threatening or aggressive manner, the knife will be considered a weapon by both the school district and law enforcement.

Level I	Level II	Level III	Level IV
Aggravated Battery SESIR	Burglary SESIR	Abusive, Profane, Obscene, Discriminatory Language/Materials Directed to an Adult	Abusive, Profane, Obscene, Discriminatory Language/Materials Directed to a Student
Arson SESIR	Contraband	Cell Phone/Electronic Device Violation	Alcohol Possession/Use/Sale SESIR
Contraband	Defiance/Insubordination	Cheating/Plagiarism	Bullying SESIR
Destruction of School Property (Major)	Defiance of Authority and School Rules	Criminal Mischief	Cell Phone/Electronic Device Violation
Homicide SESIR	Destruction of School Property (Minor)	Disorderly Conduct (Minor)	Cheating/Plagiarism
Kidnapping SESIR	Drug Sales or Distribution SESIR	Disruption on Campus (Major) SESIR	Disorderly Conduct (Minor)
Physical Conflict	Forgery (Major)	Dress Code Violation	Dress Code Violation
Sexual Battery (Rape) SESIR	Instigating a Fight	Drug Use or Possession SESIR	Forgery (Minor)
	Medication Policy Violation	Fighting SESIR	Harassment SESIR
	Other Gang-Related Activity	Forgery (Minor)	Medication Policy Violation
	Physical Conflict	Grand Theft	Misuse of School Computer
	Robbery SESIR	Hazing SESIR	Other (Minor)
	Sexual Assault SESIR	Medication Policy Violation	Public Display of Affection (PDA)
	Simple Battery	Misuse of School Computer	Skipping Class
	Theft (Minor)	Other Gang-Related Activity	Tardiness (Excessive)
	Vandalism (Minor)	Other Major Incidents SESIR	Throwing/Propelling Objects
	Weapons Possession SESIR	Public Display of Affection (PDA)	Tobacco SESIR
		Sexual Harassment SESIR	Unauthorized Area/Location
		Sexual Offense Other SESIR	Unauthorized Leaving of Campus
		Skipping Class	Unauthorized Sales
		Tardiness (Excessive)	Unsubstantiated Bullying
		Threat/Intimidation SESIR	Unsubstantiated Harassment

		Throwing/Propelling Objects	Vandalism (Minor)
		Trespassing SESIR	Vehicle Violation
		Unauthorized Area/Location	
		Unauthorized Leaving of Campus	
		Unauthorized Sales	
		Unsubstantiated Harassment	
		Vehicle Violation	

Note: Violations not listed in this table could result in disciplinary consequences up to and including expulsion.

ACTIONS/INTERVENTIONS

Teacher Managed Consequences
Corporal Punishment
Corporal Punishment by Parent
CPI Restraint
Punitive Assignment
Parent Contact
Parent Conference
Verbal Reprimand/Warning
~~Alternative Expulsion~~
Time Out
Written Apology
Guidance Referral
Mental Health Counseling Referral
MTSS Referral
Lunch Detention
ISS
Computer Suspension
Computer Expulsion
Work detail
Detention
Behavior Contract
Schedule Change
Restitution
Suspension of Driving/Parking Privilege
Suspension of Lunch Privilege
Suspension of Privilege
Removed from After School/Summer School
Online Module
Bus Suspension/Expulsion
OSS
OSS Pending Manifestation

Parent Training Requirement
Expelled, Without Continuing Educational Services
Expelled, With Continuing Educational Services
Stipulated Expulsion Agreements
Suspension Extended, Pending Hearing
~~Seclusion~~
Mechanical Restraint
Physical Restraint
Other SESIR Defined
Change in Placement
Other

