

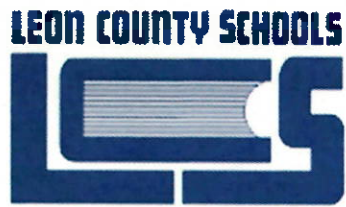
District Advisory Council (DAC) 2023-2024

Thursday, February 8, 2024

6:00 – 8:00 p.m.

Howell Center, 3955 W. Pensacola Street

	What	Who	Outcome
1.	Welcome and Introductions	Dr. Michelle Gayle, Deputy Superintendent	
2.	Approval of Agenda	Jaquelyn Steele, Chair	Vote
3.	Approval of Minutes (December 2023 and January 2024)	Jaquelyn Steele, Chair	Vote
4.	SDAC Updates	Aria Fisher, Leon High School Alanis Hubbell Chiles High School	Information
5.	Women & Girls Summit: Advocacy, Resilience, & Empowerment April 15, 2024	Stephanie Shumate, Director Tallahassee- Leon County Commission on the Status of Women and Girls	Information
6.	Rebound and Recovery	Tai Cole Ellen Piekalkiewicz FSU College of Social Work.	Information
7.	Florida Prepaid	Shannon Smith, Managing Director Moore Company	Information
8.	Naloxone Training Discussion SAC reminders	Dr. Michelle Gayle, Deputy Superintendent	Information
9.	ESOL Updates	Althoria Pickett ESOL Services Coordinator	Information
10.	LCS Professional Learning System and Community Advising	Susan Walden Coordinator, Academic Services	Information
11.	Policy Updates: Policy 2460 Exceptional Student Education Owner: Cathy Shields Policy 5782 Parent/Guardian Notification and Permission (School- Sponsored Events and Activities) Owner: Scott Hansen & Anicia Robinson	Wallace Knight Policy Director	Information/Vote



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	Policy 0161 Parliamentary Authority Owner: Dr. Michelle Gayle Policy 2452 Disclosure of Security Policy and Crime Statistics Owner: Jimmy Williams and BJ Van Camp		
12.	SAC Questions		Information
13.	Wrap up on Issue		Information
	Adjourn		

**Please note that one or more Board members may attend this meeting.*



Next meeting Thursday, March 7, 2024

District Advisory Council
Thursday, December 7th, 2023
In-Person Meeting: 6:00 p.m. – 8:00 p.m.

- I. **Schools/Members Attending:** Jacquelyn Steele (Chair/Conley), Scott Whittle (Vice-Chair/SAIL), Laura Rich (ACE-Transitions), JoAnne Clark (ACE), Cara Garrett (Astoria Park), Renee Gadsen (Bond), Daniel Zeruto (Buck Lake), Mona Davis (Canopy Oaks), Stacy Ball (Chaires), Sarah Latimer (Chiles), Kathrine Catron (Cobb), Chis Chaback (Deer Lake, Chiles, Hawks Rise), Damaris Barrios (Desoto Trail/ Montford), Linzee Buck (Early Childhood), Beverly Kerrison (Everhart), Cheryl Collier-Brown (Fairview, Griffin), Desmond Cole (Godby), Dr. Anthony Thompson (LCSB: Darryl Jones and Rickards), Louis Dilbert (LCSB: Marcus Nicolas), Janet Tashner (Leon), Bradley Manbarren (Montford), Andreka Rittman-Baker (NIMS), Sandra Alber (Oak Ridge), Ranae Vos (PACE), Ivory Gabriel (Pineview), Gia Gallon (Pineview), Johnitta Wells (Rickards), Leah Hutchinson (Riley), Brandi Andrews (Roberts), Aria Fisher (SDAC), Deanna Hughes (Sealey), Noah Hatcher (Second Chance/Success Academy), Kristen Hunter (Sullivan), Regina Browning (Superintendent appointee- Special), Michele Keltner (Superintendent appointee- Elementary), Tod Lanter (Superintendent appointee- Middle), Dwan Knight (Woodville), Jamie Holleman (Ft. Braden)
- II. **District Members/Visitors:** Superintendent Rocky Hanna, Dr. Michelle Gayle (District), Stacey Turknott (District), Susan Walden (Academic Services), Cathy Shields (ESE Services), Ashley Anderson (Mental Health Services), Billy Epting (District), Maurice Stokes (Riley), Dr. Elizabeth Glenn (21st Century Schools), Jenny Taylor (ESE), Will Spillas (District)
- III. **Excused Members:** Judy Jecko (ACE- Transitions), Chistina Epps (ACE), Linda Edson (Buck Lake), LaShay McKhan (Early Childhood), Karen Minert (ESE), Zellanye Hutchinson (Everhart), Kelli Wills (Gilchrist), Vernisha Howard (Hartsfield), Katie Lyons (Hawks Rise), Dr. Willie Williams (LCSB: Darryl Jones), LaShawn Gordon (LCSB: Marcus Nicolas), Jessica Hooker (LCSB: Alva Swafford-Smith), Katie Crawley (LCVS), Tonja Fitzgerald (Mental Health & Wellness), Kim Sims (Montford), Dr. Marcus Scott (Raa), Heather Daugherty (Ruediger), Matt Roberson (SAIL), Alanis Hubbell (SDAC), Susan Jones (Springwood), Joe Burgess (Superintendent appointee- High School), April Knight (Title 1), Wallace Knight (Title 9 and Policy)
- IV. **Special Guest:**
- V. **Approval of Agenda:**
The motion to approve the December 7, 2023 DAC agenda was made by Cheryl Collier-Brown and seconded by Johnitta Wells. The motion was unanimously approved.
- VI. **Approval of Minutes:**
The motion to approve the October 5, 2023 and November 9, 2023 DAC minutes was made by Cheryl Collier-Brown and seconded by Scott Whittle. The motion was unanimously approved.

