AGENDA

REGULAR SCHOOL BOARD MEETING

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

December 18, 2018

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1.   CALL TO ORDER

2.   OPENING PRAYER

3.   PLEDGE OF ALLEGIANCE

4.   RECOGNITIONS

ITEMS FOR CONSENT

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

   a.   November 20, 2018, 4:30 p.m. – School Board Organization Meeting

   b.   November 20, 2018, 5:00 p.m. – School Board Workshop

   c.   November 20, 2018, 6:00 p.m. – Regular School Board Meeting

   d.   December 3, 2018, 4:00 p.m. – School Board Workshop

   ACTION REQUESTED: The Superintendent recommends approval.

6.   PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)

   a.   Personnel 2018 – 2019 – **SEE PAGE #3**

   ACTION REQUESTED: The Superintendent recommends approval.

   b.   3% Salary Increase for Non-Union Employees – **SEE PAGE #5**

   ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

    a.   Budget Amendment No. 2 (2017 – 2018) – **SEE PAGE #6**

            Fund Source: 110
            Amount: N/A

            ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

    a.   SubAward Agreement between County of Gadsden Board of Public Education and Florida Gulf Coast University Board of Trustees **SEE PAGE #11**

            Fund Source: N/A
            Amount: $22,463.00

            ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL ISSUES

    a.   School Field Trip Request (Out-of-State) – Gadsden County High School **SEE PAGE #31**

            Fund Source: N/A
             Amount: N/A

            ACTION REQUESTED: The Superintendent recommends approval.

    b.   Threat Assessment Procedures Manual - **SEE PAGE #37**

            Fund Source: N/A
             Amount: N/A

            ACTION REQUESTED: The Superintendent recommends approval.

    c.   Bus Drivers Handbook – **SEE PAGE #87**

            Fund Source: N/A
             Amount: N/A

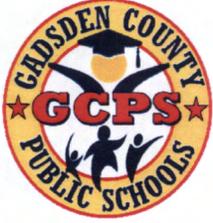   ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

10. FACILITIES UPDATE

11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12. SCHOOL BOARD REQUESTS AND CONCERNS

13. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

December 18, 2018

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

Dear School Board Members:

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

Item 6A Instructional and Non-Instructional Personnel 2018-2019

The following reflects the total number of full-time employees in this school district for the 2018-2019 school term, as of December 18, 2018.

Description Per DOE Classification	DOE Object#	#Employees December 2018
Classroom Teachers and Other Certified	120 & 130	358.00
Administrators	110	40.00
Non-Instructional	150, 160, & 170	369.00
		767.00

Sincerely,

Roger P. Milton
Superintendent of Schools

AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2018/2019

INSTRUCTIONAL

Name	Location	Position	Effective Date
Resnick, Shelby	HMS	Teacher	01/07/2019
Williams, Montessia	GWM	Teacher	10/15/2018

NON-INSTRUCTIONAL

Name	Location	Position	Effective Date
Jackson, Lillian	GCHS	Custodial Assistant	11/28/2018
Jenkins, Robert	District	Technician	12/04/2018
Roberts, Angela	Maintenance	Administrative Assistant	01/02/2019

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

LEAVE

Name	Location/Position	Beginning Date	Ending Date
Clarke, Bruce	GCA/Teacher	11/26/2018	12/31/2018
King, Marcelete	WGMS	11/13/2018	02/08/2019
Nealy, Shavonda	Transportation	12/10/2018	02/28/2019

RESIGNATION

Name	Location	Position	Effective Date
Achhamer, Kristine	Head Start	Teacher	01/11/2019
Akins, Deborah	Parent Services	Office Manager	12/21/2018
Brown, Donna	HMS	Teacher	11/09/2018
Draper, Terrance	Transportation	Bus Driver	01/25/2019
Graham, Shanetha	SSES	SFS Worker	11/14/2018
Griffin, Benita	GCHS	Teacher	11/08/2018
Hobbs, James	WGMS	Custodian	11/30/2018
Jackson, Lillian*	Transportation	Bus Aide	11/27/2018
Jones, Marlon	Transportation	Bus Driver	12/07/2018
Roberts, Angela*	Maintenance	Secretary	12/21/2018
Smith, Barbara	Maintenance	Administrative Assistant	12/21/2018
Thomas, Laverne	SSES	Education Paraprofessional	11/29/2018

*Resigned to accept another position within the District

D.R.O.P. RETIREMENTS

Name	Location	Position	Effective Date
Gavin-Brown	Transportation	Bus Driver	12/21/2018
Cox, David	Maintenance	Supervisor	12/31/2018

OUT OF FIELD

Name	Location	Area out of field	No. of Periods
Williams, Montessia	GWM	Elementary	All Day

SUBSTITUTESS

Teachers	Bus Driver
Clark, Linda	Jones, Marlon
Fsshaie, Eden	

<p style="text-align:center;">SUMMARY SHEET</p>

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____6b_____

DATE OF SCHOOL BOARD MEETING: December 18, 2018

TITLE OF AGENDA ITEMS: 3% Salary Increase for Non-Union Employees

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Board approval is requested for a 3% increase for full-time, non-union employees to become effective January 1, 2019. The increase would be paid in the January 31, 2019, paycheck for active employees as of 1/1/19.

FUND SOURCE: General Fund, Food Service and Federal Projects

AMOUNT: Approximately $100,000

PREPARED BY: Bonnie Wood

POSITION: Finance Director

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____7a_____

DATE OF SCHOOL BOARD MEETING: December 18, 2018

TITLE OF AGENDA ITEMS: Budget Amendment No. 2 (2017-2018)

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: This Budget Amendment is to cover the period of October 2017 to June 30, 2018. This will highlight the changes from the Final Original Budget that was approved on September 5, 2017. The actual General Fund Revenue, Other Financing Sources Fund Balances for the 2017– 2018 Fiscal Year total was $45,598,102.99 versus the estimated $44,570,160.00 which is an increase of $1,027,942.99. The actual 2017-2018 expenditures were $43,355,438.01 and the Estimated was $42,335,052.39 which is a difference of $1,020,385.62 increase. Please note the differences in objects 100, 200, 300, and 600 increased in contrast to objects 400, 500, and 700 which are less than the estimated expenditures. Please refer to the backup documents for further explanation. This Amendment is to ensure compliance with 1011.06 (2) F.S.

FUND SOURCE: 110

AMOUNT:

PREPARED BY: LaClarence Mays

POSITION: Budget Manager

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered_____

CHAIRMANS'S SIGNATURE: page(s) numbered_____
Be sure that the Comptroller has signed the budget page.

DISTRICT SCHOOL BOARD OF COUNTY
DISTRICT SUMMARY BUDGET
For Fiscal Year Ending June 30, 2018

SECTION II. GENERAL FUND - FUND 100 Amendment Number 2	Account Number	Page 2
ESTIMATED REVENUES		
FEDERAL:		
Federal Impact, Current Operations	3121	
Reserve Officers Training Corps (ROTC)	3191	32,546.74
Miscellaneous Federal Direct	3199	
Total Federal Direct	3100	32,546.74
FEDERAL THROUGH STATE AND LOCAL:		
Medicaid	3202	320,177.32
National Forest Funds	3255	
Federal Through Local	3280	16,659.90
Miscellaneous Federal Through State	3299	
Total Federal Through State and Local	3200	336,837.22
STATE:		
Florida Education Finance Program (FEFP)	3310	24,451,832.00
Workforce Development	3315	346,242.00
Workforce Development Capitalization Incentive Grant	3316	
Workforce Education Performance Incentive	3317	
Adults With Disabilities	3318	100,000.00
CO&DS Withheld for Administrative Expenditure	3323	4,371.00
Diagnostic and Learning Resources Centers	3335	
Sales Tax Distribution (s. 212.20(6)(d)6.a., F.S.)	3341	223,250.00
State Forest Funds	3342	889.48
State License Tax	3343	14,795.94
District Discretionary Lottery Funds	3344	8,285.00
Class Size Reduction Operating Funds	3355	5,311,184.00
Florida School Recognition Funds	3361	234,338.00
Voluntary Prekindergarten Program (VPK)	3371	626,033.35
Preschool Projects	3372	
Reading Programs	3373	
Full-Service Schools Program	3378	
State Through Local	3380	
Other Miscellaneous State Revenues	3399	650,161.84
Total State	3300	31,971,382.61
LOCAL:		
District School Taxes	3411	7,062,516.04
Tax Redemptions	3421	28,947.63
Payment in Lieu of Taxes	3422	
Excess Fees	3423	
Tuition	3424	
Rent	3425	9,836.00
Investment Income	3430	66,636.74
Gifts, Grants and Bequests	3440	23,450.00
Adult General Education Course Fees	3461	3,282.87
Postsecondary Career Certificate and Applied Technology Diploma	3462	210,521.08
Continuing Workforce Education Course Fees	3463	
Capital Improvement Fees	3464	
Postsecondary Lab Fees	3465	
Lifelong Learning Fees	3466	
GED® Testing Fees	3467	
Financial Aid Fees	3468	
Other Student Fees	3469	400.00
Preschool Program Fees	3471	
Prekindergarten Early Intervention Fees	3472	
School-Age Child Care Fees	3473	
Other Schools, Courses and Classes Fees	3479	
Miscellaneous Local Sources	3490	1,376,010.97
Total Local	3400	8,781,601.33
TOTAL ESTIMATED REVENUES		41,122,367.90
OTHER FINANCING SOURCES:		
Loans	3720	
Sale of Capital Assets	3730	723,165.42
Loss Recoveries	3740	185,000.00
Transfers In:		
From Debt Service Funds	3620	
From Capital Projects Funds	3630	1,598,218.85
From Special Revenue Funds	3640	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	1,598,218.85
TOTAL OTHER FINANCING SOURCES		2,506,384.27
Fund Balance, July 1, 2017	2800	1,969,350.82
TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES AND FUND BALANCE		45,598,102.99

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DISTRICT SCHOOL BOARD OF COUNTY
DISTRICT SUMMARY BUDGET
For Fiscal Year Ending June 30, 2018

SECTION II. GENERAL FUND - FUND 100 (Continued)

APPROPRIATIONS	Account Number	Totals	Salaries 100	Employee Benefits 200	Purchased Services 300	Energy Services 400	Materials and Supplies 500	Capital Outlay 600	Other 700
Instruction	5000	22,340,254.42	13,635,354.52	3,695,244.95	4,276,349.06		665,554.83	17,238.35	50,512.71
Student Support Services	6100	1,928,056.16	1,453,019.63	394,374.22	79,897.26		765.05		
Instructional Media Services	6200	612,880.84	401,041.97	100,081.83	111,757.04				
Instruction and Curriculum Development Services	6300	1,054,734.86	790,615.63	204,939.62	54,670.21		2,317.43	2,191.97	
Instructional Staff Training Services	6400	457,893.69	332,614.71	80,083.31	42,193.90		3,001.77		
Instruction-Related Technology	6500	220,506.10	24,521.14	7,783.64	52,741.93		19,780.39	115,679.00	
Board	7100	377,816.94	148,013.88	121,012.21	100,537.07		7,550.78	703.00	
General Administration	7200	655,868.58	342,842.00	183,186.80	104,177.66		19,509.59	6,152.53	
School Administration	7300	3,353,060.24	2,654,253.46	694,628.89	2,427.95		249.94	1,500.00	
Facilities Acquisition and Construction	7400	137,142.74	71,055.00	11,807.79				54,279.95	
Fiscal Services	7500	723,715.51	438,937.16	114,467.32	46,782.73		17,519.59	102,087.52	3,921.19
Food Service	7600	12,070.07	11,151.31	918.76					
Central Services	7700	310,215.40	171,470.15	50,756.48	76,583.43		9,623.34		1,782.00
Student Transportation Services	7800	3,534,167.47	2,071,858.32	711,707.47	154,795.03	264,311.35	257,995.80	73,019.60	479.90
Operation of Plant	7900	5,438,365.07	1,300,732.05	484,498.13	1,971,581.28	1,428,149.76	225,591.37	27,299.53	512.95
Maintenance of Plant	8100	1,299,502.08	542,556.09	161,673.39	397,876.94	4,175.94	86,784.16	106,405.56	30.00
Administrative Technology Services	8200	884,474.13	341,570.45	94,724.34	348,026.04		32,896.13	67,107.17	150.00
Community Services	9100	14,713.71	13,059.92	1,153.79			500.00		
Debt Service	9200								
Other Capital Outlay	9300								
TOTAL APPROPRIATIONS		43,355,438.01	24,744,667.39	7,113,042.94	7,820,397.53	1,696,637.05	1,349,640.17	573,664.18	57,388.75

OTHER FINANCING USES:									
Transfers Out: (Function 9700)									
To Debt Service Funds	920	201,186.08							
To Capital Projects Funds	930								
To Special Revenue Funds	940								
To Permanent Funds	960								
To Internal Service Funds	970								
To Enterprise Funds	990								
Total Transfers Out	9700	201,186.08							
TOTAL OTHER FINANCING USES		201,186.08							
Nonspendable Fund Balance, June 30, 2018	2710								
Restricted Fund Balance, June 30, 2018	2720								
Committed Fund Balance, June 30, 2018	2730								
Assigned Fund Balance, June 30, 2018	2740								
Unassigned Fund Balance, June 30, 2018	2750	2,041,478.90							
TOTAL ENDING FUND BALANCE	2700	2,041,478.90							
TOTAL APPROPRIATIONS, OTHER FINANCING USES AND FUND BALANCE		45,598,102.99							

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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
DISTRICT SUMMARY BUDGET
For Fiscal Year Ending June 30, 2018

SECTION II. GENERAL FUND - FUND 100   Page 2

ESTIMATED REVENUES	Account Number	
FEDERAL:		
Federal Impact, Current Operations	3121	23,969.00
Reserve Officers Training Corps (ROTC)	3191	
Miscellaneous Federal Direct	3199	51,138.09
Total Federal Direct	3100	75,107.09
FEDERAL THROUGH STATE AND LOCAL:		
Medicaid	3202	231,609.03
National Forest Funds	3255	
Federal Through Local	3280	69,778.99
Miscellaneous Federal Through State	3299	
Total Federal Through State and Local	3200	301,388.02
STATE:		
Florida Education Finance Program (FEFP)	3310	24,963,627.00
Workforce Development	3315	346,242.00
Workforce Development Capitalization Incentive Grant	3316	
Workforce Education Performance Incentive	3317	
Adults With Disabilities	3318	100,000.00
CO&DS Withheld for Administrative Expenditure	3323	4,371.00
Diagnostic and Learning Resources Centers	3335	
Sales Tax Distribution (s. 212.20(6)(d)6.a., F.S.)	3341	223,250.00
State Forest Funds	3342	4,417.40
State License Tax	3343	8,000.00
District Discretionary Lottery Funds	3344	78,451.00
Class Size Reduction Operating Funds	3355	5,258,677.00
Florida School Recognition Funds	3361	
Voluntary Prekindergarten Program (VPK)	3371	545,000.00
Preschool Projects	3372	
Reading Programs	3373	
Full-Service Schools Program	3378	
State Through Local	3380	
Other Miscellaneous State Revenues	3399	216,144.19
Total State	3300	31,748,179.59
LOCAL:		
District School Taxes	3411	7,353,853.00
Tax Redemptions	3421	
Payment in Lieu of Taxes	3422	
Excess Fees	3423	
Tuition	3424	
Rent	3425	7,000.00
Investment Income	3430	
Gifts, Grants and Bequests	3440	
Adult General Education Course Fees	3461	
Postsecondary Career Certificate and Applied Technology Diploma	3462	10,000.00
Continuing Workforce Education Course Fees	3463	
Capital Improvement Fees	3464	
Postsecondary Lab Fees	3465	
Lifelong Learning Fees	3466	
GED® Testing Fees	3467	
Financial Aid Fees	3468	
Other Student Fees	3469	
Preschool Program Fees	3471	
Prekindergarten Early Intervention Fees	3472	
School-Age Child Care Fees	3473	
Other Schools, Courses and Classes Fees	3479	
Miscellaneous Local Sources	3490	1,500,000.00
Total Local	3400	8,870,853.00
TOTAL ESTIMATED REVENUES		40,995,527.70
OTHER FINANCING SOURCES:		
Loans	3720	
Sale of Capital Assets	3730	9,000.00
Loss Recoveries	3740	
Transfers In:		
From Debt Service Funds	3620	
From Capital Projects Funds	3630	1,406,382.00
From Special Revenue Funds	3640	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	1,406,382.00
TOTAL OTHER FINANCING SOURCES		1,415,382.00
Fund Balance, July 1, 2017	2800	2,159,250.30
TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES AND FUND BALANCE		44,570,160.00

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p3 **DISTRICT SCHOOL BOARD OF GADSDEN COUNTY**
DISTRICT SUMMARY BUDGET
For Fiscal Year Ending June 30, 2018

SECTION II. GENERAL FUND - FUND 100 (Continued)

APPROPRIATIONS	Account Number	Totals	Salaries 100	Employee Benefits 200	Purchased Services 300	Energy Services 400	Materials and Supplies 500	Capital Outlay 600	Other 700
Instruction	5000	21,519,249.00	13,173,543.34	3,718,149.75	3,976,509.75		650,662.27	383.89	
Student Support Services	6100	1,943,230.93	1,524,723.42	418,507.51					
Instructional Media Services	6200	643,816.99	423,438.38	114,317.68	106,060.93				
Instruction and Curriculum Development Services	6300	1,089,042.01	802,684.59	214,357.42	72,000.00				
Instructional Staff Training Services	6400	476,154.93	377,731.25	97,515.36	350.66		557.66		
Instruction-Related Technology	6500	183,336.67	36,631.12	13,097.03	27,244.52			106,364.00	
Board	7100	312,826.44	140,814.10	93,319.55	14,143.82		3,500.00	1,000.00	60,048.97
General Administration	7200	531,041.67	317,473.53	66,292.91	38,500.19		19,626.00	6,286.03	82,863.01
School Administration	7300	3,306,188.29	2,610,536.78	693,935.09	216.42			1,500.00	
Facilities Acquisition and Construction	7400	132,634.40	70,555.00	11,762.00				50,317.40	
Fiscal Services	7500	600,085.46	383,941.06	97,705.90	2,481.42		8,000.00	103,489.08	4,468.00
Food Service	7600	572.98	511.13	61.85					
Central Services	7700	269,510.58	162,740.00	43,607.80	49,004.78		13,798.00		360.00
Student Transportation Services	7800	2,714,595.39	1,329,507.69	548,065.65	139,542.56	253,100.00	394,379.49	50,000.00	
Operation of Plant	7900	5,977,831.21	1,254,635.54	494,690.82	1,912,044.29	2,133,262.12	172,500.99	10,525.45	172.00
Maintenance of Plant	8100	1,121,391.49	519,475.94	157,894.88	319,297.77	3,600.00	36,526.72	84,596.18	
Administrative Technology Services	8200	1,499,330.24	357,793.01	100,561.90	307,372.01		728,092.54	5,510.78	
Community Services	9100	14,213.71	13,059.92	1,153.79					
Debt Service	9200								
Other Capital Outlay	9300								
TOTAL APPROPRIATIONS		42,335,052.39	23,499,795.80	6,884,996.89	6,964,769.12	2,389,962.12	2,027,643.67	419,972.81	147,911.98

	Account Number	Totals
OTHER FINANCING USES:		
Transfers Out: (Function 9700)		
To Debt Service Funds	920	201,366.62
To Capital Projects Funds	930	
To Special Revenue Funds	940	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	201,366.62
TOTAL OTHER FINANCING USES		201,366.62
Nonspendable Fund Balance, June 30, 2018	2710	
Restricted Fund Balance, June 30, 2018	2720	
Committed Fund Balance, June 30, 2018	2730	
Assigned Fund Balance, June 30, 2018	2740	
Unassigned Fund Balance, June 30, 2018	2750	2,033,740.99
TOTAL ENDING FUND BALANCE	2700	2,033,740.99
TOTAL APPROPRIATIONS, OTHER FINANCING USES AND FUND BALANCE		44,570,160.00

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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

</div>

AGENDA ITEM NO. ___8a___

Date of School Board Meeting: _____ **December 18, 2018** _____

TITLE OF AGENDA ITEM: **SUBAWARD AGREEMENT between County of Gadsden Board of Public Education and Florida Gulf Coast University Board of Trustees**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

This Grant is awarded to our School District to provide support with Professional Development

targeting improved outcomes for Students with Disabilities. This Grant funds the research-based

Check & Connect Mentoring Program and the Strategic Instruction Model. These programs are

designed to increase student engagement and student achievement.