SECTION V: DUE PROCESS

DUE PROCESS PROCEDURES FOR SUSPENSIONS

A student accused of an offense which in the opinion of the principal/designee would require suspension from school or bus shall be afforded the following due process procedures. If a student is formally charged with a felony occurring off property not owned by the SCSD ~~by a prosecuting attorney~~, the principal/designee shall determine if the student's presence on campus threatens the orderly environment or safety of others. Suspension proceedings, pursuant to rules of the State Board of Education, may be initiated against any enrolled student who is formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property, if that incident is shown, in an administrative hearing with notice provided to the parents of the student by the principal of the school pursuant to rules adopted by the State Board of Education and to rules developed pursuant to s. 1001.54, to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled. Any student who is suspended as the result of such proceedings may be suspended from all classes of instruction on public school grounds during regular classroom hours for a period of time, which may exceed 10 days, as determined by the district school superintendent. The suspension shall not affect the delivery of educational services to the student, and the student shall be immediately enrolled in a daytime alternative education program, or an evening alternative education program, where appropriate (F.S 1006.09). An administrative hearing should be scheduled if it is determined the felony charge is upheld. The information shall be provided to the Superintendent who shall determine the length of the suspension by an administrative placement in an alternative setting. A recommendation to expel a student shall be determined by the Superintendent and submitted to the School Board if the student is adjudicated guilty of a felony. Additional procedures for students with disabilities are described in the subsection ESE: Suspension and Expulsions. In emergency situations, these procedures may be modified so long as reasonable efforts are made to provide substantially similar opportunities for due process.

Step 1 – The student must be told by the principal/designee of the reason(s) for consideration of suspension from school or from the school bus (not to exceed 10 days).
Step 2 – The student must be given the opportunity to present the student's side of the matter either verbally or in writing and must have the opportunity to present witnesses to the incident.
Step 3 – The principal/designee shall make a determination as to whether or not the student is guilty of the misconduct, and if so, what the terms of the disciplinary response will be. The student shall be informed of the determination. If the determination is to impose suspension, the notice of suspension shall be in writing. The following information shall be included in the written notice of suspension to the parent/guardian/student and the Superintendent:

- Nature of the offense,
- The date of the offense, the beginning date of the suspension, and the date on which the student may return,
- Any condition involving the suspension, such as a possible reduction of the suspension.

Step 4 – The principal/designee shall report each suspension from school or the school bus in writing to the student's parent/guardian and to the Superintendent/designee. Any suspension notice to parent/guardian/student, shall be hand-delivered by the principal or an administrative staff member or shall be sent by first class mail if the principal or an administrative staff member documents a personal contact (not an attempt or recorded message) with the parent/guardian concerning the suspension and that the paperwork is being sent by mail. If contact cannot be made with the parent/guardian, then the notice may be sent by certified mail. This report shall be mailed and delivery initiated within 24 hours of the start of the suspension or on the next regular workday. Reasonable efforts shall be made to contact the parent/guardian prior to the start of the suspension. If the parent/guardian cannot be reached prior to the start of the suspension, the principal/designee may determine that the suspension will start without the prior contact with the parent/guardian.
Step 5 – The student and parent/guardian have a right to a conference with the principal/designee upon request of the parent/guardian to appeal the discipline imposed. The principal shall have the discretion to reduce or cancel the suspension if it is felt that it would be in the best interest of the student and school to do so.
Step 6 – If the parent/guardian feels that due process was not provided, they may appeal by contacting the office of Student Services or the Assistant Superintendent of Administration to further discuss the matter. This shall not be interpreted as permitting the District administrator to substitute their judgment for the judgment of the principal.

DUE PROCESS PROCEDURES FOR ALTERNATIVE SCHOOL PLACEMENT

Same as for suspension decisions.

DUE PROCESS PROCEDURES FOR EXPULSION

A student accused of an offense which, in the opinion of the principal/designee may require expulsion from school or bus, shall be afforded the due process described below. Additional procedures for students with disabilities are described in the

subsection ESE: Suspension and Expulsions. In emergency situations, these procedures may be modified as long as reasonable efforts are made to provide substantially similar opportunities.