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VII. SDAC:

Aria Fischer (Leon High/SDAC DAC Rep) introduced herself and her respective leadership role. She shared information from each high school including winter spirit week activities, National Honor Society activities, and other student led events.

VIII. 21st Century Programs:

Dr. Elizabeth Glenn introduced 21st Century Programs, a grant funded program coming from Florida Department of Education. This is a competitive grant which means that every grant proposal submitted does not get picked. Fourteen schools in Leon County are currently being served from this grant. This grant can be used for out of school times, including holidays, weekends, after and before care, etc. The 21st Century Program does consist of academic activities and assistance, as well as, character building activities that students wouldn't normally receive. Each school's program is designed to meet specific student needs. This program is designed to provide a safe space for students and to increase academic achievement. If you would like additional resources, opportunities to mentor, potential partnership opportunities, or testimonies, please visit their website at

<https://www.leonschools.net/21stCentury#calendar122022/20231219/month>

IX. ESE Services:

Cathy Shields discussed which positions are classified under ESE Services, including: ESE Program Specialists for Compliance and Behavior, Deaf and Hard of Hearing Teachers, Vision Impaired Teachers, Assistive Technology, Speech Language Pathologists, Occupational Therapists, Physical Therapists, Adult Education at ACE, and the Transition Program. She discussed IDEA (Individuals with Disabilities Education Act) which is a special education law for students who require specialized instruction. She discussed 504 plans which is a Civil Rights Law for students with a disability who do not require specialized instruction. To determine if a student needs a 504 Plan or an IEP (Individualized Education Plan), we use a data-driven team approach to determine the appropriate interventions, accommodations, and modifications. If your child is experiencing difficulties academically, socially/emotionally, please reach out to your child's teacher or guidance counselor to set up a meeting to establish support to best help your child succeed.

X. Student Threat Assessments

Ashley Anderson introduced student threat assessments and discussed the different types of threat assessments and their components. The mission is to keep the students safe and ensure student and family success and overall well-being. Anyone with information that could impact student, staff, or family safety should be reported. If you would like to anonymously report a potential threat or concerning behavior, call 850-922-KIDS, email 922crisis@leonschools.net, or use the link attached to report to FortifyFI Tips www.getfortifyfl.com/tip.html or use the Anonymous App. Depending on the type of threat or behavior, a threat assessment or suicide assessment would be conducted. We want to be able to intervene as soon as possible, before the student is any type of planning stage. A threat assessment is a

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systematic fact-based method to identify levels of concern which may include the development of a student support management plan. Ongoing process. It is not profiling, an emergency or crisis response, a disciplinary process, or a suicide risk assessment.

XI. Policy Updates:

- Policy 2522- Challenges to Adoption or Use of Instructional, Library, or Reading List Materials (Presented by Shane Syfrett). The motion to approve Policy 2522 was made by Scott Whittle and seconded by Regina Browning. The motion was unanimously approved.
- Policy 2522.01-Challenges to Materials Used in Classrooms, Made Available in School or Classroom Library, or Included on A Reading List (Presented by Shane Syfrett). The motion to approve Policy 2522.01 was made by Scott Whittle and seconded by Ivory Gabriel. The motion was unanimously approved.
- Policy 1120- Employment of Administrators (Presented by Billy Epting). The motion to approve Policy 1120 was made by Scott Whittle and seconded by Regina Browning. The motion was unanimously approved.
- Policy 5780- Student/Parent Rights (Presented by William Spillas). The motion to approve Policy 5780 was made by Scott Whittle and seconded by Daniel Zeruto. The motion was unanimously approved.
- Policy 6320- Purchasing and Contracting Goods and Services (Presented by Billy Epting). The motion to approve Policy 6320 was made by Jamie Holleman and seconded by Daniel Zeruto. The motion was unanimously approved.
- Policy 6450- Local Purchasing Preference (Presented by Billy Epting). The motion to approve Policy 6450 was made by Jamie Holleman and seconded by Scott Whittle. The motion was unanimously approved.

XII. DAC Secretary Vacancy:

The motion to approve Kristen Hunter as the DAC Secretary was made by Jamie Holleman and seconded by Johnitta Wells. The motion was unanimously approved.

XIII. Wrap-Up:

Jamie Holleman informed us that School Choice for the 2023-2024 school year will open on January 8th and run through March 1st on the Focus Parent Portal. If you are approved currently, you do not have to reapply unless you want to change schools. If you are not registered, you may register now. Documents are not needed until enrollment starts for the 2023-2024 school year.

XIV. Adjourn:

The DAC meeting on Thursday, December 7th, 2023 was adjourned at 8:00 p.m.

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In-Person Meeting: 6:00 p.m. – 8:00 p.m.

