

2015-16 Annual Equity Update Shell

PART I: PROCEDURAL REQUIREMENTS:

A. Changes to Policies or Procedures

Submit any revised policies or procedures. (See attached)

B. Annual Notification of Nondiscrimination for Vocational Education Programs

1. Annual Notification of Nondiscrimination for Vocational Education Programs

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

Vocational Education Programs are open to all students and currently do not have a separate announcement.

2. Continuous Notification of Nondiscrimination

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

Nondiscrimination Statement

Hamilton County School District does not discriminate on the basis of race, color, national origin, gender, age disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Ida Daniels, Equity Coordinator
5683 US Highway 129 South, Suite 1
Jasper, FL 32052
(386) 792-7805
ida.daniels@hamiltonfl.com

<http://www.hamiltonfl.com/home>

5683 Highway 129 South - Suite 1 Jasper, FL 32052 | Phone: (386) 792-1228 | Fax: (386) 792-3681

PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

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

N/A

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

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

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

Grades 9-12 Total Enrollment 2015-16 (435)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>		
205 & 5 %	179 & 2%	51 & 4%		
Whites	Whites	Whites	Whites	Whites
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2011-12	2012-13	2013-14	2014-15	2015-16
5% (9)	21% (38)	4% (7)	5% (11)	5% (11)
White Males	White Males	White Males	White Males	White Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2011-12	2012-13	2013-14	2014-15	2015-16
1% (1)	19% (20)	2% (2)	4% (4)	5% (5)
Blacks	Blacks	Blacks	Blacks	Blacks
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2011-12	2012-13	2013-14	2014-15	2015-16
3% (4)	10% (17)	2% (3)	1% (1)	2% (3)
Black Males	Black Males	Black Males	Black Males	Black Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2011-12	2012-13	2013-14	2014-15	2015-16
0% (2)	4% (3)	1% (1)	1% (1)	1% (1)
Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2011-12	2012-13	2013-14	2014-15	2015-16
7% (4)	13% (7)	5% (3)	0% (0)	4% (2)
Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2011-12	2012-13	2013-14	2014-15	2015-16
6% (2)	10% (3)	3% (1)	0% (0)	8% (2)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male and Hispanic male students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male and Hispanic male students.

Evaluation must include 2011-12 to 2015-16.

Evaluation of AP, IB and AICE enrollment of black, Hispanic, black male and Hispanic male students shows a decrease in Blacks from the 2011-12 to 2015-16 period, however, there was a 1% increase in black males. There was also a decrease in Hispanic students and an increase of 2% in Hispanic Males.

Methods and Strategies

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

Enrollment in 2015-2016 AP courses was open to all students. There were no restrictions based on students' past academic success. AP Psychology enrollment included 11 Caucasian, 4 African

American, and three Hispanic students. Three AP art classes were added for FY 2016. Enrollment included four Caucasian students and one Hispanic student. At this time AP World History is under consideration for the 2017 school year. As with all other Advanced Placement courses, enrollment is classified as "open" and advertised to the entire grade eligible student body.

Accountability Measure and Timelines

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

In an effort to increase rigorous instruction for all students regardless of race and or ethnicity, All U.S. History, World History and Biology classes will be using AP Insight materials and resources. With the addition of these rigorous resources for all students, we anticipate greater participation in AP classes in the future. Teachers will be receiving training in summer 2016.

(2) Grades 9-12, Dual Enrollment (DE)

Grades 9-12 Total Enrollment 2015-16 (435)