FUND SOURCE: N/A
AMOUNT: $22,463.00
PREPARED BY: Sharon B. Thomas
POSITION: Director, Exceptional Student Education

<div align="center">INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER</div>

_2_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered __1__

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

<div align="center">This form is to be duplicated on light blue paper.</div>

summary.for
revised 0591

Proofread by: _____

Research Subcontract Amendment

Subcontract No. 19060-17083-GCSD-01 ("Subcontract")

Under Florida Department of Education ("Prime Sponsor") Prime Contract No. Award #361-1708A-9C001 ("Prime Contract")

Prime Contractor ("Contractor")	Subcontractor ("Subcontractor")
Name: Florida Gulf Coast University Board of Trustees	Name: Gadsden County Schools
Address: 10501 FGCU Blvd South, Fort Myers, FL 33965-6565	Address: 35 Martin Luther King Blvd, Quincy, FL 32351
DUNS: 834477051	DUNS:
Prime Contractor PI Name: Mrs. Margaret Sullivan	Subcontractor PI Name: Sharon Thomas
Amendment Effective Date: October 1, 2018	Amendment No.: 1

Amendment(s) to Original Terms and Conditions

1. Funding in the amount of $22,463 for Year 2 as detailed in the attached budget (Attachment 1) and Spending Guidelines as detailed in Attachment 2. No carryover is permitted.

2. Subaward period of performance for Year 2 is October 1, 2018 to September 30, 2019.

3. Invoicing/Reporting can be not less than monthly, but at least quarterly with final invoice and report due by October 30, 2019.

4. All other terms and conditions of Subaward Agreement 17083-GCSD-01 remain in full force and effect.

IN WITNESS WHEREOF, duly authorized representative of the Parties have entered into this Subcontract as of the date of the last signature set forth below:

Contractor Signature	Subcontractor Signature
Name: Tachung Yih, Ph.D.	Name: Roger P. Milton
Title: Associate Vice President for Research	Title: Superintendent, Gadsden County Schools
Date:	Date:

District:		Gadsden	
Budget Year:		2018-2019	
	Funding Category		
Check & Connect		# of C&C Schools:	5
	Substitute	$ 1,575.00	
	Travel	$ -	
	PD for Personnel	$ 630.00	
	Coordinator Supplements	$ 5,000.00	
	Mentor Supplies	$ 500.00	
	Additional Expenses	$ -	
	C&C Sub Total	$ 7,705.00	
Strategic Instruction Model (SIM)		# of SIM Schools:	4
	Total Printing & Supplies:	$ 2,000.00	
	Ongoing PD	$ -	
	Facilitated Planning	$ -	
	Travel	$ 3,285.85	
	PD for Personnel	$ 7,276.00	
	Coordinator Supplements	$ 1,000.00	
	Additional Expenses	$ -	
	SIM Sub Total	$ 13,561.85	
	Total:	$ 21,266.85	
	Restricted Indirect:	$ 1,195.20	
	Grand Total:	$ 22,463	

District:	Gadsden	
Funding Category		
Check & Connect		
	Substitute	$ 1,575.00
	Travel	$ -
	PD for Personnel	$ 630.00
	Coordinator Supplements	$ 5,000.00
	Mentor Supplies	$ 500.00
	Additional Expenses	$ -
	C&C Sub Total	$ 7,705.00

Budget Year:	2018-2019	Number of C&C Schools:	5

Support Questions

***If there is NO data to be entered in green box, plea

Substitute Days per School:	3
Number of Schools:	5
Substitute Rate per Day (including fringe):	$ 105.00

Travel Cost for PD:	Prep & Imp. (1 day)
Number of Employees Attending:	25
Meal Cost per day ($36.00):	$ 36.00
Number of Days Eligible for Reimbursement:	0
Total Meals Cost:	$ -
Round Trip Mileage per Person:	-
Number of Trips	0
Total Mileage Estimate per Day:	$ -
Total Travel Estimate:	$ -

Number of Personnel to PD:	
Rate of ($) Pay per Day (or per Hour) including fringe:	
Number of Days (or Hours):	
Personnel Cost for Attending PD:	$ -

Number of C&C Coordinators:	5
Annual Rate of ($) Pay (including fringe):	$ 1,000.00

C&C Mentor Supplies @ $250 per school:	$ 500.00

Total Additional C&C Expenses	
Additional Expense Explanation:	

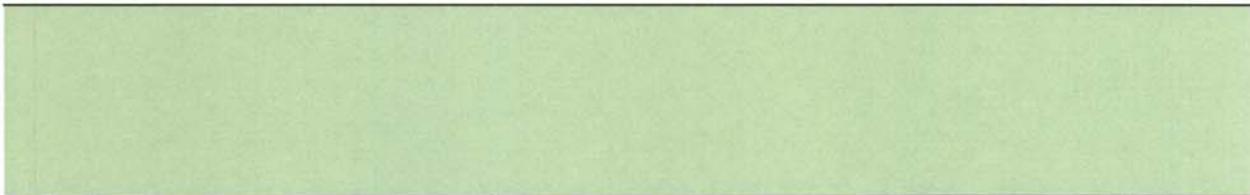| Travel Cost for PD:	Mentor (2 days)
Number of Employees Attending:	25
Meal Cost per day ($36.00):	$ 36.00
Number of Days Eligible for Reimbursement:	0
Total Meals Cost:	$ -
Round Trip Mileage per Person:	-
Number of Trips	-
Total Mileage Estimate per Day:	$ -
Total Travel Estimate:	$ -
Number of Personnel to PD:	0
Rate of ($) Pay per Day (or per Hour) including fringe:	$ -
Number of Days (or Hours):	0
Personnel Cost for Attending PD:	$ -

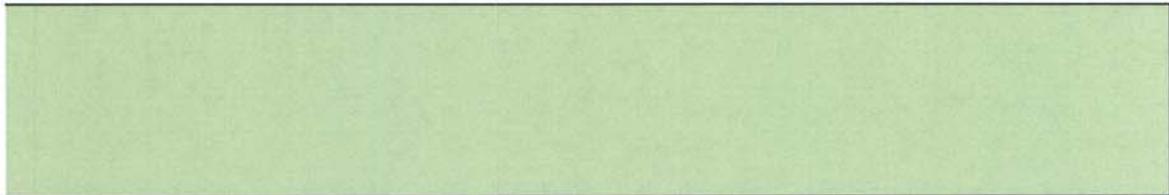| Travel Cost for PD:	te Coordinator Orientation (3 hour)	
Number of Employees Attending:		0
Meal Cost per day ($36.00):	$	36.00
Number of Days Eligible for Reimbursement:		0
Total Meals Cost:	$	-
Round Trip Mileage per Person:		-
Number of Trips		-
Total Mileage Estimate per Day:	$	-
Total Travel Estimate:	$	-
Number of Personnel to PD:		7
Rate of ($) Pay per Day (or per Hour) including fringe:	$	30.00
Number of Days (or Hours):		3
Personnel Cost for Attending PD:	$	630.00

Travel Cost for PD:		Training #4
Number of Employees Attending:		0
Meal Cost per day ($36.00):	$	36.00
Number of Days Eligible for Reimbursement:		0
Total Meals Cost:	$	-
Round Trip Mileage per Person:		-
Number of Trips		-
Total Mileage Estimate per Day:	$	-
Total Travel Estimate:	$	-
Number of Personnel to PD:		0
Rate of ($) Pay per Day (or per Hour) including fringe:	$	-
Number of Days (or Hours):		0
Personnel Cost for Attending PD:	$	-

Travel Cost for PD:	Training #5	
Number of Employees Attending:		0
Meal Cost per day ($36.00):	$	36.00
Number of Days Eligible for Reimbursement:		0
Total Meals Cost:	$	-
Round Trip Mileage per Person:		-
Number of Trips		-
Total Mileage Estimate per Day:	$	-
Total Travel Estimate:	$	-
Number of Personnel to PD:		0
Rate of ($) Pay per Day (or per Hour) including fringe:	$	-
Number of Days (or Hours):		0
Personnel Cost for Attending PD:	$	-

District:		Gadsden
	Funding Category	
Strategic Instruction Model (SIM)		
	Total Printing & Supplies:	$ 2,000.00
	Ongoing PD	$ -
	Facilitated Planning	$ -
	Travel Cost for PD	$ 3,285.85
	Personnel PD Costs	$ 7,276.00
	Coordinator Supplements	$ 1,000.00
	Additional Expenses	$ -
	SIM Sub Total	$ 13,561.85

Budget Year:	2018-2019		Number of SIM Schools:	4
Support Questions			***If there is NO data to be entered in green box, pl	
SIM Number of Implementing Teachers:				20
Printing/Supplies Rate per Teacher:		$	100.00	

Professional Development and/or Planning

Substitute Days per Implementing Teacher			0
Substitute Rate per Day (including fringe):		$	-

Please note only need next section if not using subs.

Number of Planning Days or Hours:			0
Number of Staff Members:			0
Rate of Pay per Staff days or hours (including fringe):		$	-

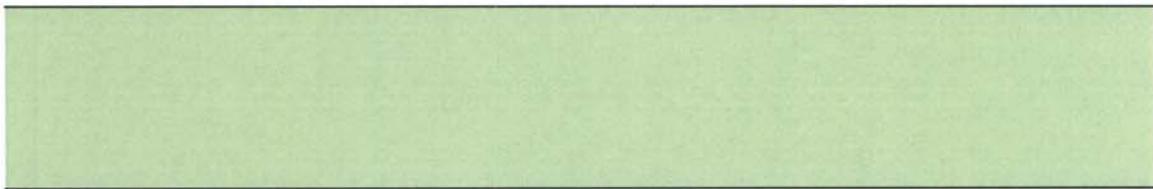|			
Travel Cost for PD:		Learning Strategies - PD (2 days)	
Number of Employees Attending:			13
Meal Cost per day ($36.00):		$	36.00
Number of Days Eligible for Reimbursement:			2
Total Meals Cost:		$	936.00
Round Trip Mileage per Person:			110.00
Number of Trips			1.00
Total Mileage Estimate per Day:		$	636.35
Total Travel Estimate:		$	1,572.35
Number of Personnel to PD:			13
Rate of ($) Pay per Day (or per Hour) including fringe:		$	107.00
Number of Days (or Hours):			2
Personnel Cost for Attending PD:		$	2,782.00
Number of SIM Coordinators:			2
Annual Rate of ($) Pay:		$	500.00
Total Additional SIM Expenses		$	-
Additional Expense Explanation:			

Travel Cost for PD:	Summer Institute (4 days)	
Number of Employees Attending:		8
Meal Cost per day ($36.00):	$	36.00
Number of Days Eligible for Reimbursement:		4
Total Meals Cost:	$	1,152.00
Round Trip Mileage per Person:		110.00
Number of Trips		1.00
Total Mileage Estimate per Day:	$	391.60
Total Travel Estimate:	$	1,543.60
Number of Personnel to PD:		8
Rate of ($) Pay per Day (or per Hour):	$	107.00
Number of Days (or per Hours):		4
Personnel Cost for Attending PD:	$	3,424.00

| Travel Cost for PD:	Facilitated Planning (1 day)
Number of Employees Attending:	8
Meal Cost per day ($36.00):	$ 36.00
Number of Days Eligible for Reimbursement:	0
Total Meals Cost:	$ -
Round Trip Mileage per Person:	-
Number of Trips	-
Total Mileage Estimate per Day:	$ -
Total Travel Estimate:	$ -
Number of Personnel to PD:	8
Rate of ($) Pay per Day (or per Hour):	$ 107.00
Number of Days (or per Hours):	1
Personnel Cost for Attending PD:	$ 856.00

Travel Cost for PD:	te Coordinator Orientation (1 day)	
Number of Employees Attending:		2
Meal Cost per day ($36.00):	$	36.00
Number of Days Eligible for Reimbursement:		1
Total Meals Cost:	$	72.00
Round Trip Mileage per Person:		110.00
Number of Trips		1.00
Total Mileage Estimate per Day:	$	97.90
Total Travel Estimate:	$	169.90
Number of Personnel to PD:		2
Rate of ($) Pay per Day (or per Hour):	$	107.00
Number of Days (or per Hours):		1
Personnel Cost for Attending PD:	$	214.00

Travel Cost for PD:	Training #5	
Number of Employees Attending:		0
Meal Cost per day ($36.00):	$	36.00
Number of Days Eligible for Reimbursement:		0
Total Meals Cost:	$	-
Round Trip Mileage per Person:		-
Number of Trips		-
Total Mileage Estimate per Day:	$	-
Total Travel Estimate:	$	-
Number of Personnel to PD:		0
Rate of ($) Pay per Day (or per Hour):	$	-
Number of Days (or per Hours):		0
Personnel Cost for Attending PD:	$	-
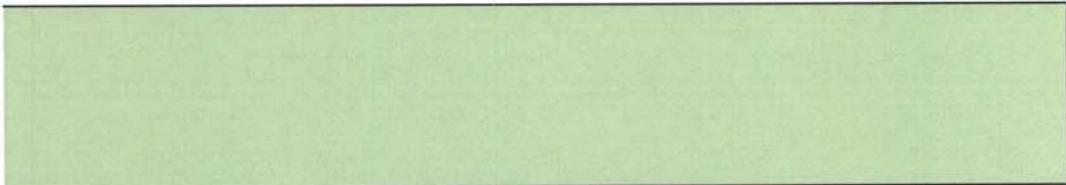
Florida State Personnel Development Grant (SPDG) 2017-2022

District Implementation Team Funding Guidelines

Purpose: Florida's State Personnel Development Grant (SPDG) was developed to improve outcomes for students with disabilities, specifically to increase student proficiency rates, graduation rates and decrease dropout rates.

The initiatives supported by the SPDG, Strategic Instruction Model (SIM) and Check and Connect (C&C) are evidence based strategies that have proven highly effective with all students. While the priority of the grant targets results for students with disabilities, there will be incidental benefit to non-ESE students. The guidelines set out below will assist the district implementation teams in developing a budget for supporting implementation of SIM or C&C.

The focus of the Florida SPDG is to build the internal capacity of districts and schools to implement and sustain the evidence validated practices of C&C and SIM. Successful implementation of these practices results in successful student outcomes. The grant purpose is not to provide material supports to individual students; it is to ensure personnel are receiving effective professional development and coaching to implement the SIM or C&C with fidelity. All funds must be used solely for activities and deliverables that directly support the accomplishment of the program purposes, priorities and expected outcomes.

FL SPDG has attempted to support districts in removing barriers to implementation such as providing access to training materials and supplies necessary for implementation. In the case of SIM instructional practices, there are very specific supplies needed by implementing teachers, which are not typically widely available in schools. In addition, access to efficient data systems or software such as GIST for SIM and/or the C&C app are appropriate, as they are critical supports for implementation fidelity. There are no supplies necessary to implement C&C. Some materials may be justified for *augmenting* C&C implementation, however, many common requests such as incentives, supplies, backpacks, lanyards etc. and craft supplies do not meet the primary grant goal and many of the items are specifically listed in the non-allowable items on the list below. If the DIT feels confident that any requested supply purchases will support C&C implementation and are items that will build sustainability, each school may expend $250 on Mentor supplies. of possible budget lines to consider:

- Professional development stipends/supplements or substitutes
  - SIM - See items to consider page 4
  - C&C - See items to consider page 5
- Small travel budget to allow administrators, instructional coaches, site coordinators, and potential professional developers to attend special sessions of PD
- Supplement for school or district level liaison(s) and/or facilitator(s) of initiative implementation

- Release time for coach/professional developer/trainer to learn to train and coach implementation of SIM or C&C
- Mentor incentives not necessarily stipends*
- District Coordinator part time salary

*Please note both state and federal funding requirements forbid use of dollars for food, incentives such as awards, gift cards, flowers or memorabilia. The specific language from FDOE is below.

Florida Department of Education Grant Guidelines

Allowable Expenses

Program funds must be used solely for activities and deliverables that directly support the accomplishment of the program purposes, priorities and expected outcomes during the program award period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.

Allowable expenditures may include the costs associated with employing appropriate staff for administering the discretionary project, office materials and supplies and other relevant costs associated with the administration of this project, including travel reimbursement, meeting room rentals, consultant fees, printing, and conference registration and fees, as approved by FDOE.

Purchase of the following types of devices and services require prior approval from BEESS: tablets and portable media players (e.g., iPads and iPods), air cards, internet connectivity services, personal digital assistants (PDA), cell phones, and similar devices. This includes the cost to support such devices. The justification for these kinds of devices and a detailed description must be included in the budget narrative. The justification must also include an explanation of why the device is necessary, how the devices will be kept secure, and the cost efficiency, if applicable (e.g., the reason the iPad is necessary instead of a laptop computer or a cell phone is necessary instead of a landline telephone).

Unallowable Expenses

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. The discretionary project is expected to consult with their BEESS project liaison with questions regarding allowable costs.

o Advertisement

o Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)

o Clothing or uniforms

2

- o Costs for items or services already covered by indirect costs allocation

- o Decorations

- o Dues to organizations, federations or societies for personal benefit

- o End-of-year celebrations, parties or socials

- o Entertainment (field trip without the approved academic support is considered entertainment)

- o Game systems and game cartridges (e.g., Wii, Nintendo and PlayStation)

- o Gift cards

- o Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

- o Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)

- o Land acquisition

- o Meals, refreshments or snacks

- o Overnight field trips (e.g., retreats, lock-ins)

- o Pre-award costs

- o Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)

- o Tuition

Prior written approval must be obtained from BEESS for the purchase of any furniture or equipment using discretionary project funds.

Promotional or marketing items (e.g., flags, banners, t-shirts, pencils) not directly related to the support of and implementation of this project are **unallowable**.

Costs that are not allowable for federal programs, per EDGAR, may be found at www2.ed.gov/policy/fund/reg/edgarReg/edgar.html or in the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide.

3

SPDG
Florida's State Personnel Development Grant

Items to consider in budgeting for SIM implementation

Per Year	Regional Institutes	After hours or with substitute	Coaching
Content Enhancement Routines (Core Content Teachers in Departments/PLCs)	4 days (6 hours/day) • allocate for stipend and travel	12 hours (broken up into full days or partial days) • allocate for stipends and/or subs	During contract hours (no funding needs to be allocated)
Learning Strategies (for Intervention/ESE teachers providing Tier 2 or 3 supports)	• 2 days (6 hours/day) allocate for stipend and travel	12 hours (broken up into full days or partial days) • allocate for stipends and/or subs	During contract hours (no funding needs to be allocated)
Sessions for administrators/planning teams	• 1 day • allocate for travel, stipends as appropriate	allocate substitutes as needed for teachers participating on DIT	During contract hours (no funding needs to be allocated)
Professional Development for Capacity Coach/ Instructional Coaches	4 days (24 hours) • allocate for substitutes/stipends if needed and travel	12 hours to support PLCs and/or intervention teachers (broken up into full days or partial days) • allocate for stipends and/or subs	During contract hours (no funding needs to be allocated)
Potential CER or LS Professional Developer Institute-PPDI (summer)	5 days (travel paid by FDLRS Admin.) • allocate for stipend		During contract hours (no funding needs to be allocated)
Potential Specialist Institute (Micro-credential in one LS or CE)	2 days (travel paid by FDLRS Admin.) • allocate for stipend		During contract hours (no funding needs to be allocated)
Capacity Coach - compensation or release time to provide systems/instructional coaching			
Printing/copying costs for CE and LS, recommend $100 per implementing teacher			
Binders or folders for students of teachers implementing Learning Strategies			

4

Items to Consider in Budgeting for C&C Implementation

Identification & Preparedness Year 1	Implementation years 2-5
District Overview – 1 ½ hr. Onsite • Allocate for time/sub	Overview as necessary
Trainings Preparation & Implementation Training-6 hrs. in district Mentor Training – 12 hours in district Capacity Coach (Once the District Implementation Team selects coach) 3-24 hrs. training as needed dependent upon level of coaching experience Coordinator Orientation – 6 hrs. • Allocate PD stipends/substitute and travel if necessary	Training and Travel • Preparation & Implementation 6 hrs. • Mentor Training – 12 hrs. + travel and subs • Capacity Coach refreshers – 6hrs + travel • Refresher Blasts – Mentor renewals – 6 hrs. + travel • Site Coordinator – 6 hrs. + Travel/sub • Summer District Implementation Team Summit – 6 – 12 hrs. as determined + travel
Funding: May support District Coach once selected by District Implementation Team	Funding: Suggestions for district team to consider where financial supports go: capacity coach, mentors, site coordinator, data specialist

5

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO.   9a

Date of School Board Meeting: December 18, 2018

TITLE OF AGENDA ITEM: Gadsden County High School

DIVISION: Secondary Education

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

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

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field

trips must be approved by the School Board. Gadsden County High School is requesting approval for an

out-of-state field trip to Thomasville, GA. Please see attached documentation.