- I. **Schools/Members Attending:** Jacquelyn Steele (Chair/Conley), Scott Whittle (Vice-Chair/SAIL), Kristin Hunter (Secretary/ Sullivan) Christina Epps (ACE), Katrina Bradwell (Astoria Park), Linda Edson (Swift Creek), Daniel Zeruto (Buck Lake), Sarah Latimer (Chiles), Damaris Barrios (Desoto Trail/Montford), Karen Minert (ESE), Jane Floyd-Bullen (Gretchen), Sophia Perkins (Hartsfield), Katie Lyons (Hawks Rise), Michele Runo (Hawks Rise), Louis Dilbert (LCSB: Dr. Marcus Nicolas), Janet Tashner (Leon), Ranae A. Vos (PACE Center for Girls), Brandi Andrews (Roberts), Aria Fisher(SDAC/Leon), Glondetra Arnold (Sealey), Susan Jones (Springwood), Amy Alvis (Second Chance/Success Academy), Regina Browning (Superintendent Appointee: Special Sites), Michele Keltner (Superintendent Appointee: Elementary Schools), Tod Latner (Superintendent Appointee: Middle Schools), Shannon Davis (Sabal Palm), Jamie Holleman (Ft. Braden),
- II. **District Members/Visitors:** Superintendent Rocky Hanna, Dr. Michelle Gayle (District), Stacey Turknett (District), Susan Walden (Academic Services), Tonja Fitzgerald (Mental Health Services), Wallace Knight (Policy and Title 9), Beth Young (Ft. Braden), Jessica Janasiewicz (Government Consultant), Eric Clark (The Foundation for Leon County Schools), Brooke Brunner (Early Childhood)
- III. **Excused Members:** Judy Jecko (ACE-Transitions), Stacy Ball (Chaires), Chris Chaback (Deer Lake/Chiles/Hawks Rise), Cheryl Collier-Brown (Fairview/ Griffin), Dr. Willie Williams (LCSB: Darryl Jones), Gillian Gregory (LCSB: Rosanne Wood), Kristen Williams (LCSB: Lori Cox), Joe Burgess (Superintendent Appointee: High School), Thomas, Anthony (Rickards), Scott Mazur (LCTA), Kelli Willis (Gilchrist), LaShawn Gordon (LCSB: Dr. Marcus Nicolas), Alanis Hubbel (SDAC), Andreka Rittman (Nims), Dr. Benny Bolden (Nims), Gillian Gregory (LCSB: Rosanne Wood), Desmond Cole (Godby)
- IV. **Special Guest:**
- V. **Approval of Agenda:** No quorum- we were unable to vote.
- VI. **Approval of Minutes:** No quorum- we were unable to vote.
- VII. **SDAC:** Aria Fisher presented- SDAC is starting to promote early voter registration within the high schools. Chiles is getting ready for the Sadies Dance which will be February 16th. Leon is getting ready to host a Mr and Miss Leon Pageant, where the winners will receive \$500, on January 25th. The prize money is coming from the Leon Foundation.
- VIII. **Legislative Overview:** Jessica Janasiewicz presented- The Legislative Session starts on Tuesday, January 9th and will hopefully end in March. If you are in legislature, you can't

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raise funds and campaign, which is why we have an early legislation session this year. This is when we vet bills and ultimately vote. 80 laws were passed from the 22 sessions in the last two meetings. She is currently tracking roughly 120 bills that could impact education, including things that could impact FRS, signs in government buildings, etc. There is currently a lot of talk about ideas but not actual bills yet- the number one priority for the senate president is currently: Bill SB 7000 (instructional, admin, support personnel issues) employment issues such as certification for teachers and staying certified longer, SB 7002 (finance, facilities, and purchasing issues) includes ways to increase flexibility for building cost per student station, SB 7004 (assessments and accountability issues) removal of graduation requirement of ELA and Algebra EOC pass. The scholarship "glitch" legislation- funding following the student, PEP student funding for taking courses at the public school district. Teacher and administrator recruitment and retention- finding additional dollars and flexibility, streamline certification requirements (hearing this from both sides- this mostly helps people who are not graduating with degrees from college of ed). Mental health supports- increased funding and increase access for students to mental health services. A major problem across the state is absenteeism and attendance issues (no bill yet but will most likely see it this session). Property insurance- impacting school districts and the school district insurance is going up.

- **The Foundation for Leon County Schools Update:** Eric Clark presented; his job is to find the money for kids to do things in school. The goal is to bring enriching programs and resources to LCS through business, individual and community engagement. He has increased public awareness and is dedicated to fundraising. 100% of the funds go back into the schools. The funds raised do not pay salary, utilities, etc. The Foundation for Leon County Schools is a non-profit with 0% administrative fees. The Leon Foundation invests in change, innovative change that will challenge future leaders and inspire our community. Around \$980,000 will be raised by the end of the fiscal year (June 30th). The Leon Foundation is using funds for resiliency education- around 200 teachers/counselors received honorariums.
- **Little to Leaders/Early Learning Update:** Brooke Brunner presented; early literacy is ages 0-5. The current goal is for expansion on the work that whole child learning in Leon County is doing. Littles to Leaders serves infants and children from birth to age 8. This program focuses on brain development, emergent literacy, and connecting families to community resources. This program starts in the hospital at delivery and provides in home follow up to mothers that opt in. Some of the benefits of early learning are enhanced cognitive, social, and emotional development, which fosters a love for

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learning and builds a strong educational base. Early learners are better prepared for school and life challenges. 90% of brain development occurs before kindergarten. Children that attend VPK are better prepared for kindergarten. Kindergarten readiness rates are a predictor for 3rd grade reading scores, 3rd grade scores predict 8th grade readiness, and that impacts graduation rates. For children who enter kindergarten behind, roughly 75% will never catch up to their classmates. 49% of LCS kindergarteners are ready for school at the beginning of the year, and 30% of Title 1 students are ready for kindergarten. This program starts with parent education, a brain bag, and intensive support. If you would like to donate swag for the bags, please contact bbrunnerb@leonschools.net. Currently, there are about 200 births a month. Little to Leaders started at TMH in September and HCA in December. They are currently looking to expand into the doula and birthing cottages in town.