White 205 & 10%	Black 179 & 3%	Hispanic 51 & 0%		
Whites In DE 2011-12 5% (8)	Whites In DE 2012-13 5% (10)	Whites In DE 2013-14 6% (12)	Whites In DE 2014-15 10% (21)	Whites In DE 2015-16 10% (20)
White Males In DE 2011-12 3% (3)	White Males In DE 2012-13 6% (6)	White Males In DE 2013-14 6% (6)	White Males In DE 2014-15 5% (5)	White Males In DE 2015-16 5% (5)
Blacks In DE 2011-12 3% (4)	Blacks In DE 2012-13 0% (0)	Blacks In DE 2013-14 4% (7)	Blacks In DE 2014-15 8% (13)	Blacks In DE 2015-16 3% (5)
Black Males In DE 2011-12 0% (0)	Black Males In DE 2012-13 0% (0)	Black Males In DE 2013-14 0% (0)	Black Males In DE 2014-15 2% (2)	Black Males In DE 2015-16 1% (1)
Hispanics In DE 2011-12 2% (1)	Hispanics In DE 2012-13 2% (1)	Hispanics In DE 2013-14 5% (9)	Hispanics In DE 2014-15 7% (3)	Hispanics In DE 2015-16 0% (0)
Hisp. Males In DE 2011-12 0% (0)	Hisp. Males In DE 2012-13 0% (0)	Hisp. Males In DE 2013-14 0% (0)	Hisp. Males In DE 2014-15 0% (0)	Hisp. Males In DE 2015-16 0% (0)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male and Hispanic male students in dual enrollment courses, and in closing enrollment gaps for black, Hispanic, black male and Hispanic male students. **Evaluation must include 2011-12 to 2015-16.**

Evaluation of the progress of enrollment for Black, Hispanic, Black Male and Hispanic Male indicates minor increases and decreases. The enrollment of Black remain the same at 3% from the 2011-12 to 2015-16 period with an increase of 1% for Black Males. However, there is a 2% decrease for Hispanics and no increase nor decrease for the Hispanic Male

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority students in dual enrollment courses, and to close enrollment gaps for black, Hispanic, black male and Hispanic

male students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

Dual enrollment participation for FY 16 fall and spring semesters faced the same barriers for under-resourced students as in the past, as transportation to NFCC was the individual enrollee's responsibility. Enrollment is based upon course availability and student assessment benchmarks. NFCC enrolled 6 African American, 1 other and 20 Caucasians for the fall term. Spring term saw a decrease of African American enrollment by one student.

Accountability Measure and Timelines

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

Students' abilities to meet the benchmark assessment scores will increase as a factor of the rigorous demand created by utilizing the AP Insight programs and resources in U.S. History, World History, and Biology.

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

Grades 9-12 Total Enrollment 2015-16 (435)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
205 & 61%	179 & 41%	98 & 59%
Whites	Whites	Whites
All Level 3	All Level 3	All Level 3
2013-14	2014-15	2015-16
69% (136)	65% (134)	61% (126)
White Males	White Males	White Males
All Level 3	All Level 3	All Level 3
2013-14	2014-15	2015-16
65% (70)	66% (64)	64% (63)
Blacks	Blacks	Blacks
All Level 3	All Level 3	All Level 3
2013-14	2014-15	2015-16
39% (67)	29% (50)	41% (74)
Black Males	Black Males	Black Males
All Level 3	All Level 3	All Level 3
2013-14	2014-15	2015-16
26% (24)	26% (7)	33% (28)
Hispanics	Hispanics	Hispanics
All Level 3	All Level 3	All Level 3
2013-14	2014-15	2015-16
52% (30)	35% (16)	59% (30)
Hisp. Males	Hisp. Males	Hisp. Males
All Level 3	All Level 3	All Level 3
2013-14	2014-15	2015-16
33% (10)	26% (7)	52%(13)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male and Hispanic male students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male and Hispanic male students.

Evaluation must include 2011-12 to 2015-16.

There has been progress in both Black and Hispanic as well as Black Male and Hispanic Male with an increase of 2% for Blacks and 7% for Hispanic as well as a 7% increase for Black Male and 19% increase for Hispanic Male during the period covering 2013-14 to 2015-16.

Methods and Strategies

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

To ameliorate these barriers, NFCC has moved many of their classes to on-line, or “Blended” learning formats. To further ameliorating the transportation issue, HCHS will be offering two NFCC classes on campus next year.

Accountability Measure and Timelines

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

Students’ abilities to meet the benchmark assessment scores will increase as a factor of the rigorous demand created by utilizing the AP Insight programs and resources in U.S. History, World History, and Biology.