Step 1 – The student must be told by the principal/designee of the reason(s) for consideration of expulsion.
Step 2 – The student must be given the opportunity to present the student's side of the matter either verbally or in writing and must have the opportunity to present witnesses to the incident.
Step 3 – The principal/designee shall make a determination as to whether or not the student is guilty of the misconduct, and if so, what the terms of the disciplinary response will be. The student shall be informed of the determination. If the principal/designee determines that there are sufficient grounds for expulsion, then the principal/designee shall inform the student of the suspension from school for ten days and that a recommendation for expulsion is being considered.
Step 4 – The principal/designee shall report in writing to the student's parent/guardian and the Superintendent that the student has been suspended for ten days and that a recommendation for expulsion is being considered. Any suspension notice to a parent/guardian/student shall be hand-delivered by the principal or an administrative staff member, or shall be sent by first-class mail if the principal or an administrative staff member documents a personal contact (not an attempt or recorded message) with the parent/guardian concerning the suspension and that the paperwork is being sent by mail. If contact cannot be made with the parent/guardian, then the notice may be sent by certified mail. This shall be mailed within 24 hours of the start of the initial 10-day suspension or on the next regular workday. Reasonable effort shall be made to contact the parent/guardian prior to the start of the suspension. If the parent/guardian cannot be reached prior to the start of the suspension, the principal/designee may determine that the suspension will start without the prior contact with the parent/guardian.
Step 5 – The Superintendent/designee shall review the principal's recommendation for expulsion within five school days of receipt and shall recommend whatever action is deemed appropriate. The Superintendent shall notify the parent/guardian and the principal/designee of the decision within 24 hours.
Step 6 – The parent/guardian shall have the right to a hearing with the Superintendent/designee to challenge the extension or imposition of an expulsion. The hearing shall be informal in nature and shall be granted on written request.
Step 7 – The parent/guardian/student shall be informed of any alternatives, if appropriate, and changes shall be made in the student's assignment or program.
Step 8 – If the Superintendent decides to recommend expulsion, the parent/guardian shall be notified by certified mail of the hearing at which the School Board ~~Hearing Officer~~ will consider the recommendation. Failure to request a hearing in writing in a timely manner shall be considered a waiver of the student's right to a hearing to contest the charges.
Step 9 – The parent/guardian shall have the right to appear before the School Board ~~Hearing Officer, as designated depending on circumstances leading to expulsion,~~ which will act on the Superintendent's recommendation for expulsion.
Step 10 - "After the parties have presented their case at the hearing, the School Board shall vote on whether to adopt the Superintendent's recommendation for expulsion. The School Board's final action shall be memorialized in a Final Order." ~~The School Board Hearing Officer's Recommended Order and any exceptions filed by the Parents/Guardians thereto, will be presented for a vote by the full School Board at the next available public meeting.~~
Step 11 – A student who is expelled from the District by School Board action shall not be afforded a rehearing before the School Board unless prior evidence is proven to be false or new evidence is substantiated that was omitted from the original hearing. A request for a rehearing shall be made by the parent/guardian to the Superintendent/designee. The Superintendent's office shall determine whether the expulsion shall be reheard by the School Board.

Note: The Superintendent/designee may recommend to the School Board expulsion of a student who is found guilty of a felony. However, any student subject to discipline or expulsion for the unlawful possession or use of any substance under Chapter 893, Florida Statutes may be entitled to a waiver of the discipline or expulsion if the student divulges information leading to the arrest and conviction of the person who supplied such controlled substance or if the student voluntarily discloses the unlawful possession of such controlled substance prior to arrest. For the purpose of this section, "voluntarily discloses" means that the individual comes forward on his/her own volition, without coercion from outside influences (§1006.09, Florida Statutes).

ESE: SUSPENSIONS AND EXPULSIONS
Students with disabilities identified as exceptional education students may be suspended in accordance with SCSD policy for a total of ten days. In case of serious breach of conduct involving the health, safety, and welfare of students and SCSD employees, appropriate alternatives for allowing the student to continue receiving educational programs and services during the suspension may include, but are not limited to, a reduced day program, transfer to a more restrictive placement for a designated period of time, attendance for special class(es) only, modified school day (i.e., student may come to the school campus at the end of the school day for the instructional program), home instruction, and other options.