FUND SOURCE: N/A

AMOUNT: N/A

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

POSITION: Director of Secondary Education/ Director of Adult, Career and Technical Education

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

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

FIELD TRIP REQUEST

SCHOOL:	CONTACT FOR FIELD TRIP:
Gadsden County High	Diane Walker

DATE OF TRIP:	WHO IS ATTENDING: (grade/organization)
12/27-29/18	Varsity Basketball Team (Girls)

LOCATION:	TRAVELING BY:
Thomasville Ga	✓ School bus _____ Charter bus _____ Vans

PURPOSE:

Basketball Game

SCHOOL BUS – Required items for approval:	CHARTER BUS – Required items for approval:
1. Principal's signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Documentation showing correlation of the Florida Standards or benchmarks to the field trip request	1. Principal's signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Copy of charter bus contract with signatures 5. Proof of Insurance showing either district or school as insured
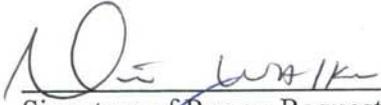
_____
Signature of Person Requesting Trip
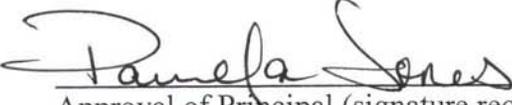
_____
Approval of Principal (signature required)

_____ APPROVED	_____ DENIED
Superintendent/Designee	Date 12/4/18
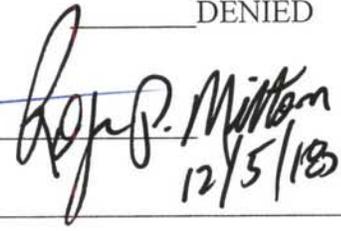
Please forward completed form via district mail or fax to:
Mrs. Cheryl Ellison
Administrative Assistant for Curriculum & Instruction
Fax: (850) 627-3530   Email: ellisonc@gcpsmail.com

Gadsden High Lady Jaguars
2018-2019
Girls Basketball Schedule

Date	Time	Opponent	Location
Nov. 13-14, 2018	TBA	Tip-off Classic	Rickards
Nov 27, 2018	5:30 & 7:00	Marianna	Home
Nov. 30, 2018	6:00 & 7:30 p.m.	Lincoln	Away
Dec. 3, 2018	6:00(V)	North Fl Christian	Home
Dec. 4, 2018	6:00 & 7:30 p.m.	Leon	Away
Dec. 7, 2018	5:30 & 7:00	Rickards	Home
Dec. 11, 2018	5:30	Taylor	Home
Dec. 12, 2018	6:00 & 7:30 p.m.	FAMU	Away
Dec. 13, 2018	6:00 & 7:30 p.m.	FL. High	Home
Dec. 22, 2018	3:00 est	Chactow	Port St. Joe
Dec 27, 2018	1:00 p.m.	Randolph Clay	Thomasville GA
Dec 28-29, 2018	TBA	Christmas Tournament	Thomasville GA
Jan. 3, 2019	2:00 (V)	North FL. Christian	Away
Jan. 8, 2019	5:00 (V)	Port St. Joe	Home
Jan. 9, 2019	6:00 & 7:30 p.m.	Rickards	Away
Jan. 15, 2019	5:30 p.m.	Taylor	Away
Jan. 17, 2019	6:00 & 7:30 p.m.	FL. High	Away
Jan. 24, 2019	6:00 & 7:30 p.m.	Marianna	Away
Jan. 30, 2019	5:30 & 7:00 p.m.	Godby	Home
Jan. 31, 2019	6:00 & 7:30 p.m.	Lincoln	Home
Feb. 5, 2019	5:00 p.m.	*District Tournament	Home

Feb. 7, 2019	7:00 p.m.	*District Championship	Home
Feb. 2019	6:00 p.m.	*State Tournament	Lakeland

Diane Frost-Walker (Head Coach)

Gadsden County High School

Girls Basketball Itinerary

At 315 Hansel St, Thomasville Ga. 31792

Coaches: Diane Walker, Chavien Lockwood, Dwyane Moore, Tamra Fitzgerald

December 27, 2018

10:00 a.m.	Depart for Thomasville Ga. (Players and Coaches)
1:00 p.m.	Game Start (subject to change base upon delays)
3:00 p.m. – 4:00 p.m.	Players will eat at McDonalds or Subway
4:00	Depart Restaurant en-route to Gadsden County High
6:00 p.m.	Arrive back at Gadsden County High

December 28, 2018

10:00 a.m.	Depart for Thomasville Ga. (Players and Coaches)
1:00 p.m.	Game Start (subject to change base upon delays)
3:00 p.m. – 4:00 p.m.	Players will eat at McDonalds or Subway
4:00	Depart Restaurant en-route to Gadsden County High
6:00 p.m.	Arrive back at Gadsden County High

December 29, 2018

1:00 p.m.	Depart for Thomasville Ga. (Players and Coaches)
4:00 p.m.	Game Start (subject to change base upon delays)
6:00 p.m. – 7:00 p.m.	Players will eat at McDonalds or Subway
7:15p.m	Depart Restaurant en-route to Gadsden County High
9:45p.m.	Arrive back at Gadsden County High

GIRLS VARSITY ROSTER

N	12th
A	11th
D	12th
Ju	11th
Ni	9th
Ja	12th
Ty	12th
Nv	10th
Sł	12th
La	12th
Sł	10th
Bı	11th
Ta	12th

Coaches: Diane Walker, Dwyane Moore, Chavien Lockwood, Tamra Fitzgerald

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____9b_____

DATE OF SCHOOL BOARD MEETING: _____December 18, 2018_____

TITLE OF AGENDA ITEM: Threat Assessment Procedures Manual

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval is requested of The Gadsden County School District's procedures manual for Threat Assessment. The manual comprises the three-stage Threat Assessment process: (1) Initial Response, (2) Level 1 Screening, and (3) Level 2 In-Depth Assessment. The three stages of the Threat Assessment process are intended to ensure timeliness of response, safety of all in the school environment, and deployment of the school's resources in the most efficient manner, according to the facts of each individual case.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Bruce James

POSITION: Safety Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

Gadsden County School District

Threat Assessment

Procedures Manual

TABLE OF CONTENTS

THREAT ASSESSMENT

Introduction and Overview

The Gadsden County School District's procedures for the Threat Assessment comprises the three-stage Threat Assessment process: (1) Initial Response, (2) Level 1 Screening, and (3) Level 2 In-Depth Assessment. The three stages of the Threat Assessment process are intended to ensure timeliness of response, safety of all in the school environment, and deployment of the school's resources in the most efficient manner, according to the facts of each individual case. As we emphasize in our training, "not all threats are created equal;" hence, it is important that those charged with responding to potential threats in the schools have a systematic means of gathering information and communicating with each other about the seriousness of the situation and the need for immediate action. In the majority of cases, there is sufficient time to complete all three stages of the Threat Assessment process, if needed. But in some instances, a threat may be imminent, requiring quick and effective action to ensure safety. The three-stage Threat Assessment process allows for maximum flexibility in responding to and managing the variety of threat situations that may arise in schools.

Types of Threat

You may gain some initial guidance about how to respond by thinking about the type of threat the student is making. According to the FBI, threats fall into four basic categories:

- Direct threat—a threat that identifies a specific act against a specific person(s) or target(s) delivered in a clear, plausible, and explicit manner.
- Indirect threat—a threat that is unclear, ambiguous, or lacks specificity. Violence is implied, but the threat is phrased tentatively, suggesting that a violent act could occur, not that it will occur.
- Veiled threat—a threat that strongly implies, but does not explicitly threaten, violence.
- Conditional threat—a threat often seen in extortion cases. It warns that a violent act will occur unless certain demands or terms are met.

While all threats should be taken seriously, only one of these (direct threat) suggests that immediate action may need to be taken. In each of the other cases, there is time to complete all stages of Threat Assessment, if needed. That is, there should be sufficient time to gather additional information about the student that will help you determine the nature of the threat, and plan for intervention and supervision.

LEVELS OF THREAT

A second determination you will need to make concerns the level of threat posed by the situation. The district's procedures correspond with FBI recommendations about levels of threat and include the following:

- *Low Level of Threat*

  - ✓ Poses a minimal risk to the victim and public safety
  - ✓ Is vague and indirect
  - ✓ Information is inconsistent, implausible, or lacks detail
  - ✓ Content suggests the person is unlikely to carry out the threat

- *Medium Level of Threat*

  - ✓ Could be carried out, although it does not appear totally realistic
  - ✓ More direct and more detailed than a low level of threat
  - ✓ Wording suggests some thought has been given to how the act will be completed
  - ✓ Includes a general indication of place and time, but still falls well short of a detailed plan
  - ✓ No strong indication that preparatory steps have been taken
  - ✓ Statements seek to convey that the threat is not empty (e.g., "I'm serious!" or "really mean it!")

- *High Level of Threat*

  - ✓ Direct, specific, and plausible
  - ✓ Appears to pose imminent and serious danger to safety of others
  - ✓ Suggests detailed steps have been taken (e.g., stalking or acquisition of weapons)
  - ✓ Almost always requires involving law enforcement

Again, sorting among levels of threat is not an exact science and requires judgment. Two general principles may prove helpful when determining level of threat. The first is specificity of content. All threats can be analyzed for their content (e.g., "what" is being said or implied). There's a big difference between, "I'm so mad I could choke someone" (vague and nonspecific); and, "At lunchtime today, I'm gonna get Dave, and cut him up like a jigsaw puzzle" (specific about who, when, where, and how). As a general rule of thumb: the more specific the content of a threat, the more serious the risk of imminent danger.

A second principle is plausibility of context. All threats can also be analyzed for their context (e.g., events and conditions that surround the threat). Again, there's a big difference between, "I'm gonna get a nuclear bomb and blow up the whole county" (not plausible); and, "My dad's got guns all around the house; I know where to get'em, and I know how to use'em" (plausible). As a general rule of thumb: the higher the plausibility of threat context, the more serious the risk of imminent danger. When both converge (high specificity and plausibility), you should be especially vigilant about the potential for imminent danger.

If you're struggling to determine exactly which level of threat is posed, err on the side of caution. If you just can't decide if a situation represents a low or medium level of threat, better to go with medium. Using the district's procedures, this will automatically send the case to Level 1 screening, where additional information can be gathered. Remember that in the vast majority of cases you have time for information gathering; and more detailed information will never be a waste of time.

Factors Shaping the Student's Decision-Making and Behavior

A final consideration in determining the nature of threat is students' past and current behavior, and factors that might influence their decision-making. The FBI recommends consideration of all the following:

- *Personality of the student*
  - ✓ Behavioral characteristics
    * History of violent behavior
    * Capacity to cope with stress and conflicts
    * Ways of dealing with anger, humiliation, disappointments
    * Resiliency related to failure, criticism, or other negative experiences
    * Response to rules and authority
    * Capacity for emotional empathy and/or respect for others

  - ✓ *Internal states/traits*
    * Tolerance for frustration
    * Need for control
    * SKYWARD on perceived injustices
    * Presence of depression or other mental illness
    * Self-perceptions (narcissism/insecurity)
    * Need for attention
    * SKYWARD of blame (internal/external)
    * Sense of self-importance compared to others (superior/inferior)

- *School dynamics*

  - ✓ Student's attachment to school
  - ✓ Tolerance for disrespectful behavior
  - ✓ Approach to discipline (equitable/arbitrary)
  - ✓ Flexibility/inclusiveness of differing cultures
  - ✓ Pecking order among students
  - ✓ Code of silence among students
  - ✓ Supervision of computer/internet access

- *Social dynamics*

  - ✓ Peer group relationships and culture
  - ✓ Use of drugs and alcohol
  - ✓ Use of media, entertainment, technology
  - ✓ Level and SKYWARD of interests outside school
  - ✓ Potential for being influenced by past events to become "copycat"

- *Family dynamics*

  - ✓ Parent/Guardian-child relationships
  - ✓ Attitudes toward "deviant" behavior
  - ✓ Access to weapons
  - ✓ Sense of connectedness/intimacy
  - ✓ Attitude toward parental authority (e.g., resentment)
  - ✓ Supervision (e.g., monitoring of child's whereabouts, peer group, TV, video games, internet use, etc.)

In the Gadsden Threat Assessment procedures, this analysis is conducted by completing the Threat Risk Assessment Checklist (TRAC), a task assigned to the Level 1 and Level 2 assessment teams.

Final Considerations

Depending on the outcome of your threat assessment, the team will need to decide what the appropriate "next steps." are These steps may range from immediately securing the student in question, deciding on alternatives to current school placement that may be needed, calling in law enforcement, and how best to notify parents about the situation; to planning for short- term or long-term interventions and/or supervision in the schools, monitoring of the student's behavior, planning for a student's return to campus after suspension, and/or referral to appropriate mental health or social service agencies for follow-up. The district's Threat Assessment manual contains numerous suggestions for follow-up activities you may find useful as you plan for the variety of contingencies that may arise.

Remember, too, that the goal of threat assessment is not only to keep schools safe, but also to help potential offenders overcome the underlying sources of their problems. Effective threat assessment provides school personnel a wealth of information about a student's risks and resources. For example, a student who turns out to be expressing a low level of threat may still be one with a high level of need for intervention, supervision, and mental health services. In the spirit of prevention, identifying such a student and enabling services that may help ameliorate his or her problems, should be seen as a positive outcome for all involved.

What follows in the remainder of this manual are detailed instructions, procedures, and forms for responding to threat situations in the school setting. The manual is organized around the three key phases of the threat assessment process: (1) Initial Response, (2) Level 1: Screening, and (3) Level 2: In-Depth Assessment

THREAT ASSESSMENT FLOWCHART

Threat of Violence Towards Other(s)

Contact Gadsden County Sheriff's Office if imminent danger to others

Medium or High level of threat

Submit School Threat Assessment Team Immediate Notification and go to Level 1: Screening

Administrator completes Initial Response Process: Initial Statement Interview and Assessing Level of Threat Form

Low level of threat Unfounded concerns

Monitor and provide needed supports

Level 1: Screening Steps

1. Assemble Level 1: Screening site team
2. Complete Parent/Guardian Notification Checklist
3. Complete Data Collection Sheet
4. Hold site team meeting, within 24 hours of threat, to complete **TRAC** and develop **Student Supervision Plan**
5. Determine if Level 2: In-Depth Assessment is warranted. If yes, proceed to Level 2. If no, proceed to plan implementation and monitoring

SRO and /or School Threat Assessment Team determines need for referrals to Law Enforcement

YES

Level 2 is needed

NO

Level 2 is not needed

Implement Student Supervision Plan and monitor

Level 2: In-Depth Assessment Steps

1. Assemble Level 2 Assessment team
2. Complete Teacher Information Forms
3. Give notice and conduct Student and Parent/Guardian Interviews.

File records in Admin. folder

- Community Resources
- Mental Health Evaluation Treatment

Implement Plan of Action and monitor

INITIAL RESPONSE

Threat of Violence Towards Other(s)

Contact SRO or Gadsden County Sheriff's Office if imminent danger to others

Medium or High level of threat

Submit School Threat Assessment Team Immediate Notification and go to Level 1: Screening

Administrator completes Initial Response Process: Initial Statement Interview and Assessing Level of Threat Form

Low level of threat Unfounded concerns

Monitor and provide needed supports

TASKS TO COMPLETE

- Gather information regarding threat
  - ❖ Administrator interviews at-risk student and available witnesses using the Initial Statement Interview Guide

- Assess level of threat
  - ❖ Administrator completes Assessing Level of Threat Checklist

- Contact Gadsden Sheriff's Office
  - ❖ By phone, when needed (immediately if imminent danger)
  - ❖ Submit SCHOOL THREAT ASSESSMENT TEAM Immediate Notification Form, when needed

- Determine if Level 1: Screening is needed
  - ❖ If screening is needed, assemble Level 1 site team
  - ❖ If screening is not needed, monitor and provide needed supports

Threat Assessment Procedures

Initial Response

INITIAL RESPONSE: Investigation of threat and determination of need for Level 1: Screening

STEP 1   Gather Information Regarding Threat

Administrator gathers initial statement from the reporter of the threat, the identified at- risk student, and additional witnesses. The administrator uses the Threat-Related Initial Statement Interview Guide when speaking with the identified at-risk student.

STEP 2   Assess Level of Threat

The administrator completes the *Assessing Level of Threat Checklist* to make an initial judgment about the level of the at-risk student's threat. Whenever possible, teacher input should be solicited and considered. The threat is rated as low, medium, or high level.

> **If the threat is determined to be of low level, then a Level 1 Screening is NOT needed.** The administrator should continue to monitor the situation and provide any needed supports, with a review of the situation after one week.

> A threat that has been rated as low level poses little danger to public safety. Appropriate intervention involves interviewing the student and likely notifying his or her parents. The administrator should take the appropriate disciplinary actions that are in compliance with school board policies and monitor the case accordingly.

> **If the threat is rated as medium or high level, then Level 1 Screening is necessary.** The administrator completes the *SCHOOL THREAT ASSESSMENT TEAM Immediate Notification Form*, documenting the incident, and forwards copies to the Gadsden Schools SRO. The administrator should proceed to Level 1/Step 1.

> A threat that has been rated as medium level, will likely involve contacting both school and community based "law enforcement" professionals and other sources to obtain additional information. The medium-level threat will sometimes warrant investigation as a possible criminal offense. Intervention supports (e.g., a referral for counseling or other mental health services) will be necessary.

> A threat that has been rated as high level will require the school to immediately inform the appropriate law enforcement agencies. The school's crisis response plan may need to be implemented.

Source: *The School Shooter: A Threat Assessment Perspective. O'Toole, M.E. (2000), Federal Bureau of Investigation Report. Available: www.fbi.org.*

Threat-Related Initial Statement

Interview Guide

Name:_____ **School:**_____ **Date:**_____

NOTE: The following items are presented as a guide for gathering needed information. The actual language used during the interview should be modified based on the child's maturity level.

1. It has been reported that you have threatened to harm_____. I need to find out the specifics of this situation from your point of view. Give me your description of what happened, who is involved, and what you said or did (i.e., specific, plausible details including intended victim(s), time, and approach).

2. What steps have you taken or plans have you made toward carrying out the threat?

3. Do you have access to the (gun, knife, bomb materials, etc. that student threatened to use in response to question 1) that you would need to do this?

4. What happened just before this reported incident (student's perception of precipitating event)?

5. Can you think of any problems in your life that might have led up to this threat/incident (seek to determine motivation and purpose of the student's actions)?

6. Who else have you talked with about your thoughts/plans? How did he/she react?

ANY THREAT SHOWN BY THIS INTERVIEW TO BE REALISTIC, WELL PLANNED, AND/OR POTENTIALLY LETHAL SHOULD BE CONSIDERED VIABLE. LAW ENFORCEMENT SHOULD BE CONTACTED IMMEDIATELY.

Threat-Related Initial Statement

Suicide Risk

Interview Guide

Name:_____ **School:**_____ **Date:**_____

1. It has been reported that you have threatened to harm yourself. Do you have a plan for how you might act on your thoughts of suicide? How might you do it? How soon are you planning on suicide? How prepared are you to commit suicide?

2. What steps have you taken or plans have you made to carry out the threat?

3. Do you have access what you need to commit suicide?

4. Does your physical or emotional pain feel unbearable?

5. Do you have any resources or reasons for living?

6. Have you or anyone close to you ever attempted suicide before?

7. Have you talked with anyone about your thoughts/plans?

8. Have you ever had mental health care?

Suicide /Self-Harm Assessment Procedure

AT RISK

↓

Inform Student of Parent Contact

↓

Contact Parent

↓

Document in Confidential File

↓

Follow Up with Student and Parent

IMMINENT

↓

Supervise Student

↓

Contact Parent to Come to School (Include Witness in Phone Call)

↓

* Complete Parent Notification Form with Written Recommendations

* Obtain Parent Signature

* Provide Parent Copy of Form

↓

Release Student to Parent

↓

- Inform School Administrator
- Document in Confidential File

↓

- Follow Up
- Safety Plan

EMERGENCY

Active Self-Harm Behavior AND/OR Parent Refuses to (or Cannot) Comply with Recommendations

↓

Supervise Student

↓

Contact Parent

↓

Release Student to SRO

↓

- Inform School Administrator
- Document in Confidential File

↓

- Follow Up
- Safety Plan

Gadsden COUNTY SCHOOLS
35 MLK Jr. Blvd
Quincy, FL 32315

SUMMARY OF STUDENT CONTACT

Student: _____ School: _____

Student Services Professional: _____ Date: _____

Summary of Contact:

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┌─────────────────────────────────────────────────────────────────────────┐
│                                                                           │
│                                                                           │
│                                                                           │
│                                                                           │
│                                                                           │
│                                                                           │
│                                                                           │
│                                                                           │
└─────────────────────────────────────────────────────────────────────────┘
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Actions: (Check all that apply)   Contact Name:

- ☐ Parent contact made (REQUIRED):   _____
- ☐ Inform school administrator (REQUIRED)   _____
- ☐ Consult with SRO/Law enforcement: _____
- ☐ Consult with appropriate school staff: _____
- ☐ Referral to community agency: _____
- ☐ Referral to crisis center   _____
- ☐ Other actions: _____

_____
School Student Services Professional/Title

Distribution: Counselor's File
                Do not place in cumulative folder.

Gadsden County Schools

35 MLK Jr. Blvd

Quincy, FL 32315

PARENTAL NOTIFICATION OF SUICIDE RISK ASSESSMENT

Mr. /Mrs./Ms.: _____ parent/guardian of:_____
participated in a conference via phone _____ or in person ____ on (date)_____.
During this conference, the parent(s)/guardian(s) were informed that their child was assessed and
determined to be at risk for suicide. They were also informed that they should monitor their
child for safety and take the appropriate safeguards. School personnel explained the school
system's role in providing support to their child in conjunction with services available through
the community.