PART IV: GENDER EQUITY IN ATHLETICS

Athletics Compliance Verification

- A. Attach a **Compliance Verification Form** for the district (only one for the district, **not** one for each school), signed by the superintendent. (See pages 7-8.)
- B. Attach a **Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. (See page 9.)
- C. If the monitoring forms indicate that schools are not in compliance with all components required by Title IX and the Florida Educational Equity Act, then each school that is out of compliance must also submit a **Corrective Action Plan**, signed by the principal. (See page 10.)
- D. If the district submitted corrective action plans as part of the 2014-15 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

PART V: EMPLOYMENT EQUITY

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

District: <u>Hamilton</u>		2015-16 District Administrative and Faculty Positions					
Administrative Positions	Total	6 & 37% Black	0 & 0% Hispanic	10 & 63% White	0 & 0% Other	10 & 63% Female	6 & 33% Male
Student Demographics	1759	637 (36%)	297 (17%)	726(41%)	99 (6%)	869 (49%)	890 (51%)
District-Level Administrators	9	3 (33%)	0 (0%)	6 (66%)	0 (%)	5 (56%)	4 (44%)
Principals	2	0(0%)	0 (0%)	2 (100%)	0 (%)	1 (50%)	1(50%)
Asst. Principals	5	3 (60%)	0 (0%)	2 (40%)	0 (%)	4 (80%)	1 (20%)
Teachers	70	17 (24%)	2 (3%)	51(73%)	0 (%)	49 (70%)	21 (30%)
Guidance Counselors	4	1 (25%)	0 (0%)	3 (75%)	0 (%)	4 (100%)	0 (0%)

- B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.
- C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

The district attends area career/job fairs at Historically Black Colleges and Universities as well as area colleges.

The district has an account with Minorities & Success which is designed to reach out to minorities seeking employment.

The district participated in a Diversity Teacher Recruitment Virtual Career Fair on April 19, 2016 hosted by Diversity in Ed.

PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Does the district operate single-sex schools or classes? ☐ Yes ☒ No

If applicable, please complete the charts and respond to the questions below regarding single-sex education in your district.

A. In the chart below enter the names of any single-sex schools operating in the district and the number of students enrolled.

District:	2015-16 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment
N/A		

B. In the chart below enter the number of classes and enrollments in all classes for courses for which single-sex classes are offered at co-educational schools in the district.

School Name:	2015-16 Single-Sex Classes					
	Male students only		Female students only		Co-Ed students	
Grade/Course	# of Classes/Sections	# of Students	# of Classes/Sections	# of Students	# of Classes/Sections	# of Students
N/A						

C. Questions about the implementation of Title IX especially as they apply to single-sex education:

- Does the district offer single-sex education?
- How is single-sex education being justified?
- How does the district keep track of single-sex public education?
- What does the district do to insure there is no illegal sex segregation in education?
- Is single-sex education intended to decrease sex discrimination in the outcomes?
- Do the schools provide comparable co-educational options?
- How are single-sex educational options reviewed, monitored, and evaluated to insure that they are legal?
- Who is involved in the evaluations and guidance on the implementation of single-sex education?
- What assurances are provided to insure that single-sex or co-educational options are completely voluntary?
- Are there pre-implementation reviews of proposed single-sex education?
- What entities review and approve single-sex options, and what standards do they use?
- Is there assistance from external groups for training or consultation?
- How does the district monitor to insure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls?
- Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures?
- Please share information on why the district or school decided to eliminate single-sex education? ***This is only for those district(s) or school(s) that discontinued single-sex education.**

D. Please attach copies of notices to parents/students that co-education options are available and the participation in single-sex classes is completely voluntary.

- E. If the district conducts single-sex education program, please submit the completed signed **Single-Sex Evaluation Verification Form**. (See page 11.)

PART VII: PREGNANT AND PARENTING STUDENTS

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

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

Students are allowed to continue coursework in their home school. They are offered a yearlong Parenting course (Parenting 1 & 2) to take as an elective. Child Care services and transportation are provided as needed as an ancillary service. The District contracts with the local Early Head Start Program to provide child care services throughout the school year. Transportation for the student and child to and from the child care facility is provided by the District. Students and their child have access to our Full Service Student Health Clinic provided through the local Department of Health. Students have access to a School Social Worker who assists students with the coordination of necessary services.

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

Does not apply because we do not operate a separate facility, students are served at their home school.

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

The district does not provide training to counselors and administrators. The school district works with the School Health Program Social Worker.