- IX. **Mental Health Updates:** Tonja Fitzgerald presented; in accordance with s. 1011.62(16), F.S., suicide is the leading reason for death in (insert ages) behind accidental death. About 20% of students experience mental health issues/concerns. Funding helps increase school-based mental health care, train educators and other school staff detecting and responding to mental health issues, connecting children, youth, and families who may experience behavioral health issues. This year we used some of the funding to hire 15 certified school social workers/certified school psychologists, and 2 licensed mental health professionals. Disc village contracted services for nine wellness specialists, social worker, policies and procedure changes. Training has been provided on how to identify and respond- youth mental health first aid, PBIS, suicide risk and threat assessment training, support for students exposed to trauma, trauma informed practices, and cognitive behavioral intervention for trauma in schools. There has also been a focus on coordination of community mental health services for students and families.
- X. **Policy Updates:** No quorum- we were unable to vote.
- XI. **SAC Questions:** No SAC questions at this time.
- XII. **Wrap-Up:** No concerns at this time.
- XIII. **Adjourn:** DAC was adjourned at 8:01 p.m.



Book	Policy Manual
Section	2000 Program
Title	EXCEPTIONAL STUDENT EDUCATION
Code	po2460
Status	
Legal	<p>Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities, F.A.C. 6A-6.03028</p> <p>F.S. 1001.41, 1001.42, 1002.20, 1003.01(3), 1003.4156, 1003.428, 1003.57, 1003.5715</p> <p>F.S. 1003.572. 1008.212, 1008.22, 1008.24</p> <p>Statewide Assessment for Students with Disabilities, F.A.C. 6A-1.0943</p> <p>Florida Alternate Assessment Requirements, F.A.C. 6A-1.09430</p> <p>Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities, F.A.C. 6A-6.03311</p> <p>Procedural Safeguards for Exceptional Students Who Are Gifted, F.A.C. 6A-6.03313</p> <p>Surrogate Parents, F.A.C. 6A-6.0333</p> <p>Definitions, ESE Policies and Procedures, and ESE Administrators, F.A.C. 6A-6.03411</p> <p>20 U.S.C. 1400 et seq.</p> <p>20 U.S.C. 1401 et seq.</p> <p>34 C.F.R. Part 300</p>
Adopted	September 4, 2012
Last Revised	November 19, 2013

2460 - EXCEPTIONAL STUDENT EDUCATION

The School Board, as an expression of its commitment to provide a free appropriate public education (FAPE) for students with disabilities in accordance with State and Federal laws, rules, and regulations, shall develop and implement Special Programs and Procedures for Exceptional Students and the Plan for Exceptional Student Education, ~~as required by Rule F.A.C. 6A-6.03411, and signed by the superintendent.~~ These documents shall include, at least, the components listed below, shall provide administrative procedures for Exceptional Education Programs, and shall be revised when required by the Florida Department of Education (FLDOE), readopted, and submitted to the FLDOE.

A. Child Identification

The District will make Ongoing efforts ~~will be made~~ to identify, locate, and evaluate students below twenty-two (22) years of age, who reside within the District, or are parentally placed in a private school located within the District, and have a confirmed or suspected disability in accordance with all Federal regulations and State standards.

B. Procedural Safeguards

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A child with a disability and ~~their~~his/her parent shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and the provision of a free appropriate public education (FAPE) to the student, ~~as required by Rule F.A.C. 6A-03411.~~

C. ~~Evaluation and Reevaluation~~ Multifactorial Evaluation

A student may not be given special instruction or services as an exceptional student until after they have been properly evaluated and found eligible as an exceptional student in the manner prescribed by rules of the State Board of Education.

The District will provide a multifactorial ~~An initial evaluation and all re-evaluations~~ for students with disabilities ~~shall be provided by ensuring requiring~~ that:

1. children are assessed in their native language or other mode of communication;
2. tests are used for their validated purposes;
3. children are evaluated in all areas related to their suspected disability;
4. testing is conducted by a multidisciplinary team;
5. testing materials and procedures are not racially or culturally biased;
6. tests are administered by trained personnel qualified in accordance with all Federal regulations and State standards;
7. tests are administered in conformance with the instructions provided by the producer; ~~and~~
8. medical evaluation, when required as part of the ~~multifactorial evaluation or re-evaluation~~, shall be provided at no cost to the parent by a licensed physician designated by the Superintendent or ~~their~~his/her designee, when other no-cost resources are not available.

The parent of an exceptional student evaluated and found eligible or ineligible shall be notified of each such evaluation and determination. Such notice shall contain a statement informing the parent that ~~they~~he ~~are~~is entitled to a due process hearing on the identification, evaluation, and eligibility determination or non-determination.