Parents were encouraged to seek assistance with one or more of the following community
resources:

☐ Seek mental health services
☐ Contact the Meridian Behavioral Health Crisis Line (1-352-374-5600 ext. 1)
☐ Call 911 if immediate danger
☐ Other

_____   _____
Parent or Legal Guardian   Date   Guidance Counselor   Date

_____
School Personnel (Witness)   Date

Distribution: Notify administrator; Maintain personal copy; **Do not** place in cumulative folder.

Assessing Level of Threat Checklist

All threats should be assessed and managed in a timely manner. A threat assessment seeks to make an informed judgment about two questions: (1) CONTENT- how credible and serious is the threat itself? and (2) CONTEXT- to what extent does the person making the threat appear to have the resources, intent, and motivation to carry out the threat? The National Center for the Analysis of Violent Crime (NCAVC) experience in analyzing a wide range of threats suggests that, in general, the more direct and detailed a threat is, the more serious the risk. A threat that is assessed as high level will almost always require immediate law enforcement intervention. Please remember that, although the content of the communication may lead one to believe that the threat is not serious, one must also assess the context in which the threat occurred. Regardless of whether the threat is rated low, medium or high, if the context suggests a history of conflict and related violent behavior warning signs, Level 1: Screening should be continued.

1. Low Level of Threat
    ___Threat is vague and indirect
    ___Information contained within the threat is inconsistent, implausible or lacks detail
    ___Threat lacks realism
    ___Content of threat suggests that person is unlikely to carry it out
    ___Context of threat suggests person is unlikely to have access to resources, lacks intent
      and motivation, and does not present with a history of conflict or related violent behaviors

2. Medium Level of Threat
    ___Threat is more direct, detailed, and concrete than low level threat
    ___Wording in the threat suggests that the at-risk student has given some thought to how the act will be carried out
    ___There may be indication of a possible place and time (though these signs still fall well short of detailed plan)
    ___There is no clear indication that the at-risk student has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility — an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
    ___There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" or "I really mean this!"
    ___Context of threat suggests person may have access to resources, indicates possible intent and motivation, and/or presents with a history of conflict or related violent behaviors

3. High Level of Threat
    ___Threat is direct, specific, and plausible
    ___Threat suggests concrete steps have been taken toward carrying it out.
    Examples include student statements indicating acquisition or practice with a weapon and/or having the victim(s) under surveillance.
    ___Context of the threat suggests student has secured resources, has definite intent and motivation, and/or there is a strong history of conflict and previous high-risk behaviors
Recommendation(s):
    ___Monitor situation (monitoring to be supervised by) _____
    ___Initiate Level 1: Screening process (for medium and high levels of threat)
    ___Contact law enforcement
    ___Other (specify) _____

SCHOOL THREAT ASSESSMENT TEAM IMMEDIATE NOTIFICATION FORM
Complete form for all serious incidents
REPORTING INFORMATION

School/Site _____

Telephone # _____

Date of Incident_____ Time of Incident_____

Principal/Administrator:_____ Incident Occurred: On Campus / Off Campus

Name of Complainant_____

_____ Student   _____Employee   _____Parent   _____Other

Area of Concern:

__ *ADHA /ADD*   __ *Conduct*   __ *Grief*   __*Substance Abuse*

__ *Anxiety*   __ *Depression*   __ *Peer Relationships*   __*Other:_____*

__ *Bullying/Policy*   __*Family Issues*   __*Stress/Coping*
   Reference

Behavioral Concerns? __Yes __ No   **Suicide Risk?** __Yes __ No   **Threat to Others?** __Yes __ No

If Yes, check box for action(s) taken:
__ File Review   __ Suicide Risk Assessment   __ Threat Assessment
__ Parent/Guardian Contact   __ Structured Interview   __ Other:_____
Explain: (Please explain below & use additional sheets if necessary)

DETAILS OF INCIDENT

Victim (s):   Grade

Name_____   _____
Name_____   _____
Suspect (s):
Name_____   _____
Name_____   _____

(Please use additional sheets if necessary.)
Describe Incident/Injuries
_____

Describe Property
Loss/Damage_____
_____
_____

SRO Notified: Yes_____ No_____   GCSO Report Created: Yes_____ No_____ Report #_____
Rescue Notified: Yes _____No_____
Administrator_____

LEVEL 1: SCREENING

Level 1: Screening Steps

1. Assemble Level 1: Screening site team
2. Complete Parent/Guardian Notification Checklist
3. Complete Data Collection Sheet
4. Hold site team meeting, within 24 hours of threat, to complete **TRAC** and develop **Student Supervision Plan**
5. Determine if Level 2: In-Depth Assessment is warranted. If yes, proceed to Level 2. If no, proceed to plan implementation and monitoring

SRO and/or Gadsden County Sheriff's Office team members determines need for referral to Law Enforcement

**YES
Level 2 is needed**

**NO
Level 2 is not needed**

TASKS TO COMPLETE

- ✓ **Assemble Level 1 site team and assign responsibilities**
- ✓ **Complete parent/guardian notification process**
    - o Use Parent/Guardian Notification Checklist to guide you
- ✓ **Collect pertinent background and related data**
    - o Use Threat Screening Protocol Data Collection Sheet
- ✓ **Complete the Threat Risk Assessment Checklist (TRAC)**
- ✓ **Complete** the Student Supervision Plan
    - o Implement the plan with clear assignment of responsibilities for monitoring
    - o Review and evaluate the effectiveness of the plan after 2 weeks, or earlier if warranted (use the Student Supervision Plan Review Form)
- ✓ **Determine if Level 2: In-Depth Assessment is needed**
    - o If in-depth assessment is needed, assemble Level 2 site team
    - o If Level 2 not needed, continue with implementation and monitoring of Student Supervision Plan
- ✓ **Maintain a record of all actions and documents in a secure administration file (not in the CUM file)**

Threat Assessment Procedures

Level 1: Screening

LEVEL 1: SCREENING: Further investigation of threat and determination of need for

Level 2: In-Depth Assessment.

STEP 1   Assemble Team and Assign Responsibilities

Identify and assemble team members and assign data collection activities and responsibility for notification of parent(s)/guardian(s).

In response to an administrator's request, the school site team initiates a Level 1: Screening. The site team is composed of an administrator, a teacher, a mental health professional, law enforcement representatives (security specialist, SRO and/or GCSO investigator), and others as available. Teams should include representatives of different perspectives (e.g., mental health and administration) and professionals who are familiar with the at-risk student (e.g., teachers).

- ✓ Administrator (AP or Principal)*
- ✓ Guidance Counselor*
- ✓ Teacher/coach (familiar with the student)*
- ✓ SRO and/or LCSO investigator*
- ✓ Security Specialist*
- ✓ Mental Health Specialist
- ✓ ESE Specialist
- ✓ Behavior Specialist
- ✓ Others who know the student

    *Mandatory member

STEP 2   Parent Notification

Proceed with notification of parent(s) following the *Parent/Guardian Notification Checklist* on the first page of the Level 1: *Threat Assessment Screening Protocol*.

Parent/Guardian contact must be completed except in extraordinary circumstances. Multiple efforts to contact parents should be documented.

A parent/guardian should be invited to participate in the screening meeting if the site team determines it would benefit the screening process. The site team may elect to complete the screening without direct participation of the parent if it is determined that such participation would compromise the process.

STEP 3   Data Collection

Proceed with data collection for items on the *Level 1: Threat Assessment Screening*

Protocol Data Collection Sheet.

STEP 4   Completion of TRAC Protocol

Hold a meeting within 24 hours of the report to complete Level 1: *Threat Risk*

Assessment Checklist (TRAC)

> Many cases can be addressed through a Level 1: Screening, followed by appropriate interventions. The screening provides a consistent and efficient way of documenting concerns and potential management strategies. It is also a means to determine if there is a need to do a more extensive Level 2: In-Depth Assessment.

STEP 5   Develop Supervision Plan

Complete Student Supervision Plan at the meeting. **At least three of the mandatory team members must be present at the meeting and sign off on the plan.**

> If the team determines that a more in-depth assessment is necessary due to a greater need for investigation and supervision, then Level 2: In-Depth Assessment is required. The team should initiate Level 2 procedures immediately, including identification of team members. Implement the Student Supervision Plan.

> Level 2: In-Depth Assessment is determined to be unnecessary, implement the Student Supervision Plan and complete the Student Supervision Plan Review Form for monitoring after two weeks (or earlier if warranted).

STEP 6   Maintenance of Records

The screening packet becomes a part of the student's records. The packet should be securely maintained in an assigned administrator's office, separate from the student's cumulative file. A flag indicating the existence of an administrative file should be placed in the student's cumulative file. In accordance with School Board Policy 5100: School Education Records, these records are subject to parent inspection and a request to amend education records.

STEP 7   Electronic Records

For each student who has had a Level 1: Screening in SKYWARD

Threat Assessment Screening Protocol

Note: This protocol is only to be used by staff who have completed the required District Threat Assessment trainings.

Student Name:_____School:_____

DOB:_____ Student #: _____

Grade:_____ Age: _____ Date of Incident: _____

Date of Level 1: Screening Meeting:

PARENT NOTIFICATION CHECKLIST

Parent/Guardian Name:_____ Home #:_____ Work #:_____

The parent/guardian has been notified of the incident and that this threat screening is being conducted by school personnel and law enforcement, as necessary.
Person (Parent/Guardian) contacted:_____ By whom:_____

Parents' response_____

Attempt to notify parent(s) was not successful because: _____

Date/Time/Contact attempt made by (list each attempt made):_____

Was the incident reported to local law enforcement authorities? ____Yes ____No

Person contacted:_____ By whom:_____

Outcome:_____

This report is not to be included in the student's cumulative folder.
A designated administrator should maintain a separate threat assessment file.

Threat Screening Protocol
Data Collection Sheet

The following data should be collected **PRIOR** to the meeting at which the *Level 1 Threat Risk Assessment Checklist* is completed. Possible information sources include review of student cumulative records and *SKYWARD*. The person responsible for collecting data in each of the following areas must initial next to the data area.

Student:_____ **School:**_____ **Date:**_____
Student #:_____ **Guidance Counselor:**_____

Initials of Data Collector	Data Area (Check the box next to each item that applies to this student)
	☐ Student has prior or current involvement with DJJ ☐ Student has prior or current involvement with DCF ☐ Student has a criminal record
	☐ School records indicate history of aggressive and/or disruptive Classroom behavior
	☐ Student has history of school suspensions How many?_____Date of most recent:_____ Reasons: _____ ☐ Student has history of expulsion Reason:_____
	☐ Student has history of poor school achievement ☐ Student has history of poor school attendance
	☐ Student has had prior placement in alternative school When_____ Duration_____
	☐ Is student currently in an ESE program? Program_____ ☐ Student has been previously dismissed from an ESE program When_____
	☐ Has there been significant recent media coverage of a school/youth violence event?
	☐ Has student made a direct and/or veiled verbal and/or nonverbal? and/or written threat?_____ ☐ Describe threat incident(s)_____

BRING DOCUMENTATION TO THREAT ASSESSMENT MEETING TO ASSIST COMPLETING THE TRAC PROTOCOL (e.g.,-WITNESS TO THREAT REPORTS, ATTENDANCE RECORDS, DISCIPLINE RECORDS, AND REPORT CARDS)

Threat Risk Assessment Checklist (TRAC)
Adapted for the Gadsden County School

The TRAC should be completed by the Level 1 Team. The following characteristics have been found to be associated with adolescents who commit acts of violence in school. The 33 questions of the TRAC are organized into 10 categories to assist educators in evaluating threat-related behaviors. The individual items and broader assessment areas endorsed for the at-risk student, may be used to provide a framework for developing specific interventions.

Student:_____ School:_____ Date:_____
Student #:_____ Guidance Counselor: _____

Aggression 1. Does the student lose his/her temper easily or display unwarranted anger?
2. Does the student have a history of, a plan for, or a current record of violent behavior?
3. Has the student engaged in severe property destruction or aggression toward animals?
4. Has the student exhibited a lack of concern for the safety of others?

Depression 5. Does the student display any signs of depression (hopelessness, lethargy)?
6. Does the student display, have a history of, or a plan, for self-injurious behavior?
7. Is the student irritated easily, overly emotional, or anxious?

Alienation 8. Does the student have few (3 or less), or no close friends?
9. Is there a lack of participation in extracurricular or community activities?
10. Is the student a member of a generally outcast or alienated group of peers?

Narcissism 11. Does the student react to criticism with hostility, anger, or hurt feelings?
12. Does the student display a high number of attention-seeking behaviors?
13. Does the student seem to believe that he or she is superior to other students?

Family 14. Is there a history of caregiver rejection or lack of parental involvement?
15. Does the student have access to weapons?
16. Are parental expectations and discipline reasonable and consistent?

School 17. Does student perceive an attitude of adult acceptance toward bullying or fighting?
18. Does the student believe that fellow students shouldn't report one another?

Social 19. Is the student a member of a clique or gang that reinforces antisocial behavior?
20. Does the student exhibit significantly poor social skills or peer relations?
21. Are there indicators that the student has engaged in, or been the victim of bullying?

Personal 22. Does the student have a known fascination with weaponry or violence?
23. Has the student been found with violent drawings or writings created by self or others?

24. Does the student appear to be defensive, paranoid, or suspicious of other people?
25. Does the student seem to be intolerant of the opinions of other people?

Coping 26. Does the student overreact to minor frustrations or have impulse control difficulties?
27. Does the student tend to externalize blame?
28. Are the student's problem-solving skills ineffective?
29. Are there known signs the student has been involved in drinking alcohol or using drugs?

Stress 30. Has the student experienced the loss of a relative, peer, or pet in the last 12 months?
31. Has the student experienced significant rejection or humiliation in the last 12 months?
32. Has the student experienced any other significant stressors (at home, school, or elsewhere) in the last 12 months?
33. Has the student displayed recent and/or sudden changes in behavior?

Student Supervision Plan

Use the Student Supervision Plan to address concerns identified through screening.

Student: _____ School:_____

Student #:_____ Guidance Counselor: _____

- ☐ **Referred for Level 2: In-Depth Assessment - convene Level 2 meeting ASAP**
- ☐ Immediate Notification Form submitted to Superintendent (required)
- ☐ Suicide assessment initiated on_____(date)
- ☐ Student to sign a "violence-free" agreement that includes acceptable and unacceptable school behavior with specified consequences for misconduct (see appendix of manual)
- ☐ Increase supervision in the following settings:_____
- ☐ Late arrival and/or early dismissal
- ☐ Alerting staff and teachers on a "need to know" basis
- ☐ No longer allowed to bring backpack
- ☐ Monitoring meeting with staff member on daily/weekly basis (staff member:_____)
- ☐ Identify aggravating circumstances/precipitating factors and employ strategies to help cope with stress/tension (strategies:_____)
- ☐ Peer mediation to decrease level of conflict
- ☐ Behavioral Modification Plan (attach copy to this report)
- ☐ FBA/PBIP completed (attach copies of FBA and PBIP to this report)
- ☐ Participation in school-based anger management social skills or other group
- ☐ Modifications in daily schedule:_____
- ☐ Drug/alcohol intervention with _____
- ☐ Psychosocial interview by school social worker
- ☐ Referral to CPS Team to determine intervention and psychological evaluation needs
- ☐ Review of counseling and community interventions with parents (see appendix of manual)
- ☐ If ESE student, review goals and placement options
- ☐ Assigned team member will meet with parent on_____(date/time)
- ☐ Supervision plan will be reviewed with student's teachers that did not participate on the Threat Assessment
- ☐ Disciplinary actions to be taken:
    - o Begin expulsion procedures
    - o Manifestation determination conducted (when needed)   (date)
    - o Signed Alternative Probationary Contract (attach a copy)
    - o Suspension duration: days; student returns on   (date)
    - o Alternative school considered
- ☐ Protective strategies to be implemented on campus during student's removal from campus
- ☐ Other: _____
- ☐ Parents will provide the following supervision/interventions:_____
_____

FORM CONTINUES ON NEXT PAGE

SIGNATURES OF PARTICIPATING TEAM MEMBERS

_____

Administrator   Date   Guidance Counselor   Date

_____

Teacher   Date   LCSO/SRO   Date

_____

Safety Specialist   Date   Date

Level 1 team member(s) have reviewed this plan with the parent on_____ (date).

Team will complete Student Supervision Plan Review Form on:_____ (date).

Parent agrees to provide the supervision and interventions detailed above. _____ Yes _____ No

If no, the reason parent does not agree:_____

_____

Parent Signature:_____ Date:_____

** adopted from Mid-Valley (Oregon) Student Threat Assessment Procedures **

Level 1

Student Supervision Plan
Review Form

Plan reviewed on:_____ **(date), by**_____

[Review team should consist of original Level 1 site team members.]

Recommendation:

Plan will continue as written. Next review date: _____

Plan will continue with the following modifications:

Next review date: _____

Plan will cease at this time.

SIGNATURES OF PARTICIPATING TEAM MEMBERS

_____
Administrator   Date   Guidance Counselor   Date

_____
Teacher   Date   LCSO/SRO   Date

_____
Safety Specialist   Date   Date

LEVEL 2: IN-DEPTH ASSESSMENT

Level 2:In-Depth Assessment Steps
1. Assemble Level 2 Assessment Team
2. Complete Teacher Information Form
3. Give notice and conduct Student and Parent/Guardian Interviews
4. Hold meeting to update **TRAC**, utilizing additional information collected in Level 2, and complete **Assessment Summary** and **Plan of Action.**

Implement Student Supervision Plan and Monitor

File records in admin. folder

* Community Resource
* Mental Health Evaluation/

Treatment
Implement Plan of Action and monitor

TASKS TO COMPLETE

- **Assemble Level 2 site team and assign responsibilities**
- **Notify parents of intent to complete further in-depth assessment**
  o Use Parent Notification Checklist to document contacts
- **Collect in-depth information and data**
  o Appropriate teachers complete Teacher Information Form
  o Designated mental health professional completes Student Interview
  o Designated mental health professional completes Parent Interview
- **Team updates TRAC in light of new information collected**
- **Team completes Assessment Summary and Plan of Action**
  o Team clearly indicates which aspects of Student Supervision Plan are still in effect as well as new provisions on the Plan of Action
  o Implement Plan of Action and monitor effectiveness
  o After a designated period of time (e.g., 2 weeks) evaluate plan using the Plan of Action Review Form
- **Maintain a record of all actions and documents in SKYWARD and secure administration file (not in the CUM file)**
- **Enter a code on SKYWARD when in-depth in secure administration file**

Threat Assessment Procedures
Level 2: In-Depth Assessment

Note: This protocol is only to be used by staff who have completed the required District Threat Assessment trainings.

LEVEL 2: IN-DEPTH ASSESSMENT: In response to a referral by the Level 1 site team, the Level 2 team performs an in-depth assessment of factors that may contribute to the student's risk for engaging in violent or dangerous behavior (e.g., student personality and school history, family history, peer group influences, etc.).

STEP 1   Assemble Team & Assign Responsibilities

Guidance Counselor identifies and notifies all team members and assigns data collection duties. *Assessment at this level requires a more "clinical" approach to searching out information about emotional reactions, interactions/relationships over time, and behavioral issues beyond those that may have been apparent at school.*

The Level 2 site team is composed of ALL members of the Level 1: Screening team and at least two additional members* drawn from the following:

- ✓ School Psychologist
- ✓ Guidance Counselor
- ✓ Law Enforcement representative (SRO) or GCSO Investigator (who is not already part of the Level 1 site team)
- ✓ District staff member
- ✓ Community mental health representative (with parent permission)
- ✓ Parent Liaison

It is important to incorporate a "non-school based" perspective in the Level 2 Assessment process

STEP 2   Notify Parent and Collect Data

Notify Parent/Guardian of data to be collected at Level 2 and the impending meeting to develop a *Plan of Action* to supplement the *Student Supervision Plan*. Parent/Guardian notification must be completed except in extraordinary circumstances. Multiple efforts to contact the parent/guardian should be documented.

Further data to be collected include:
- ✓ **Level 2 Teacher Information Form** (efforts should be made to have form completed by each of the student's teachers)
- ✓ **Level 2 Student Interview****
- ✓ **Level 2 Parent/Guardian Interview** (when possible)** - can be completed via phone interview, parent conference, or home visit

** Interviews must be completed by a school district mental health professional (e.g., school psychologist or guidance counselor).

STEP 3   Updating of TRAC Protocol and Plan of Action

Hold a meeting to update the **TRAC** results based on additional information gathered (address questions noted as requiring further information at Level 1 meeting).

The team completes the **Level 2** *Assessment Summary and Plan of Action*. All committee members must be present at the meeting and sign-off on the plan.

After a designated interval of plan implementation, the *Plan of Action Review Form* is completed.