PART IV GENDER EQUITY IN ATHLETICS

Athletic Compliance Verification Form

District: Hamilton

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

☐

IN COMPLIANCE

☒

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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



Signature, Superintendent

Date

PART IV
GENDER EQUITY IN ATHLETICS
2015-16 MONITORING FORMS

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School:	Number of Participants				Number of Participants		
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>JV, Freshman, B-teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
Baseball	14		14	Baseball	19		19
Basketball	12	13	25	Basketball	30	16	46
Cross Country				Cross Country			
Flag Football/ Football	59		59	Flag Football/ Football	19		19
Golf				Golf			
Soccer	18	19	37	Soccer	25	12	37
Softball		17	17	Softball		15	15
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	37	39	76	Track and Field			
Volleyball		17	17	Volleyball		15	15
Wrestling				Wrestling			
Weightlifting	10			Weightlifting			
<i>Total Varsity Participants</i>	150	105	255	<i>Total JV Participants</i>	93	58	151
<i>% of Varsity Participants</i>	59	41	100%	<i>% of JV Participants</i>	62	38	100%
Total Student Enrollment by Gender 2015-16				Total Student Enrollment by Gender 2015-16			
% Student Enrollment by Gender 2015-16			100%	% Student Enrollment by Gender 2015-16			100%

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

PART IV
GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: Hamilton County

School Name: Hamilton County High School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Equity Compliance in Athletics	The high school has added two female teams for the 2016-2017 school year. The addition of the two additional teams will increase the number of female participation	Athletic Director	2016 2017

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

Kip McLeod
Signature, Principal

[Signature]
Signature, Superintendent

9/1/16
Date

9/1/16
Date


PART VI
SINGLE-SEX SCHOOLS AND CLASSES

Single-Sex Evaluation Verification Form

District: Hamilton

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

Name of School/Program	Date Single-Sex Program Began	Date Last Evaluation Completed
N/A		



Signature, Superintendent

9/1/16

Date

CHAPTER 5.00: STUDENTS

BULLYING AND HARASSMENT

5.101

1. Statement Prohibiting Bullying and Harassment

- A. It is the policy of the Hamilton County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
- B. The District upholds that bullying or harassment of any student or school employee is prohibited
 - 1. During any education program or activity conducted by a public K-12 educational institution;
 - 2. During any school-related or school-sponsored program or activity;
 - 3. On a school bus of a public K-12 educational institution;
 - 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution within the scope of the School District, meaning regardless of ownership, any computer, computer system, computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
 - 5. Through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the School District or a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. School staff is not required to monitor any nonschool-related activity, function, or program.

2. Definitions

CHAPTER 5.00: STUDENTS

- A. Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to
1. Teasing;
 2. Social Exclusion;
 3. Threat;
 4. Intimidation;
 5. Stalking;
 6. Physical violence;
 7. Theft;
 8. Sexual, religious, or racial harassment;
 9. Public or private humiliation; or
 10. Destruction of property.

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

- B. Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be

CHAPTER 5.00: STUDENTS

accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

- C. Harassment means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that
 - 1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
 - 2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
 - 3. Has the effect of substantially disrupting the orderly operation of a school.
 - D. Bullying and harassment also encompass
 - 1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
 - 2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
 - E. Cyberstalking as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
3. Behavior Standards

CHAPTER 5.00: STUDENTS

- A. The Hamilton County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
 - B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
4. Consequences
- A. Committing an act of bullying or harassment
 - 1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
 - 2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
 - 3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
 - 4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

CHAPTER 5.00: STUDENTS

- B. Wrongful and intentional accusation of an act of bullying or harassment
 - 1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
 - 2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
 - 3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- 5. Reporting an Act of Bullying or Harassment
 - A. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
 - B. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
 - C. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
 - D. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
 - E. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
 - F. A school employee, school volunteer, student, parent/legal guardian or other person who promptly reports in good faith an act of bullying or

CHAPTER 5.00: STUDENTS

harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

- G. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
 - H. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
 - I. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
6. Investigation of a Report of Bullying or Harassment
- A. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at school bus stop.