D. Individualized Educational Plan

The District will develop ~~An Individualized Educational Program plan~~ (IEP) ~~will be developed~~ for each child with a disability who needs special ~~educationally designed instruction~~ and related services. The IEP shall be designed to meet the unique educational needs of the child and shall be developed in meetings with the child's designated IEP Team. ~~At the initial meeting of a student's IEP team, the District will provide parents with information about the amount of funding the District receives for each of the five (5) exceptional student education support levels for a full-time student.~~

Parents of the child shall be strongly encouraged to participate in all planning conferences and IEP Team meetings. The school will provide written notice of an IEP meeting to the parent at least ten (10) days before the meeting, indicating the purpose, time and location of the meeting and who, by title or position, will attend the meeting. The IEP Team meeting requirement may be waived by informed consent of the parent after the parent receives the written notice.

~~Parents may be accompanied by another adult of their choice at any meeting with District personnel. District personnel will not object to the attendance of such adult or discourage or attempt to discourage through any action, statement, or other means parents from inviting another person of their choice to attend any meeting. Parents and District personnel shall sign a document at the meeting's conclusion which states whether any District personnel have prohibited, discouraged or attempted to discourage the parents from inviting a person of their choice to the meeting.~~

The District will utilize FLDOE parental consent forms for the following actions in a student's IEP:

1. administer to the student an alternate assessment pursuant to F.S. 1008.22 and provide instruction in the State standards access points curriculum; and
2. place the student in an exceptional student education center.

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Except for a disciplinary interim alternative placement for no more than forty-five (45) school days, if the District determines that there is a need to change a student's IEP as it relates to the actions described above in 1 and 2, the school must hold an IEP Team meeting that includes the parent to discuss the reason for the change.

The District will not implement the change without parental consent unless the District documents reasonable efforts to obtain the parent's consent and the child's parent has failed to respond, or the District obtains approval through a due process hearing.

The IEP will include the components listed in F.A.C. 6A-6.03028. *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.*

The child's IEP shall be reviewed and revised as often as necessary, but at least annually.

District personnel will collaborate with private instructional personnel who are hired or contracted by parents in compliance with F.S. 1003.572. "Private instructional personnel" include only the following:

1. individuals certified under F.S. 393.17 or licensed under Chapter 490 or Chapter 491 for applied behavior analysis services as defined in F.S. 627.6686 and 641.31098;
2. registered behavior technicians who have a nationally recognized paraprofessional certification in behavior analysis and who practice under the supervision of individuals licensed under F.S. 393.17 or licensed under F.S. Chapter 490 or Chapter 491 by assisting such individuals in the provision of applied behavior analysis services;

To provide services under this paragraph, a registered behavior technician must be employed by a provider described in Paragraph 1 above.

3. speech-language pathologists licensed under F.S. 468.1185;
4. occupational therapists licensed under part III of 379 Chapter 468;
5. physical therapists licensed under Chapter 486;
6. psychologists licensed under Chapter 490; and
7. clinical social workers licensed under Chapter 491.

Private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel will be permitted to observe the student in the educational setting, collaborate with instructional personnel in the educational setting, and provide services in the educational setting only if the following requirements are met:

1. the student's public instructional personnel and principal consent to the time and place; and
2. the private instructional personnel satisfy the requirements of F.S. 1012.32 or 1012.321.

E. Least Restrictive Environment

The education of ~~students~~ children with disabilities ~~will~~ shall occur in the least restrictive environment through appropriate special education programs and services designed to meet the unique needs of each disabled student. District personnel will use the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. ~~To the extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not have disabled. Ities; special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall Segregation of exceptional students will occur only when the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. District personnel will use the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate.~~

F. Confidentiality of Data

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction; one official of the District shall be assigned the responsibility for protecting the confidentiality of personally-identifiable data. ~~The District follows all Federal regulations and State standards related to the confidentiality of data. (See Policy 8330 - Student Records), and Policy 8350 - Confidentiality)~~

G. Due Process

The District will use procedures to be established that allow differences of opinion between parents and this District or between agencies and this District, to be aired and resolved, and that the procedures shall provide for case conferences and impartial hearings on the District's proposal or refusal to initiate or change the identification, evaluation, eligibility, or educational placement of the child, or the provision of FAPE to the child. ~~The resolution meetings occur prior to due process actions and include relevant members of the IEP team.~~

The impartial due process hearings shall be conducted by an administrative law judge (ALJ) from the Florida Division of Administrative Hearings (DOAH) and shall be considered final; however, any party who does not agree with the findings and decision in the due process hearing, including a hearing relating to disciplinary procedures, has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction or in a district court of the United States without regard to the amount in dispute. In the alternative, in hearings conducted on behalf of a student who is identified as gifted, any party aggrieved by the decision of the ALJ has the right to request a review of the order by the District Court of Appeal as provided in F.S. 120.68. During the pendency of a due process hearing or appellate proceeding regarding a due process complaint, the student shall remain in ~~their~~ his/her current educational assignment, unless the parent and the Board otherwise agree.