STEP 4   Maintenance of Records

The screening packet becomes a part of the student's records. The packet should be securely maintained in an assigned administrator's office, separate from the student's cumulative file. A flag, indicating the existence of an administrative file, should be placed in SKYWARD School Education Records. These records are subject to parent/guardian inspection and a request to amend education records.

STEP 5   Electronic Records

For each student who has had a Level 2: In-Depth Assessment, a code should be in SKYWARD.

PLEASE RETURN THIS FORM TO_____ **BY**_____

Level 2 Teacher Information Form

Date:_____ Student's Name:_____

Teacher:_____ Subject:_____

Current Course Grade: _____

Some concerns have been raised about this student. To assist us in providing supports for this student, we need information from each of his/her teachers about his/her behavior in a variety of settings. The information you provide will be very helpful in developing a support plan for this student.

1.   Has the student made a direct, and/or veiled verbal, and/or nonverbal, and/or written threat in your classroom or to your knowledge?
2.   Do you have reason to suspect the student has been involved in drinking alcohol and/or taking other drugs?
3.   Does the student display aggressive, and/or disruptive classroom behavior?
4.   Does the student have poor school achievement, and/or poor school attendance, and/or declining school productivity?
5.   Does the student have difficulty with social skills and/or poor peer relations?
6.   Does the student have difficulty controlling impulses, and/or anger, or other emotions?
7.   Has the student displayed a fascination with weaponry, and/or acts of violence?
8.   Has the student been found with violent drawings, or writings?
9.   Does the student externalize blame? Has the student displayed an inability to accept criticism?
10.   Are peers, and/or staff, fearful of the student?
11.   Has the student displayed recent drastic changes in behavior?
12.   Does the student appear sad, and/or anxious, frequently?
13.   Are there indications that the student has engaged in, or been the target of, bullying?
14.   Are you aware of any current stressors the student may be experiencing? ___Yes___ No
15.   If yes, please describe:_____
16.   **Please list any other concerns you may have regarding the student:**_____
         _____

Level 2 Threat Assessment
Student Interview

Student _____ **School:** _____

Interviewer: _____**Date:**_____

Rapport Building and Interview Introduction

Seems like you have been having a hard time lately, what's going on? [To establish rapport and trust and open dialogue in a non-threatening way]

What is your understanding of why you have been asked to meet with me? [To review factual events]

We are concerned about (behavior that has been reported). What's your side of it? [To give the student opportunity to be heard, and understand the situation better]

What is your understanding of why the adults at school are concerned? [To determine if student is aware of effect his/her behavior has upon others]

In order to help me better understand this situation and be able to help you, I am going to ask you some more questions.

Social and Peer Factors

What do you typically do after school? Do you have any hobbies or interests?

Are you involved with any groups or teams outside of school? If not, why?

What are your favorite movies/video games/ TV shows/ music groups/ Internet sites? [Look for themes of violence]

Who are your friends? How long have you been friends with them? Do you have a best friend? How long have you been best friends? Have you had a problem with any of your friends recently?

How would you describe the kids at your school? Are there any groups of kids that you don't get along with? [To identify potential targets]

How would your classmates describe you? Is that an accurate description? Do you feel they misunderstand you?

Do you get teased or picked on by other children? In school? Outside of school? What do they usually tease you about?

Have you recently broken up with a girlfriend/boyfriend? Have you recently ended a good friendship? If yes to either, what happened?

Have you been pulling away from your friends or do you feel isolated recently?

Family, School and Environmental Situations

Are you close to your parents? Do they listen to you?

What do your parents do (occupation)? What are their work hours like? *[These questions will provide information regarding supervision available to child]*

Do you do any family activities together? How often? What do you typically do?

Have you experienced any recent changes in your life? *[(Ask about a family move, death of family or friend, parents separating or divorce, etc.) Potential losses can be described in at least four domains: Family relations, intimate/peer relations, school/occupational, and self-image status]*

Do you think your parents treat you fairly?

Do your parents ever have to punish you? Usually for what reasons? How do your parents typically punish you (if necessary, provide examples such as time out, grounding, hitting, taking away TV to help elicit response)?

Do your parents supervise what you watch on TV? Your access to the internet?

Does anyone in your family seem very sad or angry?

Have you tried using any drugs or alcohol? *[If yes, ask what and how often they are using]*

Do you have difficulty in school? *[If yes, query about specific areas of difficulty]*

How important to you is doing well in school?

How do your parents react to your school performance? Do you worry that your parents will punish you for doing poorly in school?

History of Violent or Aggressive Behavior

Have you ever hurt a reptile like a frog or lizard while playing around? Have you hurt any other animals on purpose?

Do you ever pick on younger or smaller children?

Have you ever purposely hurt someone in the past? If no, how close have you come to hurting someone in the past?

Have you thought about or wished you could hurt someone else? If yes, how often do you have those thoughts?

Do you get into fights? In school? Outside of school?

Do you feel it is necessary to get back at someone when they hurt you or do something to you?

Did you ever follow or harass someone in the past? [If yes, find out what made them stop]

Have you ever been in trouble with the police? If yes, what happened?

Depression and Other Emotional Concerns [ask for examples if student gives a positive response]

Do you ever feel sad, upset or depressed? Do you feel that you're having these feelings without knowing why?

Do you ever feel that no one cares about you or loves you?

Do you get angry often?

Do you often argue with other people?

Do you have any difficulties with sleeping, eating, or concentrating on your work?

Do you ever feel lonely? Do you prefer to stay by yourself?

Do you blame yourself for things that happen?

How do you handle stress? Anger?

Suicidal Fantasies or Actions

Have you ever thought of hurting yourself? Have you ever wished or tried to kill yourself?

[If response is positive for either of above questions, then follow up with the following]:
Why did you want to (or try to) kill yourself?

What made you decide not to kill yourself?

Evaluation of Threat-Related Behaviors

Are you angry at anyone now? Have you recently been angry with anyone? Tell me about that.

Are you thinking about hurting anyone?

[If answer to either of these questions is positive, then you also need to ask]:
Who are you angry at, or thinking about hurting?

When do you think you might hurt (the person/group mentioned)? Where will you do this?

How long have you been thinking this way?
Are you able to control these thoughts about hurting (the person/group mentioned)?

Do you think you would be able to stop yourself from hurting (the person/ group mentioned) if you wanted to?

How do you think others view you when you make a threat or behave aggressively?

Do you have access to a weapon? *[If positive response, find out what type of weapon, from where, and if they have shown it to anyone]*

Have you ever brought a weapon to school in the past? Did you show it to anyone or tell anyone you had it on you?

What steps have you taken to carry out your plan? Have you conducted a rehearsal or practice exercise? What exactly did you do to practice? How did that make you feel? *[Look to see if student has a viable plan of attack, has attempted to acquire weapons, has determined ways to foil security measures, signs of actual or fantasy rehearsal, etc.]*

Why do you think you made the threat (statement or action)? *[Seek to find out if student is trying to: obtain help, cause problems for another individual, avenge a perceived wrong, consider suicide, or bring attention to a particular problem*]

Have you told anyone else about your desire to harm (the individual or group mentioned) or your plan to do so?

Do you foresee any changes in your life that could make this situation better? Do you foresee any changes that could make things get worse?
[These questions are necessary to evaluate factors in the student's life/environment that could serve to either stabilize or destabilize the student]

Identification of Support Resources and Interview Closure

Who do you have to talk to or assist you with this situation*? [Determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family support, religious groups, etc.]*

Are there any steps that you think can be taken by the school, your parents, or yourself to make things better for you? [*To set an empathic response, let them know their concerns are taken seriously, and help the student come up with strategies to address his/her legitimate concerns]*

Given where things stand right now, what are you thinking about or planning to do at this point? *[Follow up on appropriate leads]*

Close with a statement that describes short-term next steps and concrete examples of available resources. Examples include "I'll need to contact your parents to talk about…" or "You will be suspended for two days, then we'll."

Level 2 Threat Assessment
Parent/Guardian Interview

Student: _____**School:**_____ **Date:**_____
Parent/Guardian:_____ **Interviewer:**_____

Rapport Building and Interview Introduction

I appreciate your meeting with me for this interview. I am a member of a school-based team that is responsible for evaluating student-made threats. Whenever there is an alleged threat we want to make sure that we are doing everything possible to protect the safety of our students and in this instance your child. I need your help in better understanding (student's name) so that our team can develop a plan to help him/her with what is happening.

As you know, school administrators are quite concerned about (student's name) and the current situation. What is your view on what is happening*? [To give the parent the opportunity to be heard, and understand the situation better]*

In order to assist the school in providing (student's name) with any needed help, I am going to ask you some additional questions.

Social and School Factors

Does he/she currently participate in any community/extracurricular activities? If no, did he/she used to belong to any groups/teams?

How does he/she appear to get along with his/her peers? Who are his/her close friends? Does he/she seem to have a large or small group of friends? Has his/her social group changed recently? Does he/she maintain long-term friendships or seem to frequently change his/her friends?

Does he/she appear to be isolating himself/herself from others?

Does he/she report that other children pick on or harass him/her?

Are you aware of any recent relationship break (with a girl/boyfriend or best friend) in your child's life?

Do you know how (student's name) is doing in school in terms of grades? Behavior?

What are your child's feelings toward school? Have you noticed any changes in your child's attitude toward school in the past several months? Does your child appear to be apathetic toward school? Has he/she been having difficulties at school?

Has your child experienced a recent disappointment related to his/her performance in school or a competition?

Family and Environmental Situations

How has he/she been getting along with all family members? *[Ask about parents and siblings]*

How is discipline typically handled in your home? Are there differences of opinion?

How much time do you typically spend with your child during the week? What do you typically do together?

Is there adult supervision available after school and on weekends?

What music groups does your child listen too? What are his/her favorite television shows and movies? *[Looking for interests of the student, as well as parental awareness level of child's interests]*

Does he/she display a high interest level in violence-filled video games, movies, music, and/or television?

Has your child shown an interest in any reports of targeted violence in the media, extremist groups, or murder?

Do you supervise his/her television and internet use?

Does your family own a weapon? Does the child have access to any weapons in the home? Outside of the family home? Does the child have experience with weapons?

Are there any family stressors going on at this time?

Have there been any recent losses or loss of status in your child's life? *[Looking for information related to possible loss of relative or pet, change of family economic status, etc.]*

History of Violent or Aggressive Behavior

Has there been physical or verbal aggression displayed by your child with peers or family members?

Does your child tend to do things without considering the consequences of his/her actions first? *[To evaluate impulsivity]*

How does your child typically express anger? *[Give examples such as acting out, passive- aggressive behaviors, and internalizing behaviors]*

Has your child engaged in any menacing, harassing, and/or stalking-type behavior?

Has your child displayed destructive behavior towards property at home or in the community?

Has your child intentionally inflicted harm on any animals or younger children?

Do you have any suspicions that your child may be using drugs or alcohol?

Has your child been involved with law enforcement or the courts in the past?

Emotional and Mental Health Functioning

Have you had any major concerns regarding your child recently?

Has your child displayed any self-injurious behaviors or made suicide threats?

Does he/she appear to overreact to criticism and/or authority? Does your child demonstrate severe rage for seemingly minor reasons?

Does your child have a history of mental illness and/or have you observed any behaviors in the past that you thought were very odd or even bizarre? *[Looking for specific psychotic symptoms (e.g.- command hallucinations, delusional ideas, feelings of persecution, etc.)]*

Has your child recently displayed any other unusual or inappropriate behaviors or ideas?

Is there any history of mental health concerns on either side of the family?

Parent/Guardian Perception of the Threat

Has your child expressed a perception of mistreatment or a longstanding conflict with a peer or teacher?

Has your child told you of plans or a desire to harm or kill others? If yes, has the child presented a specific plan (get details of report)?

What do you think motivated your child to make the reported threat statements, or take the action, that caused him/her to come to attention?

Has your child made any threats to harm others in the past?

Have you seen any drawings or writings (i.e.- violent poems, letters to friends, or letters to the intended victim) by your child that were violent in nature?

Does the reported threat statement or action seem consistent with his/her actions as of late?

How concerned are you that your child might follow through with violent actions? What past behaviors or incidents support your concern?

What factors in your child's life might increase/decrease the likelihood of him/her attempting to follow through with violent action?

What steps can you take to help decrease the likelihood of your child becoming violent?

Identification of Support Resources and Interview Closure

Who does your child have to talk to or assist him/her when having problems? Will these individuals be available to him/her with this current situation? *[Determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family support, religious groups, etc.]*

Are there any steps that you think can be taken by the school, yourself, or (student's name) to make things better for him/her*? [To set an empathic response, let them know their concerns are taken seriously, and help the parent come up with strategies to address his/her child's needs]*

Close with a statement that describes short-term next steps and express gratitude to the parents for their support and follow through. Examples include "Here is my contact information if you think of anything else we should discuss", "You will hear from assistant principal, Mr. J, regarding possible administrative actions…", "We will be in touch on …", "The team will be providing you with some names of community resources…", and "I appreciate your time and willingness to take M for counseling this week".

You may wish to inform the parent/guardian that if an emergency situation comes up at home, they should immediately contact law enforcement at (850)627-9233

Level 2 Assessment Summary
and Plan of Action **

Student's Name:_____ School: _____
DOB:_____ Student #: _____ Grade: _____
Age:_____ Date of Incident:_____ Date of Level 2 Meeting:_____

• The parent/guardian has been notified that this assessment/meeting is being held.

  Person contacted:_____ By whom:_____ When: _____
  Parent's response: _____

  _____

•   Attempt to notify parent/guardian of this Level 2 assessment/meeting was unsuccessful because:_____
   Date/Time/Contact attempt made by (list each attempt made):_____

   _____

•   Level 2 Teacher Information Forms have been completed.

•   Student Interview was completed by _____

•   Parent Interview was completed by _____

•   Updating of the TRAC has been completed with new information collected by the Level 2 team.

•   Committee has reviewed all gathered information, including updated TRAC Protocol, to assist in development of the following Plan of Action.

•   Plan of Action will include implementation of previously identified interventions in the Level 1 Student Supervision Plan.

•   Parent agrees to participate in interventions identified in Plan of Action.

   _____ Yes _____ No

Reason: _____

Plan of Action: _____

FORM CONTINUES ON NEXT PAGE

Team will convene to review the plan and complete the **Student Supervision Plan Review Form** on the following date: _____.

SIGNATURES OF PARTICIPATING TEAM MEMBERS

_____

Administrator   Date: Guidance Counselor   Date:

_____

LCSO/SRO   Date: Teacher: Date:

_____

Safety Specialist   Date: Title: Date:

** adopted from Mid-Valley (Oregon) Student Threat Assessment Procedures

**This report is not to be included in the student's cumulative folder.
A designated administrator should maintain a separate threat assessment file.**

Level 2

Plan of Action Review Form

Student:_____ School: _____
Plan reviewed on:_____ (date) by_____
[Review team should consist of Level 2 Assessment Team members.]

Recommendation:

☐ Plan will continue as written. Next review date:_____

☐ Plan will continue with the following modifications:

_____
_____
_____
_____
_____
_____
_____

Next review date:_____

☐ Plan will cease at this time.

SIGNATURES OF PARTICIPATING TEAM MEMBERS

_____   _____
Administrator   Date   Guidance Counselor   Date

_____   _____
Teacher   Date   GCSO/SRO   Date

_____   _____
Safety Specialist   Date   Title   Date

Violence-Free Contract

I_____, agree to abide by the following rules for school behavior (check all that apply):

☐ I promise not to harm myself or others.
☐ I promise not to bring a weapon on school property.
☐ I promise not to use alcohol or other harmful drugs.
☐ I promise to express my anger in ways that will not be harmful to myself/others.
☐ I promise to seek out the assistance of an adult when a conflict starts with a peer.
☐ I promise that I will actively participate in any counseling activities that are made available to me by the school or my parents.
☐ I promise to attend all scheduled monitoring meetings with_____ _____
☐ I promise to _____

If I am having thoughts of harming myself or others, I will do the following until I receive help:

☐ At school, I will go to _____and notify them of my feelings.
☐ Get assistance from an adult, such as_____ or
☐ Tell my parents/guardian how I am feeling.

If I do not comply with these rules, I understand the following consequences occur:

1._____
2._____
3. _____
I understand the contract that I am signing and agree to abide by it.

_____
Student Signature   **Date**

_____
School Personnel Signature   **Date**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. ____9c_____

DATE OF SCHOOL BOARD MEETING: _____December 18, 2018_____

TITLE OF AGENDA ITEM: Bus Drivers Handbook

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval is requested for the Bus Drivers Handbook.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Andy Gay

POSITION: Administrator on Assignment

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER
_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.
SUPERINTENDENT'S SIGNATURE: page(s) numbered _____
CHAIRMAN'S SIGNATURE: page(s) numbered _____
REVIEWED BY: _____

GADSDEN COUNTY

TRANSPORTATION DEPARTMENT

SCHOOL BUS DRIVER HANDBOOK

THE MISSION OF THE TRANSPORTATION DEPARTMENT:

"TO PROVIDE **SAFE** TRANSPORTATION FOR STUDENTS IN A
TIMELY AND EFFICIENT MANNER."

SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

TRANSPORTATION DEPARTMENT

Steve Scott, Chair, District 2
Audrey Lewis, District 1
Leroy McMillan, District 3
Charlie Frost, District 4
Tyrone Smith, District 5

Roger P. Milton
Superintendent of Schools

Gadsden County Schools
Transportation Department
Bus Driver's Handbook

Table of Contents

MISSION & ORGANIZATION OF GADSDEN COUNTY SCHOOLS

TRANSPORTATION DEPARTMENT

The Transportation Department is organized by three main functions: transportation operations, transportation services, and vehicle maintenance. The information included in this section is intended to give the driver a basic overview of the roles each of the three main functions play in transportation, and how they work together to meet the department's mission.

1.01   TRANSPORTATION MISSION STATEMENT

The mission of the Gadsden County Schools Transportation Department is to provide safe transportation for Gadsden County Schools' students in a timely and efficient manner. Listed below are the major <u>goals</u> which guide the administration of transportation.

- To provide safe transportation
- To deliver students on time
- To operate the transportation program efficiently and economically
- To foster a high performing work force by
  - ◆ Providing employees with opportunities to enhance their professional and personal development through in-service training programs
  - ◆ Striving to improve employee safety, recognition, and job satisfaction

1.02   TRANSPORTATION ADMINISTRATION

The administrators of the Gadsden County Schools Transportation Department provide overall supervision, direction, and management of the activities of the Department. The department's administrative offices are located at the Robert H. Bryant Transportation Facility.

- The Director of Transportation is the administrator in charge of the department.
- The Routing Coordinator is in charge of ESE services, field trips, schedules drivers for routes and coordinates through dispatch any adjustments to daily drivers and routes.

1.03   TRANSPORTATION OPERATIONS

Included under the transportation operations "umbrella" are Lead Drivers, Safety Team, Drivers, Shop Foremans/ Mechanics, Dispatchers, Training Coordinator and Clerical Staff.

Lead Drivers work under the direction of, and provide assistance to the Transportation Director and the direct supervision of bus drivers.

1)   Coordinators of Routing are located at Robert H. Bryant Transportation Facility. Route Coordinators are responsible for developing, coordinating, and updating the department's bus routes as required. All changes to a bus route must be reviewed and approved by the appropriate Route Coordinator and/or Director or designee.

2)   Transportation Dispatchers are responsible to ensure drivers have been assigned to cover all the school bus routes. They monitor the operation of the routes to ensure they run in a timely manner and make sure all students who require transportation are given a ride.   Dispatchers ensure emergency assistance is provided to drivers when required.

1.04   DRIVER TRAINING

Driver training is organized into two units. One unit focuses on school bus driving skills, safety, and driver certification. The second unit focuses on student behavior management and special needs students.

1.05   SAFETY TEAM

A.   The Safety Team is comprised of Lead Drivers and trainers.

B.   The Safety Team audits the routes, checks school bus stops and processes parent requests for stop changes due to safety issues.

SECTION 2

DRIVER DUTIES

2.01   DRIVER QUALIFICATIONS

A.   The school board shall assure that the driver of a school bus meets the following requirements:
1)   Hold a valid commercial driver's license with passenger endorsement, not restricted for air brakes, and as of 9/30/05, "S" endorsement.
2)   Successfully complete 40 hours of the State mandated New Bus Driver Training Course.
3)   Be physically capable of operating the vehicle as determined by a physical examination as prescribed by the Commissioner of Education and given by a physician designated by the school board, and as determined by a dexterity test administered by the school district.

B.   Drug and alcohol test requirements for drivers. Requirements for drug and alcohol testing of drivers are established by Federal Regulation (49 CFR 391.81 through 391.123 "controlled substance testing") and Rules of the State Board of Education (Rule 6A-3.0141). In accordance with these rules and regulations, drivers are required to be tested for drugs and alcohol as follows:
1)   Prior to initial employment. All prospective drivers must take and pass a drug test.
2)   Random testing. Drivers shall be randomly tested for alcohol and/or drugs. If you have scheduled an appointment during your downtime (such as a doctor/personal appointment) you must notify the dispatcher before start of business that day.
3)   Post accident. Drivers who have an accident while driving a school bus which results in a fatality (regardless of fault) must be tested for drugs and alcohol. Also, drivers who have an at-fault accident while driving a school bus must be tested for drugs and alcohol when either of the following conditions apply:
•   A person had to be transported from the scene for immediate medical treatment.
•   Any vehicle involved had to be towed from the scene.