Any recommendation for the expulsion of any exceptional education student with a disability shall be made in accordance with the rules promulgated by the State Board of Education and Federal Regulations outlined in the Individuals with

Disabilities Act (IDEA). The expulsion of an exceptional education student shall not result in a complete cessation of educational services; the District is responsible for providing the student's education during the expulsion in accordance with a revised Individual Education Plan (IEP). The principal/designee is responsible for taking appropriate action consistent with School Board policy and the Procedural Safeguards for Parents of Students with Disabilities. The following procedures shall be followed for the expulsion of exceptional education students:

- **Step 1** – The principal shall be responsible for convening a manifestation committee. The committee shall include, but not be limited to, the Director of Student Services/designee, the school psychologist, the guidance counselor, ESE school specialists, the involved ESE teacher, and the principal/administrative designee. Proper parent/guardian notification/invitation procedures must be followed.
- **Step 2** – The committee shall review the student's IEP and shall determine whether the student's behavior bears a relationship to the student's exceptionality. This decision will be taken into consideration when reviewing all evidence and making recommendations. If the committee determines the student's behavior is in relation to the exceptionality, the team may modify the student's IEP in accordance with current needs, and expulsion will not be applied (cessation of educational services is not an option for a student with a disability). Procedures in State Board of Education Rules shall apply when a student's conduct does not bear a relationship to the exceptionality.
- **Step 3** – The decision of the committee shall be documented. The student's IEP may be revised to reflect a modification of the current special program or an alternative placement or an indication that the exceptionality is not a precipitating factor and the student is expected to behave in accordance with the rules established in the Student Conduct and Discipline Code.
- **Step 4** – Any change from the student's school placement to an alternative education setting must be reviewed within 45 days. The principal/designee of student's home school must attend the meeting to review the interim alternative education placement prior to extending the alternative setting or returning the student to his/her home school.
- **Step 5** – The principal/designee is responsible for taking appropriate action consistent with School Board policy and the Procedural Safeguards for Parents of Students with Disabilities.

SCHOOL COUNSELING PROGRAMS

All SCSD schools have ~~certified~~ school counselors that provide a variety of services to students. These services are presented to students in classrooms, small groups, and in individual counseling sessions. If you do not wish your child to have access to these programs and activities, please notify the school principal in writing.

SUWANNEE COUNTY SCHOOL DISTRICT
SCHOOL CALENDAR
2023-2024

MY CHOICE for High Quality Education!

July 2023

July 2-28: Summer Hours
July 4: Holiday

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 2023

Aug 3-9: Pre-planning Days
Aug 10: First Day for Students
Aug 28: PD Day

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023

Sept 4: Labor Day Holiday
Sept 26: County PD Day

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023

Oct 11: End of Q1 (42 days)
Oct 12: Teacher Work Day
Oct 30: PD Day

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023

Nov 10: Veterans Day (observed)
Nov 20-24: Thanksgiving Break

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023

Dec 20: Early Release
Dec 20: End of Q2 (42 days)
Dec 21-29: Christmas Break

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2024

Jan 1: New Year's Holiday
Jan 2-4: Christmas Break
Jan 5: Teacher Work Day
Jan 8: Students Return
Jan 15: MLK Day
Jan 29: PD Day

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2024

Feb 19: President's Day
Feb 26: PD Day

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024

March 14: End of Q3 (45 days)
March 15: Teacher Work Day
March 18-22: Spring Break
March 25: PD Day
March 29: Good Friday

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024

April 22: PD Day

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024

May 27: Memorial Day
May 29-30: Early Release
May 30: End of Q4 (46 days)
May 30: Students' Last Day
May 31: Post-Planning

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2024

June 3-28: Summer Hours

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

PD Day – Holiday for students.

Teacher Work Day - Holiday for students, bus drivers, food service workers, and paraprofessionals (as assigned).

Holidays for 10/11 months teachers, students, bus drivers, food service workers, and paraprofessionals.

Holidays for ALL employees and students.

* Early Release days may be subject to change with prior notice.
* PD Days may be converted to student days if needed for storm make-up days.

SCSB Approved 06/14/2022

SUWANNEE COUNTY SCHOOL DISTRICT
SCHOOL CALENDAR
2023-2024

MY CHOICE for High Quality Education!

Pre-Planning: August 3-9, 2023 **Post-Planning:** May 31, 2024

NINE WEEK PERIODS AND REPORTING DATES

First nine weeks/term:

Progress reports will be distributed	Friday, September 8, 2023
End of first nine weeks/mid 1st term	Wednesday, October 11, 2023
Grade reports go out	Friday, October 20, 2023

Second nine weeks/term:

Progress reports will be distributed	Friday, November 17, 2023
End of second nine weeks/end of 1st term	Wednesday, December 20, 2023
Grade reports go out	Friday, January 12, 2024

Third nine weeks/term:

Progress reports will be distributed	Friday, February 9, 2024
End of third nine weeks/mid 2nd term	Thursday, March 14, 2024
Grade reports go out	Thursday, March 28, 2024

Fourth nine weeks/term:

Progress reports will be distributed	Friday, April 26, 2024
End of fourth nine weeks/end of 2nd term	Friday, May 30, 2024

The school office is responsible for the distribution of report cards at the end of the year.