Incidents that require a reasonable invest
 - B. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
 - C. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
 - D. The investigator shall collect and evaluate the facts including but not limited to
 - 1. Description of incident(s) including nature of the behavior;
 - 2. Context in which the alleged incident(s) occurred;
 - 3. How often the conduct occurred;

CHAPTER 5.00: STUDENTS

4. Whether there were past incidents or past continuing patterns of behavior;
 5. The relationship between the parties involved;
 6. The characteristics of parties involved, *i.e.*, grade, age;
 7. The identity and number of individuals who participated in bullying or harassing behavior;
 8. Where the alleged incident(s) occurred;
 9. Whether the conduct adversely affected the student's education or educational environment;
 10. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 11. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
- E. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include
1. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 2. A written final report to the principal.
- F. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
- G. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
7. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District
- A. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
 - B. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.

CHAPTER 5.00: STUDENTS

1. If it is within the scope of the District, a thorough investigation shall be conducted.
 2. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
 3. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
8. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.
9. Notification to Parents/Guardians of Incidents of Bullying or Harassment
- A. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
 1. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
 2. If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “. . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
 - B. Immediate notification to the parents/legal guardians of the perpetrator of an act bullying or harassment.

CHAPTER 5.00: STUDENTS

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

- C. Notification to local agencies where criminal charges may be pursued.

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

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

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

- A. The teacher or parent/legal guardian may request informal consultation with school staff, (specialty staff, e.g., school counselor, school psychologist,) to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student's parents or legal guardian are included.
- B. School personnel or the parent/legal guardian may refer a student to the school intervention team for or equivalent school-based team with a problem-solving focus consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
- C. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
- D. A school-based component to address intervention and assistance shall be utilized by the intervention team. The intervention team may recommend
 - 1. Counseling and support to address the needs of the victims of bullying or harassment

CHAPTER 5.00: STUDENTS

2. Research-based counseling or interventions to address the behavior of the students who bully and harass others, e.g., empathy training, anger management; and/or
 3. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.
11. Reporting Incidents of Bullying and Harassment
- A. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include in a separate section, each incident of bullying or harassment and the resulting consequences, including discipline and referrals. Cyberbullying incidents shall be included within the bullying incidents category. The report shall also include each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
 - B. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying and harassment as incident codes as well as bullying-related as a related element code.
1. SESIR Definitions
- a. Bullying – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.
 - b. Harassment – Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

CHAPTER 5.00: STUDENTS

2. Bullying and/or harassment incidents shall be reported in SESIR with the bullying (BUL) or harassment (HAR) code. Unsubstantiated incidents of bullying or harassment shall be coded UBL or UHR.
3. If the bullying or harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code and the bullying-related code. Such incidents are
 - a. Alcohol
 - b. Arson
 - c. Battery
 - d. Breaking and Entering
 - e. Disruption on Campus
 - f. Drug Sale/Distribution Excluding Alcohol
 - g. Drug Sale/Possession Excluding Alcohol
 - h. ~~Major~~ Fighting
 - i. Homicide
 - j. Kidnapping
 - k. Larceny/Theft
 - l. Robbery
 - m. Sexual Battery
 - n. Sexual Harassment
 - o. Sexual Offenses
 - p. Threat/Intimidation
 - q. Trespassing
 - r. Tobacco
 - s. Vandalism
 - t. Weapons Possession
 - u. Other Major (Other major incidents that do not fit within the other definitions)

CHAPTER 5.00: STUDENTS

- C. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
 - D. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department.
 - E. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race, or disability shall include the incident basis. Victims of these offenses shall also have the incident basis (sex, race, or disability) noted in their student records.
12. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
- A. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
 - B. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying in schools.
 - C. The District shall establish a list of programs that provide instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying and harassment including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. The list of authorized programs shall be available at each school, District offices, and on the District website.
13. Reporting to a Victim's Parents/Legal Guardians the Actions Taken to Protect the Victim

CHAPTER 5.00: STUDENTS

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

13. Publicizing the Policy

- A. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
- B. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
- C. The Superintendent shall also make all contractors contracting with the District aware of this policy.
- D. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students or harassment.
- E. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

14. Review of Policy

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

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1001.43, 1003.04, 1003.31, 1003.32,

1006.07, 1006.08, 1006.09,

CHAPTER 5.00: STUDENTS

1006.10, 1006.147, F.S.

20 USC 1232g

STATE BOARD OF EDUCATION RULE(S):

6A-10.081

HISTORY:

ADOPTED: 11/08/08

REVISION DATE(S): 12/9/13, 11/09/15, 7/11/16

FORMERLY: NEW