Any driver who refuses to take a required drug or alcohol test, or who fails to successfully complete a required drug or alcohol test without cause, will be recommended to the School Board for dismissal.

2.02   DUTIES OF THE DRIVER

Drivers are under the direction of the department's Lead Drivers and Director, and will follow all instructions and complete all work assignments. Drivers will receive direction and instructions from the Transportation Dispatchers.

A.   Drivers will, at all times, operate their buses in accordance with the requirements of the Florida Traffic Laws, the requirements of the State Board of Education, and the procedures detailed in this Handbook. Drivers shall not leave the bus while students are on board.

B.   Drivers will possess the appropriate Commercial Driver's License (CDL) at all times while employed with Gadsden County Schools and will maintain their license in good standing. Drivers must have their CDL with them whenever they are operating a school bus or any other School Board owned/leased vehicle.

C.	Drivers will possess a current, valid Medical Examiner's Certificate at all times while employed by Gadsden County Schools. Drivers must have their Medical Examiner's Certificate with them whenever they are operating a school bus or any other School Board owned/leased vehicle.

D.	Drivers shall not be required to operate a bus under conditions in which one or more
	• students pose a clear and present danger to the safety of the driver or other students, or the safety of the bus while in operation. The district school board shall have measures in place designed to protect the bus driver from threats or physical injury from students.
	• Drivers will maintain a professional attitude - be patient, firm, fair, and friendly.
	• Safety comes first! When in doubt, do not take chances!

E.	In the case of a student having engaged in violent or blatantly unsafe actions while riding the school bus, the district school board shall take corrective measures to ensure, to the extent feasible, that such actions are not repeated prior to reassigning the student to the bus.

F.	Drivers will not deviate from assigned route and stops- no unauthorized stops are permitted, nor create any changes to the route or stops without receiving prior permission from a Dispatcher, or Director. Requests for permanent changes to bus stops must be reviewed and approved by the Routing Office.

G.	Drivers will immediately report any hazards on the bus route or at bus stops which might offer an actual or potential threat to the safety of transported students to the Dispatch Office for their assigned compound and to their assigned Lead Driver.

H.	If a driver discovers any defective, broken, missing equipment or a mechanical defect during the AM or PM pre-trip inspection of a bus, the problem is to be documented on the "Pre-Trip Inspection" form and turned into the Shop Foremen. Prior to leaving the bus compound the driver is responsible for taking the bus to the garage and completing a "Driver Request for Repair" form for any needed repairs.

I.	Drivers are required to keep the bus clean at all times. The floor of the bus will be swept twice daily, first in the morning after completing all morning trips and again in the afternoon after completing the last trip of the day. Trash from the bus must not be swept out of the bus onto parking areas – place all trash into the proper receptacle. The windshield and rear windows will be kept clean to ensure that visibility is not reduced.

J.	Loading and unloading of students from the school bus is an especially critical period of time for safety awareness.
	1)	Drivers will always follow established procedures for loading and unloading of student passengers as set forth in the Department of Education's Basic Driver Training Curriculum.
	2)	Drivers will always directly supervise the loading and unloading of all student passengers. Drivers will be on their buses at all times while students are loading or unloading at schools. Drivers will supervise the activities of students leaving the bus until they have crossed the road safely, and will permit students to leave the bus only at their assigned stop.

K.	Under no circumstance will a driver allow a pre-kindergarten student to depart the bus when being dropped off at the designated afternoon stop, unless the student's parent or designated guardian is at the bus stop to receive the student. The same policy also applies to all special education (ESE) students who are picked up and dropped off at their home residence, unless the parent or guardian has an approved waiver on file with the transportation routing office. Upon arriving at a stop, when the parent or guardian is not present to receive the student, the driver shall follow the procedure outlined below:

    1) notify the Dispatch Office via two-way radio

    2) complete remainder of run and then return to stop, if directed by Dispatch

    3) if parent/guardian is still not there, notify the Dispatch Office via two-way radio transport student to alternate location as directed by the dispatcher.

L. Drivers will coordinate seating arrangements for all students assigned to ride the bus. Drivers are required to prepare an up-to-date seating chart, whenever seating arrangements are changed. One copy of the updated seating chart, L/R sheet and route sheet should be left on the bus. One copy of the updated seating chart will be given to the school principal (or the principal's designee), and a second copy of the seating chart will be given to the driver's assigned Lead Driver.

M. Drivers who are assigned to drive buses equipped with lap belts (2002 school buses and newer) will instruct their student passengers on the proper use of lap belts, and will always instruct the students they transport to "Buckle Your Lap Belts."

N. Pursuant to Rule 6A.3017 Section 3w. of the State Board of Education, drivers will wear a seat belt at all times when bus is in operation.

O. Drivers are required by Florida Statute and Rules of the State Board of Education to maintain order and good behavior by students on their buses.   Rules for student conduct on school buses are set forth in the Gadsden County School Board's Student Code of Conduct. Drivers will make every reasonable effort to deal with infractions of the rules of student conduct and will, to the best of their ability, maintain order and good behavior by students on their buses.

P. Drivers will submit a "Report of Student Misconduct" as soon as possible, cases of repeated minor misconduct and/or any serious misconduct to the appropriate school. The administrator/supervisor or assistant must reply to the Student Conduct Report, even if no action is to be taken.   There shall be no limit to the number of Student Conduct Report forms a driver may write within a school year.

Q. Drivers will not permit students to bring items on board the bus which could be disruptive or present a safety hazard.

R. Drivers will make sure a clear and unobstructed path to emergency equipment and emergency exits are maintained on the bus at all times.

S. Drivers will never permit a student to:

    1) Stand at the front of the bus or in the bus aisle while the bus is in operation

    2) Operate the service door handle

    3) Occupy the driver's seat

T. Drivers will never permit children to hold on to the side or rear of the bus when skating, riding bicycles, etc.

U. Upon completion of each run/trip, drivers are required to walk to the rear of the bus and return up the aisle checking each seat and floor area for students, and any variety of items. Drivers will complete this check of the bus regardless of whether a bus assistant is assigned to the route. Failure to fully comply with this procedure will result in disciplinary action.

  • Any action which results in a child being unattended on the bus for any length of time will result in termination.

V. Drivers will report, as soon as possible, any damage to the bus or its equipment caused by student passengers. Driver will complete and submit to their Lead Driver or Director a "Report of Vandalism of a School Bus" form immediately upon returning to the school bus compound. Additionally, if the driver is able to identify the student(s) who caused the damage, a "Report of Misconduct on a School Bus" form will be completed and submitted to the Lead Driver or Director.

W.   Drivers are required to check their mail boxes and bulletin boards at the bus compound at least once daily. It is the responsibility of the driver to check in with the compound periodically during the week.

X.   Drivers will complete, accurately and to the best of their knowledge and ability, all Required reports. Drivers will comply with established deadlines for completing and submitting required reports.

Z.   Drivers will report all accidents/crashes and incidents at the time of occurrence while they are driving a school bus to the Dispatch Office no matter how minor and regardless of damage. An incident/crash is defined as any time a school bus comes in contact with another vehicle or object, regardless of damage. If the incident/crash occurs after normal working hours or at any other time when the Dispatch Office is closed, the driver will immediately notify the Director or Designee.

AA.   All citations for moving violations issued to covered employees shall be reported, regardless of the ownership of the vehicle being driven by covered employee. All citations for moving violations shall be reported, regardless of the location where the citation was issued. Covered employees shall be responsible to report the receipt of any citation for a moving violation to their immediate supervisor by 12 p.m. (noon) on the next work day.

BB.   Drivers are expected to attend all Training Workshops, Safety Meetings, and other called meetings. Unexcused absences will be considered failure to perform required duties, and may result in disqualification to drive and/or disciplinary action, as circumstances warrant.

CC.   Drivers will not engage in private business arrangements while on duty. This includes but is not limited to, buying and selling personal property or items, or purchasing speakers and radios for buses. However, this provision does not prohibit drivers from purchasing items sold by students as part of a school connected fund raising project.

DD.   Drivers will ensure the Transportation Department always has current information on their home address, home telephone number, and emergency point-of-contact by filling out a new Employee Change of Name and Address whenever such information changes.

EE.   Cell phone usage by bus drivers will be dictated in compliance with Florida Statute and School Board Policy.

2.03   DRIVER ANNUAL RE-CERTIFICATION

A.   Dexterity test. Pursuant to Rule 6A-3.0141 of the State Board of Education, drivers of school buses must be physically capable of operating the vehicle as determined by a dexterity test administered at least annually by the school district.

B.   Physical examination. Pursuant to Rule 6A-3.0141 of the State Board of Education, drivers of school buses must be physically capable of operating the vehicle as determined by a physical examination given at least annually by a physician designated by the School Board.

C.   Drivers must possess a current, valid Medical Examiner's Certificate at all times while employed by Gadsden County Schools. Failure to comply with this requirement may result in disqualification to drive a school bus and/or disciplinary action, as circumstances warrant.

D.   Successfully complete a minimum of eight (8) hours of in-service training related to the driver's responsibilities for transporting students annually.

2.04   USE OF BUSES OWNED BY THE SCHOOL BOARD
A.   Drivers will use school buses only for the purposes of transporting students to and from school(s) on an approved school bus route/run.
B.   Drivers will not use school buses for personal errands or for the conduct of personal business

2.05   EQUIPMENT NOT AUTHORIZED TO BE INSTALLED ON SCHOOL BUSES
Only equipment authorized by the School Board and installed by the District garage is allowed.

2.06   AUTHORIZED PASSENGERS
Students are required to ride the bus to which they have been assigned. No occasional riders are to be taken aboard without the parents' permission and the school principal's written permission and temporary permission from the director or designee.

2.07   DRESS CODE FOR DRIVERS

A.	Pants	Jeans are acceptable to wear, so long as they are in good repair (no rips or tears). Tight fitting lycra/spandex type pants are not acceptable for wear.
B.	Skirts	Skirts must be long enough to touch the knee cap when standing. Tight fitting lycra/spandex type skirts are not acceptable for wear.
C.	Shorts	Shorts, (no shorter than three (3) inches above kneecap). Tight fitting lycra/spandex type shorts are not acceptable for wear.
D.	Dresses	Dresses must have sleeves and must be long enough to touch the top of the kneecap when standing. Tight-fitting lycra/spandex type dresses are not acceptable for wear.
E.	Shoes	Shoes must be worn which have closed toes and heel (no sandals or sling-backs). Heels may not be more than two (2) inches high. Shoes with platform soles are not acceptable for wear.
F.	Undergarments	All drivers will wear appropriate undergarments (includes bras for females)
G.	Top Garment	Shirts are to be properly worn at all times.
H.	Jacket/Outer Garment	The outer garment needs to be clean

Note: Any driver who is found to not be in compliance with the shirt and dress code requirements outlined above, at the time they check in for work, will not be permitted to operate their bus.

RESPONSIBILITIES OF SCHOOL PRINCIPALS, STAFF & PARENTS

3.01   TEMPORARY CHANGE OF BUS STOP PROCEDURES
A.   School Principals may authorize a temporary change to a bus stop under the following conditions:
B.   School principals who authorize a temporary change to a bus stop for a student will notify Gadsden County Transportation Department prior to the change. Dispatch will be notify the bus driver before the student boards the bus.
C.   The driver must immediately notify Dispatch for any deviation from route requested.

3.02   DISCIPLINARY MEASURES FOR STUDENT MISCONDUCT
A.   In cases of repeated minor misconduct incidents or when a serious misconduct incident occurs, the offending pupil will be reported to the school principal or the principal's designated representative. Drivers will submit a "Report of Student Misconduct on a School Bus" form on such students to the principal or designee for review and action, as appropriate.
B.   The school principal (or the principal's designee) will determine appropriate disciplinary measures for the student's actions based upon the driver's report and any other input deemed necessary from the other students and/or student involved. Disciplinary measures will be in accordance with the requirements of the Gadsden County School Boards Student Code of Conduct. The administrator/supervisor or assistant must reply to the Student Conduct Report, and notify the driver even if no action is to be taken. There shall be no limit to the number of Student Conduct Report forms a driver may write within a school year.

3.03   DUTIES OF THE SCHOOL BUS ATTENDANTS
School bus attendants are assigned to ride on bus routes to assist drivers with the safe loading and unloading of special needs students, and to provide supervision of such students while the bus is enroute to and from the school. Drivers must be familiar with the duties and responsibilities of bus attendants and be prepared to assume them, should the assistant be absent from work or otherwise not available.

The driver has the final responsibility for ensuring a safe ride for all students transported. School bus attendants work under the direction of the driver and the lead drivers.

3.04   RESPONSIBILITIES OF PARENTS OF STUDENTS WITH SPECIAL TRANSPORTATION NEEDS
A.   In cases where the physical impairment of a student renders the student unable to get on and off the bus without assistance, parents shall provide the necessary assistance for helping their child get on and off at the bus stop.

B. Drivers and transportation dispatchers will follow the procedures outlined below, when a parent or guardian fails to meet the bus, as required by Rules of the State Board of Education and Gadsden School Board policy.

    1) First offense. The driver will deliver the other students on the bus and then return to the stop or proceed to an alternate location (school, bus compound, police department, Department of Child and Family Services, etc.), as directed by their dispatcher.

    2) Second and third offenses. Deliver other students on the bus, return to residence or school. The school will notify the ESE/Transportation Liaison upon return to the bus compound; the driver will complete a Driver's Report of Incident form and submit it to their Lead Driver or Director.

    3) Subsequent offenses. Transport student to alternate location (school, police department, Department of Child & Family Services, etc.) as directed by the dispatcher, Lead Driver or the Director. The ESE Director will schedule a mandatory meeting with the parent(s), school officials and Transportation.

Note: Procedures for establishing and changing school bus routes and bus stops are in the Transportation Department's Routing Guidelines manual. Drivers will have a basic understanding of the criteria used by the staff of the department's School Bus Routing Office. Drivers shall promptly report any situation on their route which does not meet the criteria and procedures outlined in this section.

4.01   SCHOOL BUS CAPACITIES

    A.   Rule 6A-3.001 of the State Board of Education requires school districts to plan and adjust school bus routes in such manner that, "insofar as practicable the full capacity of each bus will be utilized, without standees …" The majority of the school buses owned/operated by the Gadsden County School District are "conventional" design buses with a rated seating capacity of 65 passengers. That means up to 65 passengers, plus the driver, can legally be transported on the bus. However, in order to hold a full load of 65 passengers, three (3) students must be placed in each seat on the bus, with the exception of the rearmost seat on the right side of the bus, which is shorter and therefore will hold only two students.

    B.   The Gadsden County School District recognizes that it is not always practical or safe to place three (3) students to a seat on its school buses. While most elementary school students can be comfortably accommodated at 3 students per seat, the same is not necessarily true for middle school students or for high school students. For this reason, the Transportation Department has established the following suggested guidelines for it's regular (non-lift) 65-passenger school buses:

        •   Elementary school: 60 – 65 students per bus (3 per seat)

        •   Middle school: 50 – 55 students per bus (Smaller students 3 per seat; larger students 2 per seat)

        •   High school: 44 students per bus (2 per seat)

    C.   If the total number of students riding on the bus continually exceeds the suggested guidelines, then the driver will contact Dispatch and/or their Lead Driver and report the situation.

Note: These seating guidelines are just that – suggested guidelines – <u>NOT</u> requirements.

Drivers can legally transport more middle school and/or high school students on their buses than called for in the guidelines, so long as they are not exceeding the rated seating capacity of the bus, which is 65 passengers for most our buses.

4.02   DRIVER RESPONSIBILITIES

A.   School bus schedules are prepared, and changes made to them, only by the Transportation Department's School Bus Routing Office. Drivers who have requests for changes to their bus routes and/or bus stops will submit their requests in writing to their assigned Lead Driver.

B.   Drivers will immediately report any hazards on the bus route or at bus stops which might offer an actual or potential threat to the safety of transported students to Dispatch, and to their assigned Lead Driver or Director.

- Schedule Compliance. Student stops should be made at the time indicated on the route schedule on file in the Transportation Routing Office. Drivers will try not to arrive at a stop ahead of schedule, even if it's only a minute or so early. If for some reason you fall behind schedule, notify your dispatcher by two-way radio if you are running more than fifteen (15) minutes behind schedule.

4.03 PROCEDURES FOR ASSIGNING DRIVERS TO BUS ROUTES, SHUTTLES, AND ACTIVITY RUNS

Procedures for assigning drivers to bus routes, shuttles, and activity runs are based on departmental seniority as per the contract with GESPA Union.

- Needs of the students
- Departmental needs
- Documented physical requirements of the driver

"LEAD DRIVER" CRITERIA AND FIELD TRIP PROCEDURES

5.01　LEAD DRIVERS
A.　CRITERIA

Drivers who serve as "LEAD DRIVERS will be paid ten percent (10%) above the salary to which they are otherwise entitled. The following criteria are considered at the discretion of the director as to "Lead Driver "assignments.

- Knowledge of Transportation policy and procedures
- Willingness to work as a leader and with administration
- Minimal parent, school, and district office complaints
- Minimal "speed violations"
- No charged traffic violations
- Five years minimum service

5.02　FIELD TRIPS PROCEDURES
A.　Employees may be employed in addition to their regular duties to drive school buses for field trips and other extracurricular activities, providing they hold the proper license. Drivers wishing to participate in field trips will sign-up during the in-service training workshop for drivers, conducted before school starts in August. Only full-time permanent drivers will be eligible to sign up to do field trips. Drivers who do not wish to sign-up for field trips shall be excused from doing them.

B.　Bus Drivers who request that their names be placed upon such a list will be selected to drive in order of seniority. Each driver on the list will be offered an opportunity to drive for field trips or extracurricular activities before repeat drivers are offered additional trips.

C.　There will be two documented attempts over a period of two (2) days to contact a driver.

D.　There will be a holiday sign up for those who would like to drive during Thanksgiving Recess, Winter Recess, and Spring Recess. First choice for Recess will be given to drivers on Trip List. These lists will be posted in each bus compound and drivers will be chosen by departmental seniority.

F.　If a driver calls off a scheduled trip, he/she cannot do a field trip in the AM or PM.

OPERATIONAL PROCEDURES FOR FIELD TRIPS
A.　Newer buses will be assigned to night/weekend field trips when necessary and/or appropriate. Drivers who need a bus other than the one they normally drive will contact the Routing Office in order to get another bus to use for the field trip.

B.　Radio and maintenance coverage will be provided whenever buses are out on field trips.

C.　It is the responsibility of the driver to know where the field trip destination is, and how to get to it. Drivers must plan out the route they will take with particular attention to:

- Special situations or potential problems along route (low clearance bridges, road construction, etc. explain how to operate the fire extinguisher)

D. DRIVERS WILL NOT LEAVE THE FIELD TRIP SITE UNLESS THEY ARE SPECIFICALLY AUTHORIZED TO DO SO BY THE PERSON FROM THE SCHOOL OR ORGANIZATION WHO IS IN CHARGE OF THE TRIP. Drivers who fail to comply with these procedures will be subject to disciplinary action in accordance with School Board Policy. If the person in charge gives a driver permission to depart the field trip site, the driver will not be away from the location for more than one-half (1/2) hour. A driver who wants to leave the field trip site for more than one-half (1/2) hour must get specific permission to be absent for the longer period of time from the person from the school or organization who is in charge of the trip.

6.01 ATTENDANCE RESPONSIBILITIES

Drivers are expected to be prompt and punctual in their attendance on all work days in accordance with the current school calendar and their assigned schedule and/or contract.

6.02 NOTIFICATION OF ABSENCE

The Contract between the Gadsden County School Board and G E S P A states: "Employees who cannot report to work for any reason (illness, tardy, emergency, etc.) shall contact their dispatch office no later than the scheduled start of their workday, or as otherwise specified by the school or department."

A. Drivers must notify their assigned Dispatch that they will not be reporting to work in accordance with the timeframes specified below:

1. Morning absences. Drivers must notify their assigned Dispatch at the earliest possible time, but not later than one-half (1/2) hour prior to the driver's scheduled reporting time, or by 5:30 a.m., whichever is earlier.

2. Afternoon absences. Drivers must notify their assigned Dispatch at the earliest possible time.

3. Even in an emergency, drivers must make every possible effort to notify their assigned Dispatch. If the situation requires you to leave the area and you cannot make the call yourself, have a relative or friend contact your Dispatch in your place.

4. Drivers must provide their assigned Dispatch with the reason for their absence (illness of self, illness of family member, etc.) and the date/time at which they expect to be able to return to work, if possible.

B. Drivers must notify their assigned Dispatch that they will not be reporting to work, with a complete update of their situation. The only times drivers will not have to contact their Dispatch on a daily basis are as follows:

- Admission to a hospital as a patient
- Driver has a doctor's work release for a specified number of days
- Approved Leave of Absence
- Driver out-of-town for an emergency

C. For any and all absences, drivers will complete and submit to Payroll an Employee Absence Form, no later than the end of the next work day.