TEACHERS' WORKDAYS (3)

October 13, 2023	January 5, 2024	March 15, 2024

PROFESSIONAL DEVELOPMENT (PD) DAYS (7.25 DAYS – EXCEPT **COUNTY PD DAY) (6-1)

August 28, 2023	January 29, 2024	April 22, 2024
September 25, 2023**	February 26, 2024	
October 30, 2023	March 25, 2024	

HOLIDAYS 12-Months

July 4, 2023	December 21-22, 2023	February 19, 2024
September 4, 2023	December 25-29, 2023	March 18-20, 2024
November 10, 2023	January 1, 2024	May 27, 2024
November 20-24, 2023	January 15, 2024	

HOLIDAYS Students

August 28, 2023	November 20-24, 2023	February 26, 2024
September 4, 2023	December 21-22, 2023	March 15-25, 2024
September 25, 2023	December 25-29, 2023	March 29, 2024
October 13, 2023	January 1-5, 2024	April 22, 2024
October 30, 2023	January 15, 2024	May 27, 2024
November 10, 2023	February 19, 2024	

TEACHER PAID HOLIDAYS (6)

Labor Day	New Year's Day
Thanksgiving Day	Martin Luther King, Jr. Day
Christmas Day	Presidents Day

- Paraprofessionals will work all student days, six (6) Professional Development Days, plus five (5) of the following days as determined by the school principal: Pre-Planning Days, Post-Planning Day, Teacher Work Days.
- Food Service and Bus Drivers work six (6) Professional Development Days as determined by their supervisor.
- 10 months personnel work 196 days.
- 11 months personnel work 216 days.

SUWANNEE DISTRICT SCHOOLS DIRECTORY

SCHOOLS:

Branford Elementary School	935-5700
Guidance	935-5704
Nurse	935-5707
Branford High School	935-5600
Attendance Office	935-5601
Athletic Department	935-5620
Guidance (Grades 9-12)	935-5607
Guidance (Grades 6-8)	935-5608
Nurse	935-5609
RIVEROAK Technical College	647-4200
Night School/Community Education	647-4200
Student Services	647-4210
Financial Aid	647-4214
Suwannee High School	647-4000
Athletic Department	647-4046
Attendance	647-4004
Guidance	647-4005
Nurse	647-4023
Suwannee Middle School	647-4500
Guidance	647-4507
Nurse	647-4513
Suwannee Pineview Elementary	647-4400
Guidance	647-4453
Nurse	647-4465
Suwannee Riverside Elementary	647-4300
Guidance	647-4305
Nurse	647-4307
Suwannee Springcrest Elementary	647-4700
Guidance	647-4704
Nurse	647-4710
Suwannee Opportunity School	647-4276
Coordinator	647-4275
Suwannee Virtual School	647-4243
Coordinator	647-4245

DISTRICT DEPARTMENTS:

Assistant Superintendent of Administration	647-4610
Assistant Superintendent of Instruction	647-4647
ESE Parent Liaison	647-4640
Facilities	647-4156
Title I	647-4637
Finance	647-4608
Food Service	647-4177
Homeless Advocate	647-4648
Home School/Virtual School	647-4243
Human Resources	647-4634
Information Technology	647-4100
School Board District Office	647-4600
School Choice	647-4600
School Safety	647-4644
Student Services	647-4638
Superintendent of Schools	647-4600
Transportation Office (7:00 a.m. – 4:00 p.m.)	647-4125
Transportation Shop (5:00 a.m. – 7:00 a.m. and 4:00 p.m. – 5:00 p.m.)	647-4141