H. Surrogate Parent

It shall be the policy of the District that ~~whenever~~ whenever the parent or a person who acts in a parental role to a child with a disability or a child suspected of having a disability is determined to be legally unavailable, the child's rights shall be protected through the assignment of a surrogate parent. A surrogate parent means an individual appointed by the Superintendent and/or the court to act in place of a parent in educational decision making and in safeguarding a child's rights under the Individuals with Disabilities Education Act ~~and F.S. 39.0016~~. The surrogate parent shall not be an employee of the Department of Education, the School District, a community-based care provider, the Department of Children and Family Services, or any other public or private agency involved in the education or care of the child. The surrogate parent shall meet all statutory requirements and attend the required training to be appointed. The Superintendent shall appoint a surrogate not more than thirty (30) days after the District determines a particular student is in need of a surrogate. ~~In the case of a student who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the student's case, provided the surrogate meets the qualifications in subparagraph (3) (b)2 of F.S. 39.0016.~~

I. Testing Programs

Students with disabilities shall participate in local and State-wide testing programs to the maximum extent appropriate. ~~Individual exemptions shall be determined only by the student's IEP Team. Exceptional students with disabilities shall have access to testing sites. Pursuant to State law, the IEP team may determine that statewide tests, which may include end-of-course assessments, cannot accurately measure the abilities of the student and may, therefore, waive the use of the results of end-of-course the statewide assessments for purposes of determining the student's course grade and completing the requirements for middle school promotion or award of high school credits graduation.~~

A student for whom the IEP Team determines that the State mandated testing cannot accurately measure the student's abilities, taking in to consideration all allowable accommodations, shall have the State mandated testing requirement waived for the purpose of receiving a standard high school diploma if the student completes the minimum number of credits and other requirements for graduation, but does not earn a passing score on the State mandated testing after one (1) opportunity in the 10th grade and one (1) opportunity in the 11th grade.

If the IEP team determines that a student with a disability is prevented by a "circumstance" or "condition" as defined in F.S. 1008.212 from physically demonstrating the mastery of skills that have been acquired and are measured by the Statewide standardized assessment, a Statewide standardized end-of-course assessment, or an alternate assessment under F.S. 1008.22(3)(c), the IEP team may submit to the superintendent a written request for an extraordinary exemption from the administration of the assessment, pursuant to F.S. 1008.212. The request may be made at any time during the school year, but not later than sixty (60) days before the assessment for which the request is made. The superintendent will recommend to the Commissioner of Education whether the request should be granted or denied, and the Commissioner will grant or deny the requested exemption within thirty (30) days. A copy of the District's procedural safeguards as required in F.A.C. 6A-6.03311 shall be provided to the parent. If the parent disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent.

A parent who disagrees with the Commissioner's denial of a requested extraordinary exemption may request an expedited hearing before DOAH pursuant to F.S. 1008.212.

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J. Right to be Accompanied at Meetings Pertaining to Students with Disabilities

Parents of students with disabilities, or eligible students with disabilities, may be accompanied by another person of their choice at a meeting with District personnel. Such meetings include, but are not limited to, meetings related to the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an individual education plan (IEP); the development of a 504 accommodation plan issued under Section 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the student's educational environment, discipline, or placement of a student with a disability.

District personnel will not object to the attendance of such adult or discourage or attempt to discourage through any action, statement, or other means, parents or an eligible student, from inviting another person of their choice to attend a meeting. Parents, eligible students, or other individuals invited to attend such meetings by parents of students with disabilities or eligible students with disabilities on school grounds shall sign-in at the front office of such school as a guest.

At the conclusion of the meeting, parents of students with disabilities, or eligible students with disabilities, and District personnel shall indicate in writing whether or not any District personnel have prohibited, discouraged or attempted discourage the parents, or eligible student, from inviting a person of their choice to the meeting pertaining to their child's, or their own, educational environment, placement, or discipline.

K. Early Literacy Skills for Retained Prekindergarten Students

A parent of a student with a disability who is enrolled in prekindergarten at the age of 4 and is fully funded through the Florida Education Finance Program may retain their child in consultation with the student's IEP team. A student with an IEP who has been retained pursuant to this paragraph and has demonstrated a substantial deficiency in early literacy skills shall receive instruction from the District in early literacy skills.

L. Transfer of Parental Rights at Age of Majority

Unless an exception applies under the rules of the State Board of Education, when a student with a disability reaches the age of eighteen (18), the right of prior written notice is retained as a shared right of the parent and the student. All other parent rights under the IDEA then transfer to the student. At least one (1) year before the student reaches the age of eighteen (18), the Board will provide written notice of the transfer of parent rights and information about the ways in which the parent may continue to participate in educational decisions, including informed consent, power of attorney, guardian advocacy and guardianship.

Placement by the Department of Children and Family Services

After the Department of Children and Family Services provides written notification to the District that an exceptional student has been placed in a private residential care facility, the receiving school district shall, within ten (10) business days, review the student's IEP and shall:

- A. provide educational instruction to the student;
- B. contract with another provider to provide the educational instruction;
- C. contract with the private residential care facility in which the student resides to provide the educational instruction; or
- D. decline to provide or contract for educational instruction. in which case the school district in which the legal residence of the student is located shall provide or contract for the educational instruction of the student.

The Superintendent shall administer the local implementation of these State procedures, in accordance with State and Federal laws, rules, and regulations which shall ensure fulfillment of this policy.