6.03 PROCEDURES TO APPLY FOR LEAVE OF ABSENCE

A. All School Board employees who need to be absent from work for an extended period of time are required to apply for a Leave of Absence. Specifically, if an employee needs to be absent for more than five (5) consecutive unpaid days, or for more than ten (10) consecutive paid days, the employee must apply for a Leave of Absence. Drivers may be granted a Leave of Absence for the following reasons:

- Illness of Self *
- Caring for seriously ill child, spouse, or parent *

- Birth of child to immediate family *
- Adoption or foster care of a child *
- Military duty

* Note: Employees who need to be absent from work for these reasons may be eligible for leave under the provisions of the Family Medical Leave Act (FMLA). The determination of whether or not an employee qualifies for leave under FMLA is made by the Personnel Department.

B. Documentation must be submitted at the time the employee applies for a Leave of Absence to substantiate the need for the employee to be absent from work (doctor's note, copy of military orders, etc.). "Request for Leave of Absence" forms must be submitted to their designated Payroll Clerk for processing and approval.

6.04 ABSENCES, UNAUTHORIZED

A. The Contract between the Gadsden County School Board and the GESPA states: "Except in case of extreme emergency (sudden incapacitation, sudden illness, or accident which prevents prior approval for absence), If an **UNREPORTED ABSENCE** is for three (3) consecutive workdays, the School Board, upon the recommendation of the School Administrator and Superintendent, may consider the employee to have abandoned the position and resigned from the School District."

B. The Contract between the Gadsden County School Board and GESPA states: "Each employee must, for any absence from his/her work, secure official permission in advance, and no action purporting to grant leave retroactively shall be recognized. Leave for sickness or other emergencies which were verbally approved in advance may be deemed to have been granted in advance of the employee makes his/her supervisor, at the earliest practicable time on the first day that he/she returns to work after such absence, a proper written report and explanation of the absence.

Employees who are absent from work without authorization shall be subject to disciplinary action.

6.05 PAYROLL PROCEDURES

Drivers are responsible for submitting all required paperwork used to process paychecks correctly and on time.

7.01   SCHOOL BUS OPERATION

Drivers must always operate their bus in accordance with the requirements of the Florida Uniform Traffic Control Law (Florida Statutes, Chapter 316) and the Rules of the Florida State Board of Education regarding Transportation of School Children (Chapter 6A-3).

7.02   SCHOOL BUS STOP LAW (Florida Statute 316.172)

Motorists who pass a stopped school bus which has activated the flashing red loading/unloading lights and stop arms have committed a serious violation of the law and have put the lives of school children in jeopardy. Drivers who observe this happen should do the following:

     A.   If the motorist has violated the law, get a description of the vehicle (must include license plate number). Upon returning to the bus compound, complete a Vehicle Passing Stopped School Bus form and submit it to your assigned Team Leader. Completed forms will be forwarded to the Director of Transportation, who will use the forms to prepare a monthly report on violations to local law enforcement agencies.

     B.   Use of flashing amber and red loading/unloading lights. A school bus is a moving traffic signal. Drivers have the power, granted by law, to stop traffic. Accordingly, it is extremely important drivers know the legal and proper use of the flashing loading/unloading lights and stop arms.

7.03   LOADING AND UNLOADING OF STUDENT PASSENGERS

Drivers will comply with the following:

     A.   No passenger will be picked up or discharged on an expressway, connection ramp, or shoulder on an expressway. Always load/discharge students on the extreme right side of the road. Never unload students into an open traffic lane! Loading/unloading will only be conducted at approved stops according to the route sheet.

     B.   Keep kids in sight. Anytime the driver loses sight of a child when loading the bus, the driver must wait until the child is accounted for. The bus must never be put in motion until all children have been accounted for.

     C.   Under no circumstances will a driver allow a pre-kindergarten student to depart the bus when being dropped-off at the designated afternoon stop, unless the student's parent or designated guardian is at the bus stop to receive the student. The same policy also applies to all special education (ESE) students who are picked-up and dropped-off at their home residence, unless the parent or guardian has an approved waiver on file with the Transportation Routing Office. Upon arriving at a stop, when the parent or guardian is not present to receive the student, the driver will follow the procedure outlined below:

         •   Notify your Dispatch Office via two-way radio

         •   Complete remainder of run and then return to stop

         •   If parent/guardian is still not there, notify the Dispatch Office via two-way radio

- Transport student to alternate location (school, police department, Department of Child & Family Services, etc.) as directed by the dispatcher

D. School loading/unloading zones. Drivers must be especially cautious at the school loading area. School locations are often especially congested with traffic and pedestrians. The scene is sometimes confused with kids getting in and out of private cars as well as buses.

    1) Approach the loading area very cautiously and at a slow rate of speed. The speed limit in school loading areas is five (5) miles-per-hour.

    2) Drivers must be on their buses when students board the bus. Students will not be permitted on buses if the driver is not present. Drivers must also stay with their bus in the morning until the last student has unloaded.

    3) Flashing red or amber loading/unloading lights will not be used at school loading areas unless the bus is loading/unloading outside a designated bus circle.

<u>LOADING</u> STUDENTS ON THE HIGHWAY OR STREET

- Check mirrors and traffic
- Activate the turn signal, if a lane change is required
- Slow down
- Turn on amber loading/unloading lights at least 200 feet in advance of the stop location
- The bus will stop 200' from a controlled intersection where there is a traffic light, stop sign, etc., and 100' from an uncontrolled intersection.
- Pull as far to the right as possible, staying on the traveled portion of the roadway, and stop
- If possible, do not pull up any closer than 10 feet from the waiting students
- Apply the emergency brake, then shift to Neutral
- Cancel turn signal, if activated
- Cancel amber loading/unloading lights and activate red loading/unloading lights and stop arms
- Check all mirrors and traffic
- After traffic has come to a complete stop, open door as the signal for students to begin loading
- All student stops must be located a minimum of 200' from the railroad tracks.
- Load students in an orderly manner. Be sure all students are in the bus. Check mirrors to be sure.
- Close the door and check to see that students are seated
- Cancel red loading/unloading lights and stop arms
- Shift to Drive, then release the emergency brake
- Check all mirrors and allow traffic to clear before proceeding on route

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UNLOADING STUDENTS ON THE HIGHWAY OR STREET

- Follow the same procedure which is used for loading as you bring your bus to a stop:
- Check mirrors and traffic
- Activate turn signal, if a lane change is required
- Slow down
- Turn on amber loading/unloading lights at least 200 feet in advance of the stop location
- All student stops must be located a minimum of 200' from the railroad tracks.
- The bus will stop 200' from a controlled intersection where there is a traffic light, stop sign, etc., and 100' from an uncontrolled intersection.
- Pull as far to the right as possible, staying on the traveled portion of the roadway, and stop
- Apply emergency brake, then shift to Neutral
- Cancel turn signal, if activated
- Cancel amber loading/unloading lights and activate red loading/unloading lights and stop arms
- Check mirrors and traffic before opening the service door. Do not open the door to students until it is safe to cross the road. This means traffic must have come to a complete stop!
- Students must remain seated until the door is opened
- When you have determined it is safe, open the door as the signal for students to begin unloading from the bus
- Count the students as they leave and count them again as they move away from the bus – especially those who must cross the road (all students must be accounted for!)
- Check all mirrors again to make sure all children are safely away from the bus
- Follow the loading procedure for getting underway:
- Close the door and check that all remaining students are seated
- Cancel red loading/unloading lights and stop arms
- Shift to Drive, then release the emergency brake
- Allow traffic to clear before proceeding on route

7.04 PROCEDURES FOR SCHOOL BUSES EQUIPPED WITH LAP BELTS

Which school buses do these procedures apply to? For school buses owned/operated by Gadsden County Schools, all 2002 school buses and all school buses purchased thereafter (2003 and 2004 buses).

A. Instructions to student passengers.

1) Florida Statute 316.6145(2) requires that, "Each passenger on a school bus that is equipped with safety belts … shall wear a properly adjusted and fastened safety belt at all times while the bus is in operation."

2) Drivers who will be transporting students on these buses will always inform their students to "Buckle Your Lap Belts." After drivers have instructed their students in the proper use of the lap belts, they will continue to remind students to "Buckle Your Lap Belts," as students board at bus stops and schools. They will also remind students to refasten the buckle on lap belts as students depart the bus at the end of the trip.

B. Non-compliance with procedures by student passengers.
1) Any student who refuses to properly fasten their lap belt upon boarding a school bus will be given a second reminder to do so by the driver. If the student still refuses to comply after being given a second reminder, then the driver shall complete a Report of Student Misconduct on a School Bus form and submit it to the school administrator for follow-up and disciplinary action, as appropriate.

7.05   ITEMS NOT PERMITTED ON A SCHOOL BUS

Students are not permitted to bring items on board the bus which could be disruptive or present a safety hazard. The Gadsden County School Board has established a policy specifically prohibiting students from bringing the following items on board school buses (reference Student Code of Conduct):

1. Animals, which includes, but is not limited to: dogs (exception: service dogs), cats, rabbits, hamsters/guinea pigs, birds, snakes, frogs, insects, etc.
2. Glass containers
3.   Weapons or any dangerous object (includes firecrackers)
4. Facsimile of guns or knives
5. Alcohol
6. Cigarettes/tobacco products
7. Illegal/illicit drugs of any type
8. Large bulky items (or band instruments) which block the entrance ways, aisles or seats, or which deprive a student of a seat.
9. No sharp objects, balls, bats, hockey sticks, roller skates, skateboards, helium balloons, or cutting instruments of any kind are allowed.
10. In the event that a student attempts to board the bus with a prohibited item, the driver will immediately contact the Dispatch office to report the incident and get instructions on how to proceed.

ITEMS PERMITTED ON A SCHOOL BUS:

1. Listed below are some of the musical instruments which meet the criteria permitting them to be carried on school buses:

Piccolo	Flute	Clarinet
Alto Clarinet	Oboe	English Horn
Trumpet (Cornet)	Flugel Horn	Trombone (Tenor)
Alto Saxophone	Violin	Viola

If band instruments are brought on the bus, they cannot be placed on seats if it causes a student to have to stand.
2. Batons and drum sticks will be permitted on school buses only in their proper cases.
3. Drivers must always make sure a clear and unobstructed path to emergency equipment and emergency exits are maintained at all times.

7.06   SAFE DRIVING PRINCIPLES – EMERGENCY VEHICLES

Emergency vehicles, such as fire trucks, police cars, and ambulances always have the right-of-way when they are giving warnings by means of a siren and/or warning lights. Upon the approach of such vehicles, drivers must pull their bus over as far to the right as possible, and stop until

they have passed. If it is not possible to pull over to the right, then you should stop the bus, and let the emergency vehicle(s) go around you. If you are in the process of unloading students when approached by an emergency vehicle, leave your flashing red lights and stop arms activated, but immediately close the door to the bus and stop students from getting off. If you are in the process of loading students when approached by an emergency vehicle, leave your flashing red lights and stop arms activated, but immediately close the door to the bus and direct students to wait off the road until after the emergency vehicle has passed. You may also need to blow your horn, and/or wave at your students to get their attention to make sure they know they need to wait off the road.

7.07   SAFE DRIVING PRINCIPLES – RAILROAD CROSSINGS

Drivers must carefully follow the requirements of the Florida Uniform Traffic Control Laws (Statute 316.159), and the Rules of the State Board of Education (Chapter 6A-3.0171) when approaching and crossing any set of railroad tracks.

- There are fewer trains than there used to be, so drivers are less alert.
- Radios and other noise (from students, etc.) distract drivers and drowns out the sound of train horns.
- Freight trains don't always run on specific schedules, so drivers are not anticipating them.
- Trains travel at high speeds. Buses accelerate slowly. It takes about ten (10) seconds for a bus to fully cross a typical set of railroad tracks.

All accidents at railroad crossings could be eliminated through properly executed procedures for crossing the tracks. The vehicles which are most likely to be destroyed by a train are those driven by people who have used the fatal crossing hundreds of times. They have used it so often, in fact, that they have blotted it right out of their mind. The round advance warning sign, the big "X" painted on the roadway, even the red flashing signals have become invisible to these drivers. It seems that familiarity with the crossing has turned into contempt for it. Such contempt can be fatal. There are no "second chances" at railroad crossings!

- A. General procedures for crossing railroad tracks. The general procedures for crossing railroad tracks are outlined in Figure 7-3. Drivers must follow this procedure without fail, whenever they must cross a set of rail road tracks.
- B. Crossing railroad tracks where crossing is controlled by warning signals (red flashing lights/bells). Drivers will stop, look and listen at every railroad crossing at which there are in operation flashing red warning lights and/or bells. Drivers will not proceed across railroad tracks when such warning devices have been activated, regardless of whether or not an approaching train is visible, unless directed by a law enforcement officer.
- C. Crossing railroad tracks where crossing is controlled by crossing gate or barrier. The procedures set forth in paragraph b., above, also apply to railroad crossings which have crossing gates or barriers in addition to warning signals. No driver will drive his/her bus through, around, or under any gate or barrier at a railroad crossing while such gate or barrier is closed or being opened or closed. The driver must never interpret a lack of movement as an indication that a crossing gate or barrier is either in or out of order, but must always assume the crossing is dangerous. In a situation where a crossing gate or barrier is fully or partially closed and other warning devices (red flashing lights and bells) have not activated the driver will not

proceed to cross the tracks until he/she has conclusively ascertained that no train is approaching.

D. Multi-track railroad crossings.
1. The driver must first determine if the bus must be stopped for each set of tracks, or if it is permissible to cross all of them at once. If there is enough room between each set of tracks for the bus, plus fifteen (15) feet in front of and behind the bus, you must stop for each set of tracks.
2. If the bus must be stopped for more than one set of railroad tracks, the complete crossing procedure (see Figure 7-3) must be followed for each and every set of tracks.
3. If you will be crossing more than one set of railroad tracks all at once:
   • Make sure no train is approaching on any of the tracks
   • If a train is approaching, wait until it has cleared the crossing to the point that all tracks are completely visible (be sure another train has not been hidden from view by the first train)

D. No-Stop conditions. Drivers are not required to stop before crossing abandoned railroad tracks. In order for a railroad crossing to be considered abandoned, all of the following conditions must apply:
1. The tracks have been abandoned pursuant to State or Federal Law.
2. The tracks have been covered or removed.
3. All signs, signals and other warning devices have been removed.

F. Emergency procedures. If a school bus stalls while crossing a set of railroad tracks, or some portion of the vehicle is left on the crossing for any reason, and a train is approaching, drivers will IMMEDIATELY take the following actions: Evacuate the bus and direct passengers to move away from the vehicle in the direction the train is approaching, to avoid being hit by flying wreckage.

GENERAL PROCEDURES FOR CROSSING RAILROAD TRACKS

1.	Drivers should approach and cross railroad tracks from the right lane of traffic, whenever possible. If a driver must cross railroad tracks in the left lane of traffic due to the way the bus route is set up, the driver will immediately contact their assigned Operations Coordinator or Area Supervisor and request rerouting of the bus to eliminate the need to cross railroad tracks from other than the right lane.
2.	Deactivate the master switch for the student loading/unloading lights. Neither the amber nor the red flashing loading/unloading lights on the school bus shall be used at railroad crossings.
3.	Activate the hazard lights (4-way flashers) at least 200 feet away from the railroad tracks. (NOTE: Other vehicles may attempt to pass the bus when the 4-way flashers (hazard lights) are activated and the driver begins to slow down the school bus. Drivers must always be alert to this possibility and watch for vehicles abruptly pulling out to pass.)
4.	Turn off all noise-making devices, or activate noise abatement switch if bus is so equipped. Turn on dome lights as signal to students to stop talking and remain quiet.
5.	Open the driver window completely.
6.	Bring the bus to a stop at least fifteen (15) feet, but not more than fifty (50) feet, from the nearest rail of the railroad crossing.
7.	When stopped, apply the emergency/parking brake.

8.	Shift to Neutral
9.	Fully open the service door.
10.	Look carefully in both directions and listen for approaching trains.
11.	When it is clear to do so, close the service door, shift to Drive and release the emergency/parking brake, (Never let the bus sit in Neutral without the emergency/parking brake being applied!)
12.	Noise abatement switch (if bus is so equipped) may be released at this time.
13.	Look both ways and listen again.
14.	If the tracks are still clear, go. Drivers will not shift gears nor stop until the bus has completely cleared the railroad crossing. Always make sure there is sufficient space on the other side of the tracks for the bus to completely clear the crossing without any part of the bus being left on the crossing. Any time the route is designed such that the railroad crossing is immediately preceding an intersection, the driver must be certain the bus can proceed without the need to stop, before beginning to cross the tracks.
15.	Turn off hazard lights (4-way flashers) and close window next to driver's seat.

7.08   SAFE DRIVING PRACTICES – RESTRICTED CLEARANCES

Drivers must always be on the lookout for overhanging or projecting obstructions when driving near curbs or on narrow roads. Beware of low hanging tree limbs! If you encounter an unsafe condition, complete a Driver Report on Road Hazards form and give it to your assigned Field Operations Supervisor or Area Manager.

7.09   USE OF CELLULAR TELEPHONES

The use of cellular telephones while driving a Gadsden County school bus is STRICTLY PROHIBITED. Cellular telephones may be used on a school bus only when the bus is parked.

7.10   COMPOUND TRAFFIC RULES AND STORAGE OF BUSES

A. The speed limit within the bus compounds is five (5) miles-per-hour.

B. Fueling of buses. The procedure below will be followed when refueling school buses:

1. Set the emergency/parking brake, shift to neutral or park, and shut off the engine.

2. All passengers must get off the bus and wait at least 50 feet away while the bus is being refueled.

3. Insert your pump key in the designated slot on the fuel pump. Follow the instructions to enter the mileage reading from the bus odometer.

4. Never back the bus away from the fuel pumps unless you are instructed to do so and someone is available to direct you.

C. When returning from the morning or afternoon runs, or a field trip, drivers must park their bus in the designated parking space/slot for that particular vehicle.

D. When returning from the morning or afternoon runs, or a field trip, drivers must complete the post-trip inspection.

1. Check for adequate fuel. If there is any doubt that the amount of fuel is enough to complete the next trip, get the bus fueled. There can be no excuse for allowing your bus to run out of fuel!

2.	Check for vandalism of seats, interior paneling, and windows which might have taken place while you were out on the road.

3.	Collect any clothing or materials students may have left behind on the bus. Have them ready to give back to the owners the next time you see them.

4.	Clean up any mess and pick up any trash or refuse. Sweep the bus and place trash/refuse into the proper receptacle (do not sweep trash/refuse out the bus and on to the ground!).

5.	Make a note of supplies you might need (for example, items for the First Aid Kit or report/inspection forms). Be sure you remember to get what you need before departing on the next trip.

6.	Secure the vehicle.
   - Make sure the emergency/parking brake is engaged and the gear shift is set to Neutral or Park!
   - Remove the ignition key.
   - Close all windows, vents, and doors.

E.	Complete any necessary forms or reports and deliver them to your Dispatcher, Service Manager or the Director before departing the compound.

F.	Always follow procedures for turn-in of your bus keys. Put your bus keys back up on the compound's front desk, unless instructed to do otherwise.

G.	Drivers who experience a mechanical problem with their bus while they are on a route or trip must make sure a Driver Request for Repair form is promptly completed and turned in to the Bus Service Manager or Lead Mechanic, upon returning to the compound from a trip. Drivers are not permitted in the garage service bays and should stay clear of buses being serviced on the apron to the bays.

## 7.11	NO IDLING POLICY, ENERGY CONSERVATION AND EMISSIONS REDUCTION

The cost of pupil transportation is a major item in the annual budget of the school district and the cost of fuel for school buses is a large part of that budget. The amount of money available to run our transportation system is not unlimited. It is imperative, therefore, that drivers make a reasonable effort to get the most miles-per-gallon out their buses. They do this by the way they operate the bus. Saving fuel saves money and that can save jobs!

A.	No Idling Policy. As of the 2006/2007 school year. Gadsden County Schools has a strict "no idle" policy for all school buses in compliance with Federal Law. As a general rule, buses should be moving whenever the engine is on. The engine should be turned off after arriving at loading or unloading areas. The school bus should not be restarted until it is ready to depart. Federal Motor Carriers Rule 62-258.420, Heavy Duty Idling Reduction, effective December, 2008, prohibits idling of commercial vehicles, including school buses, for longer than five minutes except under certain situations:
   - When a special needs bus is stopped and the lift door is open and lift is in use
   - When the bus is stopped at a railway crossing and a train is approaching, the bus is required to wait for the train until it passes.

- There are large numbers of passengers at some bus stop location and the five minute time limit could be exceeded when the bus is stopped for either loading or unloading students.