Automatic-Renewing Contracts
04/25/2023

Contract #	Contractor	Contract Verbiage	School Board sign date	Facility sign date
2020-52	Department of Veterans Affairs, Surge tech, LPN	*This affiliation agreement is in force until* ***06/01/2029*** *[insert a date that is not to exceed ten years in the future and· that allows for completion of the last training cycle during that period] and supersedes any previous affiliation agreement. It may be terminated in writing at any time by mutual consent with due consideration of patient care and educational commitments, or by written notice by either party 6 months in advance of the next training experience.* ***Page 3***	7/23/2019	9/11/2019, 9/16/2019, and 9/18/2019
2020-86	Shands Teaching Hospital, Surgical Tech	*SHANDS and the BOARD agree that this Agreement shall continue in effect for two (2) years and shall be automatically renewed from year to year thereafter; provided, however, that either party may terminate this Agreement at any time by giving the other party notice in writing at least ninety days prior to the intended termination date. Provided further, that students currently enrolled in the PROGRAM shall be permitted to complete the course. Modification of this Agreement shall be made by mutual written consent of both parties. A memorandum noting the modification shall be attached to the Agreement and shall include the date and signatures of parties agreeing to it.* ***Section III C. – page 5***	3/21/2020	5/7/2020
2022-45	Doctor's Memorial Hospital, Surg tech	*7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided.* *7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination*	6/22/2021	9/7/2021

		under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. ***Sections 7.1 and 7.2 – page 3***		
2022-63	UF Health Physicians, LPN & PCT	*The initial term of this Agreement shall be for two (2) years, commencing on the effective date. This Agreement shall automatically renew for successive one (1) year terms ("Renewal Term") unless the Agreement is terminated pursuant to the provisions herein. Either party shall have the absolute right to terminate this Agreement at any time, with or without cause, upon thirty (3) days prior written notice to the other party. Notwithstanding the foregoing, any termination of this Agreement shall be effective only at the end of a specific academic period to permit Students already participating in clinical Studies to complete their learning experiences unless Student(s) is (are) removed pursuant to Section I.C. of this Agreement.* ***Section 1.A. – page 1***	6/27/2021	8/27/2021
2022-82	Baya Nursing and Rehabilitation, LLC d/b/a Baya Pointe Nursing and Rehabilitation Center, Clinical Education	*1. Term. This Agreement shall commence as of the Effective Date and shall continue for a period of one (1) year, with automatic renewal for successive one (1) year term(s), unless earlier terminated or cancelled in accordance with the termination provisions provided herein below.* *2.* *3. Termination. Except as otherwise provided herein, e3ither party may terminate this Agreement at any time without cause upon at least thirty (30) days prior written notice, provided that all Program Participants currently enrolled in the Program at Care Center at the time of notice of termination shall be given the opportunity to complete their clinical experience at Care Center which shall not exceed six (6) months. If any termination is a result of a breach in accordance with Section C(3)(i) through C(3)(v), such breach may be caused for immediate termination of the Agreement without continued participation.* ***Section E. 1 & 2 – page 4***	9/28/2021	Signature Obtained

2023-16	Anjana Rana, MD, & Brij Rana, MD: PCT, LPN, CNA	*2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party hereto, with or without cause upon 30 days written notice to the other party.* *3. The Healthcare Agency and RTC concur that this agreement shall continue in effect beginning July 1, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above.* ***Section I. 2 & 3 – page 1***	6/28/2022	7/27/2022
2023-21	Smith & Sorensen, LLC d/b/a Rising Oaks Assisted Living, PCT, LPN, & CNA	*2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party hereto, with or without cause upon 30 days written notice to the other party.* *3. The Healthcare Agency and RTC concur that this agreement shall continue in effect for the period of 12 months beginning on July 1, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above.* ***Section I. 2 & 3 – page 1***	6/28/2022	7/27/2022
2023-22	Smith & Sorensen, LLC d/b/a Homewood Lodge ALF, PCT, LPN, & CNA	*7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided.* *7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation.* ***Section 7.1 & 7.2 – pages 3 & 4***	6/28/2022	7/27/2022
2023-23	Lafayette Nursing and Rehabilitation PCT, LPN,	*2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party*	6/28/2022	8/30/2022