Effective 9/5/12

Revised 11/19/13

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Book	Policy Manual
Section	5000 Students
Title	New Policy - PARENT/GUARDIAN NOTIFICATION AND PERMISSION (SCHOOL-SPONSORED EVENTS AND ACTIVITIES)
Code	po5782
Status	
Legal	F.A.C. 6A-10.085 F.A.C. 6A-10.089

5782 - PARENT/GUARDIAN NOTIFICATION AND PERMISSION (SCHOOL-SPONSORED EVENTS AND ACTIVITIES)

For purposes of this policy, the following definitions shall apply:

- A. "School-sponsored events or activities" means an event or activity the school of enrollment created for students to study or participate in while in the custody of the School District; or field trips, extra-curricular activities, or other supplemental programs and activities.
- B. "Field trip" means an outing away from the school of enrollment made by students to study or participate in an activity while in the custody of the School District.
- C. "Extra-curricular" means any school-authorized or education-related activity occurring during or outside the regular instructional school day.
- D. "Supplemental program" means extra academic assistance, such as tutoring or remedial help, that is provided to students in any subject area, occurring before or after school, on weekends or during the summer, where provided by or through the School District or on School District property.

Parent/Guardian Notification and Permission

To fully inform parents and legal guardians of the details of any school-sponsored event or activity, schools must provide parents and/or legal guardians with a permission form that includes, at a minimum, the following information:

- A. the nature of the school-sponsored trip or activity;
- B. the date(s) and time(s) of the school-sponsored trip or activity;
- C. specific location(s)/type(s) of establishment(s) to be visited and type(s) of sponsors/guests at the school-sponsored trip or activity;
- D. mode(s) of transportation;
- E. method of student supervision provided, such as anticipated number of chaperones; and,
- F. for overnight lodging, whether room assignments are not separated by biological sex at birth.

Students must return the signed permission form to participate in the school-sponsored event or activity.

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Book	Policy Manual
Section	0000 Bylaws
Title	PARLIAMENTARY AUTHORITY
Code	po0161
Status	
Adopted	September 4, 2012

0161 - **PARLIAMENTARY AUTHORITY**

The parliamentary authority governing the ~~School~~ Board shall be the most recent edition of Robert's Rules of Order, Newly Revised, except as otherwise provided by special Board rules and regulations and/or statutes. The Board Chair may speak on any subject before the Board without relinquishing the Board Chair and shall vote on all matters.

The School Board Attorney shall serve as parliamentarian at all Board meetings, advise the Board Chair regarding parliamentary procedure. The Board Chair makes final decisions on parliamentary matters; however, Board members may raise a point of order if they disagree with the decision of the Board Chair. The Board Chair shall then rule on the point of order.

Effective 9/5/12

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Book	Policy Manual
Section	2000 Program
Title	New Policy - DISCLOSURE OF SECURITY POLICY AND CRIME STATISTICS (CLERY ACT)
Code	po2452
Status	
Legal	The Violence Against Women Reauthorization Act of 2013 Amendments to the Jeanne Clery Act, 20 U.S.C. 1092(f).

2452 - DISCLOSURE OF SECURITY POLICY AND CRIME STATISTICS (CLERY ACT)

As a postsecondary school participating in Title IV financial aid programs, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act), requires the School Board to publish an annual security report containing policies and statistical information of crimes that occurred on campus and on public property within and immediately adjacent to school-owned buildings and property.

In compliance with this, the Board shall publish to all postsecondary adult education students and employees, and to any applicant for enrollment or employment, upon request, an annual security report containing at least the following information with respect to the District's security policies and campus crime statistics:

- A. A statement of current campus policies regarding procedures and facilities for students and others to report criminal actions or other emergencies occurring on campus and policies concerning the institution's response to such reports.
- B. A statement of current policies concerning security and access to campus facilities, including campus residences, and security considerations used in the maintenance of campus facilities.
- C. To the extent applicable, a statement of current policies concerning campus law enforcement, including:
 1. the law enforcement authority of campus security personnel;
 2. the working relationship of campus security personnel with State and local law enforcement agencies, including whether the institution has agreements with such agencies, such as written memoranda of understanding, for the investigation of alleged criminal offenses; and
 3. policies which encourage accurate and prompt reporting of all crimes to the campus security personnel and the appropriate law enforcement agencies.
- D. A description of the type and frequency of programs designed to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others.
- E. A description of programs designed to inform students and employees about the prevention of crimes.
- F. Statistics concerning the occurrence on campus, in or on non-campus buildings or property, and on public property during the most recent calendar year, and during the two (2) preceding calendar years for which data are available:
 1. For the following criminal offenses reported to campus security authorities or local police agencies:

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- a. murder
 - b. sex offenses, forcible or non-forcible
 - c. robbery
 - d. aggravated assault
 - e. burglary
 - f. motor vehicle theft
 - g. manslaughter
 - h. arson
 - i. arrests or persons referred for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession
2. Of the crimes described in sub-clauses a. through i. above, for larceny-theft, simple assault, intimidation, and destruction, damage, or vandalism of property, and of other crimes involving bodily injury to any person, in which the victim is intentionally selected because of the actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability of the victim that are reported to campus security authorities or local police agencies, the data shall be collected and reported according to category of prejudice.
 3. The data concerning the above-listed criminal offenses shall be reported annually to the Secretary of the U.S. Department of Education. The same shall be reported to the school community on a timely basis that will aid in the prevention of similar occurrences. Such data shall not identify victims of crimes or persons accused of crimes. The data shall be compiled in accordance with the definitions used in the uniform crime reporting system of the Department of Justice, Federal Bureau of Investigation, and the modifications in such definitions as implemented pursuant to the Hate Crime Statistics Act.
- G. A statement of policy concerning the monitoring and recording through local police agencies of criminal activity at off-campus student organizations which are recognized by the institution and that are engaged in by students attending the institution, including those student organizations with off-campus housing facilities, if applicable.
 - H. A statement of policy regarding the possession, use, and sale of alcoholic beverages and enforcement of State underage drinking laws and a statement of policy regarding the possession, use, and sale of illegal drugs and enforcement of Federal and State drug laws and a description of any drug or alcohol abuse education programs.
 - I. A statement advising the campus community where law enforcement agency information concerning registered sex offenders may be obtained.
 - J. A statement of current campus policies regarding immediate emergency response and evacuation procedures, including the use of electronic and cellular communication (if appropriate), which policies shall include procedures to:
 1. immediately notify the campus community after the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or staff occurring on campus, unless issuing a notification will compromise efforts to contain the emergency;
 2. publicize emergency response and evacuation procedures on an annual basis in a manner designed to reach students and staff; and
 3. Test emergency response and evacuation procedures on an annual basis.
 - K. A copy of this policy shall be provided with any report pursuant to this policy.

DEFINITIONS

For purposes of this policy:

- A. The term "campus" means:
 1. any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner

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- related to, the institution's educational purposes, including residence halls; and
2. property within the same reasonably contiguous geographic area of the institution that is owned by the institution but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor).
- B. The term "non-campus building or property" means:
1. any building or property owned or controlled by a student organization recognized by the institution; and
 2. any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and
 3. any building or property (other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonably contiguous geographic area of the institution.
- C. The term "public property" means all public property that is within the same reasonably contiguous geographic area of the institution, such as a sidewalk, a street, other thoroughfare, or parking facility, and is adjacent to a facility owned or controlled by the institution if the facility is used by the institution in direct support of, or in a manner related to the institution's educational purposes.

PROGRAMS

In accordance with 20 U.S.C. 1092(f)(8), the Board will provide programs regarding the prevention of domestic violence, dating violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions. These educational programs may include, but are not limited to, informing students at least annually of this information and of services offered by the Board and local law enforcement agencies as well as ways to maintain personal safety and security on District property. As needed, students are told about crime on campus and in surrounding neighborhoods. Similar information is also provided to employees. Crime prevention and sexual misconduct prevention programs are available on an ongoing basis and focus on personal safety.

The primary prevention and awareness programs for all incoming students and new employees are provided during orientation. The programs will include community-wide or audience specific programming, initiatives, and strategies that increase student and employee knowledge and will share information and resources to prevent violence, promote safety, and reduce perpetration. The primary prevention and awareness programs will also include:

- A. a statement that the District prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking;
- B. training on recognizing "dating violence", "domestic violence", "sexual assault", and "stalking";
- C. a description of safe and positive options for bystander intervention. These are safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene;
- D. information on risk reduction which are options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence;
- E. a description of the District's ongoing prevention and awareness campaigns for students and employees. These are programming, initiatives, and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault, and stalking using a range of strategies with audiences throughout District post-secondary adult education programs.

A common theme of all awareness and crime prevention programs is to encourage students and employees to be aware of their responsibility for their own security and the security of others. This information may be provided in a variety of ways such as videos, speakers, announcements, electronic and cellular communications, security and safety alerts, or written materials such as crime prevention awareness packets.

INCIDENT REPORTS AND INVESTIGATIONS

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Once an incident of dating violence, domestic violence, sexual assault, or stalking has been reported, the District will use the following procedures set forth in Policy 5517.

If a violation is substantiated, appropriate measures will be taken, including appropriate discipline of the perpetrator(s) and accommodations or protective measures for the victim(s).

Students who have been the victim of a sexual offense covered by this policy should report to local law enforcement immediately. Prompt reporting is important to preserve evidence as well as witness recollection. Once reported to law enforcement, the student should report the incident to a compliance officer. Staff members not designated to receive reports who otherwise receive a report from a student **should** immediately report such incident to the individuals identified below, or to their direct supervisor if a compliance officer is not available.

*Tonja Fitzgerald, Divisional Director
Equity Compliance Officer (Students)
Leon County School District
2757 West Pensacola Street
Tallahassee, Florida 32304
(850) 487-7309
fitzgeraldt@leonschools.net*

*Wallace Knight, Director
Equity Compliance Officer (Employees)
Title IX Compliance Officer
Leon County School District
2757 West Pensacola Street
Tallahassee, Florida 32304
(850) 487-7210
knightwa@leonschools.net*

The District's normal disciplinary procedures will be followed for imposing discipline where warranted. In all disciplinary hearings, **the accused** and the accuser shall both have the right to representation or to have others present at such hearing for support. Both the accused and **the** accuser will be informed of the outcome of any investigation and disciplinary procedure, to the extent permitted by laws concerning the confidentiality of student records.

The District will provide written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available for victims, both within the District and the community.

The District will provide notification to students **about** options for, and available assistance in, changing academic and living situations after an alleged sexual assault incident, if so requested by the victim and if such changes are reasonably available.

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