	& CNA	*hereto, with or without cause upon 30 days written notice to the other party.* *3. The Healthcare Agency and RTC concur that this agreement shall continue in effect for the period of one year beginning on July 1, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above.* ***Section I. 2 & 3 – page 1***		
2023-24	Lake City Surgery Center, LLC, PCT, LPN, CNA	*7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided.* *7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation.* ***Section 7.1 & 7.2 – pages 3 & 4***	6/28/2022	7/28/2022
2023-26	Pine House Inc. d/b/a Oakridge PCT, LPN, CNA	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. *Section 7.1 & 7.2 – page 7*	6/28/2022	7/27/2022
2023-29	Emory Medical Corporation d/b/a Women's Center of	2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party	6/28/2022	8/1/2022

	Florida, PCT, LPN, CNA	hereto, with or without cause upon 30 days written notice to the other party. 3. The Healthcare Agency and RTC concur that this agreement shall continue in effect beginning July 1, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above. *Section I. 2 & 3 – page 1*		
2023-31	Airport Clinic INC., PCT, LPN, CNA	2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party hereto, with or without cause upon 30 days written notice to the other party. 3. The Healthcare Agency and RTC concur that this agreement shall continue in effect beginning on July 1, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above. *Section I. 2 & 3 – page 1*	6/28/2022	7/26/2022
2023-32	Solaris HealthCare Lake City, PCT, LPN, CNA	2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party hereto, with or without cause upon 30 days written notice to the other party. 3. The Healthcare Agency and RTC concur that this agreement shall continue in effect for the period of one year beginning July 1, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above. *Section I. 2 & 3 – page 1*	6/28/2022	7/26/2022
2023-33	Suwannee Operating Investments LLC d/b/a Bedrock Rehabilitation and Nursing Center at	2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party hereto, with or without cause upon 30 days written notice to the other party.	6/28/2022	7/27/2022

	Suwannee, LPN, CNA, PCT	3. The Healthcare Agency and RTC concur that this agreement shall continue in effect for the period of one year beginning July 1, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above. *Section I. 2 & 3 – page 1*		
2023-35	Suwannee Operating Investments LLC d/b/a Bedrock Rehabilitation and Nursing Center at Lake City, LPN, CNA, PC	2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party hereto, with or without cause upon 30 days written notice to the other party. 3. The Healthcare Agency and RTC concur that this agreement shall continue in effect beginning July 1, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above. *Section I. 2 & 3 – page 1*	6/28/2022	7/29/2022
2023-37	AVC Health Services, LLC, PCT, LPN, CNA	2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party hereto, with or without cause upon 30 days written notice to the other party. 3. The Healthcare Agency and RTC concur that this agreement shall continue in effect for the period of one year beginning on July 1, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above. *Section I. 2 & 3 – page 1*	6/28/2022	7/29/2022
2023-41	Baya Pharmacy, Baya Drive, Pharm Tech	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days	6/28/2022	Signature Obtained

		prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. *Section 7.1 & 7.3 – page 3*		
2023-42	Baya Pharmacy, US 90, Pharm Tech	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. *Section 7.1 & 7.3 – page 3*	6/28/2022	Signature Obtained
2023-43	Cheek & Scott Drugs, Inc., Pharm Tech	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. *Section 7.1 & 7.3 – page 3*	6/28/2022	Signature Obtained
2023-44	North Florida Pharmacy, Inc., Pharm Tech	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days	6/28/2022	Signature Obtained

		prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. *Section 7.1 & 7.3 – page 3*		
2023-45	Walgreen Company, Lake City, Pharm Tech	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. *Section 7.1 & 7.3 – page 3*	6/28/2022	Signature Obtained
2023-46	Walgreen Company, Live Oak, Pharm Tech	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. *Section 7.1 & 7.3 – page 3*	6/28/2022	Signature Obtained
2023-47	Advent Christian Village, Inc., Pharm Tech	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days	6/28/2022	Signature Obtained

		prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. *Section 7.1 & 7.3 – page 3*		
2023-53	Baptist Health Systems, Inc., Surge Tech	1. **Term.** The term of this Agreement shall commence on July 1, 2022, for a period of one (1) year. This Agreement shall automatically renew unless terminated by either party in accordance with the terms hereof. 5. **Termination.** a. This Agreement may be terminated by either party without cause upon thirty (30) days prior written notice to the other party. b. Upon termination, neither party shall have any further obligations hereunder, except that the obligation to indemnify shall survive termination. *Section 1 and 5, pages 1 and 3*	6/28/2022	Signature Obtained
2023-54	Lake City Surgery Center, LLC, Surge Tech	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving one hundred eighty (180) days prior written notice to the other party. The Clinical Site agrees to make its best efforts to ensure that any termination under this Subsection shall not take effect until students assigned to the Clinical Site have completed their clinical rotation. *Section 7.1 and 7.2 – page 3*	6/28/2022	Signature Obtained

2023-91	SEG Holding, Pharm Tech	7.1 The term of this Agreement shall begin on the date specified above and shall continue until terminated as herein provided. 7.2 This Agreement may be terminated by either party, with or without cause, by giving thirty (30) days prior written notice to the other party. The Clinical Site agrees to use commercially reasonable efforts to allow any students assigned to the Clinical Site prior to the termination of this Agreement to complete their clinical rotation. *Section 7.1 and 7.2 – page 3*	10/25/2022	10/31/2022
2023-97	ACV Community Services, LLC., Dowling Park, PCT, LPN, CNA	2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party hereto, with or without cause upon 30 days written notice to the other party. 3. The Healthcare Agency and RTC concur that this agreement shall continue in effect from October 25, 2022 through June 30, 2023; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above. *Section I. 2 & 3 – page 1*	10/25/2022	12/7/2022
2023-110	Trenton Medical Center, Inc. d/b/a Palms Medical Group: Pharm Tech, LPN,	a. This Agreement will be effective for a period of one (1) year beginning March 28, 2023, and ending on March 28, 2024, and shall automatically renew for periods of one (1) year until terminated by either party in accordance with the terms of this Agreement. b. This Agreement may be modified by mutual consent at any time or may be terminated by either party with or without cause by submitting notice of such intent in writing at least thirty (30) days in advance. Such termination shall not take effect with regard to students assigned to PMG until the end of the term in which the termination occurs if feasible. *Section 4. a and b – page 4*	3/28/2023	3/28/2023

Administrative and Base Teacher Allocation

REVISED

ELEMENTARY	UP TO 749	750-999	1000-1099	
Principal	1	1	1	
Assistant Principal	1	~~1~~2	~~1~~2	
Dean (10 month)	0	1	1	
Counselor	1	2	2	

MIDDLE	UP TO 749	750-999	1000-1300	
Principal	1	1	1	
Assistant Principal	1	2	2	
Dean (10 plus Summer)	0	1	1	
Counselor	1	2	2	

HIGH SCHOOL AND COMBINATION	UP TO 774	775-999	1000-1350	
Principal	1	1	1	
Assistant Principal	1	2	2	
Assistant Principal (10)	0	0	1	
Dean (10 plus summer)	1	1	1	
Counselor	2 (1) 12 month	3 (1) 12 month	4 (2) 12 month	

CORE CONTENT TEACHERS	CLASS SIZE/TEACHER	SPECIAL MEASURES	CONTENT	REQUIREMENTS
Elementary	K-3 (1) Teacher for 18	Based on enrollment		BES ½ Teacher Short SES 6 Teachers Short
Middle Grades	4-5 (1) Teacher for 22 6-8*	Based on enrollment *Measured against core content demands		SIS 2 Teachers Short BES less than ½ Over SMS 2 Teachers Over BHS FULL
High School	9-12(1) Teacher for 25	Measured against core content demands	Math, Science, Social Studies, ELA, Spanish,	See Appendix S for database requirements SHS 1 Over in Math SHS ½ Over in English BHS FULL
Blended Learning	Exceeds class size With Blended learning designation flag			

SPECIAL AREAS	TEACHERS	TEACHERS	TEACHERS	TEACHERS
Elementary 650-900	2 PE	1 Music	1 Academic Coach	
Middle School	1 PE to 30 Cap	1 Band	1 Art	1 Ag
High School/Combinations	1 PE to 30 Cap	1 Band	1 Art for up to 774 2 Art for 775-1300	2 Ag for 775-1300
Other High School Electives	1 Teacher per 70 students minimum to begin a full-time program offering	1 Teacher per 70 students minimum to maintain a full-time program offering	Programs with enrollment below 70 students per day will be monitored for 1 year for enrollment and viability	Programs with enrollment below 70 students per day may be subject to closure