B. Stop and start smoothly and gradually. Plan ahead. Do not accelerate to an unnecessary speed when you can see ahead that soon you are going to have to stop again. When you can see that you are going to have to stop, take your foot off the accelerator sooner and coast so that you slow down more gradually. The sooner you get your foot off the accelerator, the more fuel you save. In starting up, acceleration should be moderate. A bus can only get under way so fast and so over-accelerating merely wastes fuel.

C. Maintain correct tire pressure. Low air pressure in tires causes higher rolling resistance and leads to increased fuel consumption. If a tire appears to be low or if the bus keeps pulling to the left or the right, have the tires checked.

D. Maintain smooth, steady driving at constant speeds whenever possible. It takes much less fuel to maintain a given speed than it does to accelerate up to that speed. The most fuel efficient way to drive is at a steady speed, avoiding constant changes up and down through acceleration and braking.

E. Whenever the bus is parked for a period of time which exceeds two or three minutes, turn off all lights and switches to conserve the battery. This includes stops made at schools while waiting to load or unload students, waiting in line for fuel, etc.

7.12   USE OF AM/FM RADIOS ON SCHOOL BUSES

School buses purchased by Gadsden County Schools are equipped with factory installed AM/FM radios. School bus drivers have the option to play the radio on these buses while they are transporting students. The use of a radio can provide drivers with an effective tool to help promote good student conduct on buses. School bus drivers need to understand, however, that some radio stations broadcasting in the area have programming that contains obscene and profane language, and/or discussions of adult subjects which could be objectionable to some students and parents.

8.01   GENERAL PROCEDURES

All school buses operated by Gadsden County Schools are equipped with a two-way radio. These radios are to be used primarily for emergency situations (accidents, incidents, and breakdowns). Transportation Dispatch also uses the two-way radios to assist drivers who are in need of immediate information in order to be able to complete their bus route.

      A.   Night/weekend field trips. When a driver is out on a field trip which is operating when the transportation department's offices are closed (nights, weekends, holidays), the two-way radio on the bus must be set on channel 3. Gadsden County Sheriff's office monitors radio calls on channel 3 during these times and can contact transportation supervisory personnel to provide assistance in an emergency.

      B.   All radio transmissions shall be made in a professional and businesslike manner at all times.

      C.   No personal messages will be transmitted nor personal conversations between buses be allowed.

8.02   RADIO CODES

To ensure all two-way radio transmissions are understood and all messages transmitted uniformly, the code system detailed on the following table will be used for all radio transmissions.

CODE	WHAT IT MEANS
10-3	All units stop transmitting until advised by Dispatch
10-4	Yes/affirmative Response
10-7	Unit is out-of-service
10-8	Unit is in service
10-9	Please repeat your message/say again
10-20	Current location (as in: "What's your 10-20?")
10-22	Disregard last transmission
10-23	Stand-by (wait a minute while I check on something, etc.)
10-26	Last transmission was received and understood
10-45	Call me by telephone
10-51	I'm enroute (as in: "Are you 10-51 to _____ ?")
10-54	No/negative response
10-98	I have arrived/completed assignment
SIGNAL 0	Armed Student
SIGNAL 4	School Bus Accident (this code is to be used only for accidents involving a school bus!)
SIGNAL 13	Suspicious vehicle (as in: "Signal 13 following my bus…")
SIGNAL 13P	Suspicious person (as in: "Signal 13P at bus stop…")
SIGNAL 22	Disturbance at bus stop
SIGNAL 38	Assault/fight
SIGNAL 49	Injury on bus

SIGNAL 62	Disorderly conduct on bus

* Note concerning requests for time checks: Dispatch will NOT respond to requests for time checks! A special time clock is provided at the bus compound for drivers and staff to use to set their watches with the correct time. It is the driver's responsibility to make sure their watch is set to the correct time. Drivers who abuse radio procedure in this manner shall be subject to disciplinary action.

SECTION 9

SCHOOL BUS PASSENGER MANAGEMENT

At the start of every school year or when a new driver is assigned to a route, students should have each bus behavior expectation explained and demonstrated. Communication with students can be difficult, at times. Promote a positive bus environment. Drivers who have frequent positive interactions with students generally experience significantly better bus behavior than drivers who primarily emphasize reprimands and punishments.

Remember, having the students in their seats will encourage a safe bus ride. The school bus shall not depart the bus circle or bus stop until all students are safely seated.

TWENTY-FIVE (25) WAYS TO MAINTAIN STUDENT DISCIPLINE
(Reprinted from School Bus Fleet Magazine)

1. Never give an order you do not mean to enforce.
2. Give one direction or instruction at a time to stimulate action, not to check it. Say, "do this," rather than "don't do that."
3. Give a child time to react.
4. Have a reason for what you ask a child to do, and when possible, take time to give the reason.
5. Be honest in what you say and do. A child's faith in you is a great help.
6. Be fair. It is not punishment, but injustice that makes a child rebel against you.
7. Be friendly and always show an interest in what they are doing.
8. Commend good qualities and actions.
9. Try to be constructive, not repressive, in all dealings with children.
10. Remember that a sense of humor is extremely valuable.
11. Never strike a child.
12. Do not judge misconduct on how it annoys you.
13. Do not take your personal feelings and prejudices out on the children.
14. Maintain poise at all times. Do not lose your temper.
15. Remember, the tongue is the only keen-edged tool which grows sharper with constant use. Do not nag, bluff, or be officious. Remember to watch not only what you say, but how you say it.
16. Look for good qualities -- all children have them.
17. Do not pick on every little thing a child does. Sometimes, it is wiser to overlook some things.
18. Bear in mind that misbehavior is seldom willful. There is usually a cause -- and it may sometimes be you!
19. Listen for suggestions and complaints from the children. Be aware of their body language, as well as what they say.
20. Follow-up on all cases which have been disciplined. Be certain you still have the respect and confidence of the child.
21. Be sincere in your work.
22. Set a good example yourself. Model the behavior you want from your students.
23. Intelligence in handling youth consists of thinking faster than they do. If they can out-think you, you are not using your maturity and the advantage of your larger education. You should see possibilities before they become results. This is one of the secrets of leadership.
24. Defiance to established procedure comes from failure to keep the situation in hand. If there is a danger of a direct break, the child should not be forced. An adult's will should never be pitted against that of a child. It is far wiser to give some simple directions that will be mechanically obeyed and pick up the reins of control in a quiet way.
25. Never hold a child up to public ridicule. It is the surest way of creating a discipline problem.

9.01   GADSDEN COUNTY SCHOOL BUS SAFETY RULES

Rules for student conduct on school buses are set forth in the Gadsden County School Board's Student Code of Conduct. Each of the Transportation Department's school buses has a list of bus rider safety rules posted inside so students shall know what is expected of them.

YOUR RIDE IS ALL ABOUT "SAFETY"
- Sit and stay in assigned seat
- Act responsibly and respectfully at all times
- Feet, hands, and objects kept to self and inside the bus
- Emergency and railroad tracks – voices off
- Talk quietly to your neighbor
- Your driver is the leader

Drivers are to instruct students on the rules of acceptable conduct at the beginning of each school term and as frequently thereafter as necessary. Drivers will enforce, to the best of their ability, all rules, regulations, and instructions which prescribe proper behavior on the part of transported students. Section 1006.147, Florida Statutes, requires districts to adopt a policy prohibiting bullying and harassment of students and staff on school grounds, at school- sponsored events, on school buses, and through school computer networks.

9.02 DRIVER GUIDELINES AND HANDLING STUDENTS

Drivers are required by Florida Statute and Rules of the State Board of Education to maintain order and safe behavior by the students on the school bus. Rules for student conduct on the school buses are set forth in the School Board's Student Code of Conduct.

A.   Assign seating for the entire bus. Assigning seats for all riders can help a driver learn student names more rapidly, set a tone of behavioral control, and turn student seating into a familiar routing rather than a daily free-for-all. At the start of the year, create a seating chart for the bus. The suggested procedure for arranging seating is to load window to aisle or back to front according to stops. An accurate seating chart is required to be maintained at all times. A copy of the seating chart will be given to the School, Lead Driver, and a copy will be left on the bus.

B.   Drivers will make every reasonable effort to deal with infractions of the rules of student conduct. If a driver overlooks the misbehavior of the student(s) in their care, they will lose the respect of the well-behaved students.

C.   In cases of minor infractions, the driver should warn the student(s) involved without stopping the bus, if possible.

D.   Drivers will, if at all possible, stop the bus if the behavior problem is a serious one. Change the students' seats when possible to de-escalate the situation. Drivers will immediately contact the dispatch office for their assigned area via two-way radio and provide them with details of the situation. If there is a physical confrontation between two or more students, drivers may take all reasonable measures necessary to separate the students involved in the confrontation to preserve safety and prevent injury.

E.   Except in situations of an extremely unusual or serious nature, drivers will not park buses on the side of the road for an extended period of time. Such action should be limited to no more than five (5) minutes in duration. The driver will not return a group of students to a school in the afternoon after reaching a point approximately

one-half (1/2) the distance between the school and the last stop on the trip. It is acceptable to pull into a nearby school for assistance; provided dispatch has been contacted and the school is notified. If you do have to return to a school, contact dispatch so they can call the school and arrange for an administrator to meet the bus. The driver is required to obtain the names of students leaving the bus. The driver will notify the Lead Driver and dispatch and/or director, upon returning to the compound that the students have been removed from the bus.

9.03   DISCIPLINARY MEASURES FOR STUDENT MISCONDUCT

A.   Drivers will make every reasonable effort to deal with minor infractions of the rules of student conduct. The driver will give the child a verbal warning, go over the bus rules, change the student's seat, and request a school administrator to talk with the student prior to writing a report of misconduct. When it is necessary to write a report of misconduct, it will then be given to the school principal or his/her designee.

B.   Drivers will fill out a Report of Misconduct on a School Bus form in cases of repeated minor misconduct incidents, or when a serious misconduct incident occurs on a school bus and is witnessed by the driver. If the driver did not witness the incident, they will complete a Driver's Report of Incident form and submit it to their Lead Driver. The Report of Misconduct shall be given to the school in a timely manner.

C.   There are many reasons for a request for video to be pulled:
1)   Sexual contact of any kind
2)   Fight
3)   Theft
4)   Repeated misconduct/misconduct related to safety
5)   Accident

Should there be a request made for a video to be pulled, the Director will be notified immediately. If the police are involved, the Gadsden County Safety Coordinator is to be notified.

D.   Drivers will not physically discipline, nor suspend the transportation of any student. The driver should instruct every student they are only allowed to disembark the bus at their assigned bus stop or at the students' school under proper supervision. Should a student leave the bus at an unassigned bus stop, the driver will immediately contact dispatch and write a Report of Misconduct. Drop-off of a student at any other location must be approved, in advance, by a School Principal/or designee, Dispatch, and/or the Director. (Note: Transportation is responsible to transport all students until such time as the parents have been properly notified that their child's bus riding privileges have been suspended.)

E.   The school principal or his/her designee, will determine appropriate disciplinary measures for the student's actions based upon the driver's report and any other input deemed necessary from other students and/or the student involved.

F.   In the event a driver does not feel the school principal, or the principal's designee, is not adequately supporting them in matters pertaining to student misconduct, the driver will seek assistance from the Director of Transportation.

9.04   EXCEPTIONAL EDUCATION STUDENTS

A.   Handling behavior problems with Exceptional Education Students. The information on student behavior management contained in this Section of Driver Handbook applies to all students, including Exceptional Education Students. However, drivers must recognize that Exceptional Education Students are different from the children they may have been used to dealing with. Students with disabilities may have shorter attention spans, low tolerance for frustration, and difficulty in adjusting from one situation to another. These problems can result in episodes of serious student misconduct, which can endanger the well-being of other students and the safety of the bus, if the driver and bus attendants are not prepared to handle such situations in an effective manner.

B.   Dealing with Health Problems. The health of students on the bus is another problem drivers may face, particularly when transporting Exceptional Education Students. Drivers should learn as much as they can on what to do when faced with health problems in general, and who to contact for dealing with specific health needs.

Students with a Specialized Transportation Service Plan will be documented and attached to their Individualized Education Plan (IEP).

Special caution to Drivers: Information on student enrollment in exceptional education programs and information pertaining to a student's disability and/or medical condition is Strictly Confidential. Such information provided to drivers is "For Official Use Only" and must not be disclosed to unauthorized persons and/or persons without a legitimate "Need to Know". Drivers who fail to maintain the confidentiality of such information shall be subject to severe disciplinary penalties and may also be subject to civil liability in a court of law!

10.01   FIRE PREVENTION

A.   Fire prevention safety rules. Drivers shall observe the following fire prevention safety rules.

The engine must be turned off when refueling. No smoking or open flame shall be permitted within fifty (50) feet of the bus. Students shall not be allowed on or near the bus while refueling.

B.   Using a fire extinguisher. During any fire, time is of the essence. There is no time to be fumbling around trying to find the fire extinguisher or figuring out how to operate it. It is important that drivers know the location of the extinguisher, how to operate it, and how to fight a fire. The response to fire must be almost automatic. Operating instructions for the type of fire extinguisher carried on school buses are detailed below.

1.   Pull the pin. A twisting motion should be used because there is a small safety wire that must be broken. The wire will break easier if it is twisted.

2.   Hold the extinguisher upright. It should always be held in an upright position.
There is a tendency to hold it sideways, so a conscious effort must be made to keep it straight upright.

3.   Squeeze the trigger in short bursts.

4.   Direct the chemical at the base of the fire.

5.   Use a gradual side-to-side motion to cover the entire burning area.

6.   Decide whether or not to evacuate the bus. A school bus should always be evacuated when:
•   There is a fire
•   There is a potential for a fire to occur
•   The bus has come to a stop in a dangerous position

7.   Drivers are to take no chances in fighting a fire which would endanger their personal safety or that of the passengers. When in doubt, evacuate!

8.   Seats are fire retardant, not fireproof.

10.02   EMERGENCY STOPS

A.   Students must NEVER be left unattended on board a school bus! If the situation is such that the driver must temporarily leave the bus, arrangements must be made for another driver, supervisor, or school staff member to meet the bus at the stop location.

B.   Decide whether or not to evacuate the bus.

C.   Contact Dispatch. Drivers will give the Dispatch Office as many details as possible concerning the situation.

D.   A safe location must be identified to stop the bus.

E.   When a situation occurs where a driver is unable to continue driving their bus, due to illness or other reasons, the driver will immediately contact the Dispatch Office and request permission to make an unscheduled stop.

10.03 PLACEMENT OF TRIANGULAR REFLECTORS

When a school bus becomes disabled upon the traveled portion of any highway, or shoulder thereof, emergency warning devices must be placed on display immediately. Reflectors shall be set out as detailed below.

    A. Placement of triangular reflectors on a two-lane and/or multi-lane roadway.
- 1) Place the first reflector on the traffic side of the bus approximately ten (10) feet from the rear of the bus.
- 2) Place the second reflector approximately one hundred (100) feet behind the bus.
- 3) Place the third reflector approximately one hundred (100) feet in front of the bus.
- 4) On a multi-lane highway, place the third reflector approximately two hundred (200) feet behind the bus.

    B. Estimating required distances. Drivers should pace off the distances, using the following guideline: generally, 10 feet is about 4 paces; 100 feet would be approximately 40 paces.

10.04 BUS INCIDENTS/CRASHES

A. In all instances where a school bus is involved in an incident/crash, the driver will remain at the scene of the incident/crash until they have been released by the law enforcement officer(s) and the Director or Designee.

B. Drivers will assist injured persons to the limits of their ability and training in first aid.

C. Drivers will immediately notify Dispatch by two-way radio when they have an incident/crash while driving a school bus. If the bus is in an area which is out of radio range, drivers will call their Dispatch or Gadsden County School Board office by telephone if they can get access to one promptly, or they may obtain assistance from bystanders or other motorists to call on their behalf.

D. Drivers will, without fail, report every incident/crash regardless of how minor and regardless of damage. An incident/crash is defined as any time the vehicle (bus) comes into contact with another vehicle or object.

E. When reporting an incident/crash, drivers must be specific as to location, time, and extent of injuries and/or bus damage.

F. Drivers will immediately ask if any student is injured or feels any discomfort which could be associated with the incident/crash.   If a student complains of pain or is visibly injured, even slightly, the incident/crash will be reported to the appropriate law enforcement agency and the Transportation Department as an "accident with injuries." Students will be advised that if they feel any pain or discomfort after leaving the bus, to report it to their school office.

G. If students are on the school bus at the time of the incident/crash, they will not be allowed to leave the scene, unless they need to be transported for medical treatment. (Note: Drivers cannot forcibly restrain any student from leaving the bus at any time; however, drivers are not to instruct students to do anything other than to remain at the scene. If the parent of a student refuses to allow their child to remain at the scene, the driver will ask to see the parent's driver's license or other photo

identification before allowing a student to depart, unless the parent is personally known to the driver. Drivers will also make sure to note the apparent condition of the student.)

H.   Any person who is injured in a school bus incident/crash or who complains of pain or discomfort will not be released from the scene of the accident without being checked by emergency medical personnel or other certified medical persons.

I.   Drivers are to make no statements regarding fault to other parties involved in an incident/crash. Drivers are to be courteous, to offer to give their name, license number and insurance information, but will not argue with other parties or police officers. If requested to sign any statement other than one requested by the police, the driver is to refer the statement to their Director.

J.   If a driver is issued a traffic citation (ticket) in connection with an incident/crash involving a school bus, the driver will not argue with the police officer nor refuse to sign the traffic citation (either can result in arrest).

K.   Drug and Alcohol Testing Requirements. Under certain circumstances, Federal and State Law require drivers to be tested for drugs and alcohol after having an incident/crash.

Any driver who refuses to submit to an immediate drug/alcohol test required as a result of an incident/crash meeting the criteria outlined above will be subject to dismissal from his/her position.

L.   If a driver is issued a citation for a moving violation in connection with an incident/crash involving a school bus, and the Director or designee is not present at the incident/crash scene when the citation is issued, the driver will immediately notify his/her Dispatch Office, or Gadsden County Schools Board Safety Coordinator, if it is after normal working hours.

M.   If the bus is cleared to be driven (not towed) from the scene of the incident/crash, and the driver is not required to take a drug/alcohol test, the driver will immediately return the bus to their compound where it will be inspected and a damage/repair estimate prepared, unless instructed otherwise by the Director or Service Manager.

N.   If a child restraint system was in use at the time of the accident, they must be inspected or replaced if it is necessary. Drivers should check their Bus Service Recorder at their compound before transporting infants or toddlers after an accident, to make sure this has been done.

O.   Incident/Crash Reports.
    1)   Drivers must always complete the Accident Report form when they have been involved in an incident/crash with a school bus. The completed report form must be submitted to the Office Manager or Director by the end of the next working day following the incident/crash.
    2)   Drivers must also complete a School Bus Seating Chart form when students are on board the bus at the time of the incident/crash. This report form must be completed by the driver before they depart the scene of the incident/crash.

10.05   INCIDENTS
   A.   An incident is any infraction that occurs on/or to the bus, the driver, students, or other passengers on the bus or at a bus stop. The driver will report the incident by two-way radio to Dispatch. If the bus is in an area which is out of radio range, drivers will call their Dispatch or Gadsden County Schools Safety Coordinator by telephone if they can get access to one promptly, or they may obtain assistance from bystanders or other motorists to call on their behalf. The telephone number for Gadsden County Schools Safety Coordinator number is (call when Dispatch is closed) is 627-9651 ext. 1248.
   B.   If emergency assistance is requested and dispatched to the incident location drivers will not leave the scene until they have been released by the law enforcement officer(s) and the Director or Designee.   If students are on the school bus at the time of the incident, they will not be allowed to leave the scene, unless they need to be transported for medical treatment.   (Note: Drivers cannot forcibly restrain any student from leaving the bus at any time; however, drivers are not to instruct students to do anything other than to remain at the scene. If the parent of a student refuses to allow their child to remain at the scene, the driver shall ask to see the parent's driver's license or other photo identification before allowing a student to leave the scene, unless the parent is personally known to the driver. Drivers will also make sure to note the apparent condition of the student.)
   C.   Any person who is injured in a school bus incident or who complains of pain or discomfort shall not be released from the scene of the incident without being checked by emergency medical personnel or other certified medical persons.

   D.   Incident Reports
         Drivers must always complete the Driver's Report of Incident form when there has been an incident. The completed report form must be submitted to the Director's office by the end of the next working day following the incident.

10.06   STUDENT INJURIES AND ILLNESS
   A.   Drivers will complete a Driver's Report of Incident form whenever the following situations occur: a student becomes ill while a passenger on the bus, a student is injured as the result of an incident while on the bus, or when a student is injured while boarding or exiting the bus.
   B.   In the event a student becomes seriously ill while enroute to or from school, the driver shall immediately park the bus in a safe area and render first aid up to the limit of their training and ability, if necessary. Drivers will immediately notify Dispatch of the situation and shall seek prompt aid by the best possible means available. Drivers will not attempt to drive the bus with a seriously ill student aboard except in an emergency to get to the nearest place where help may be obtained (e.g. fire station or hospital).

SECTION 11

PRE-TRIP INSPECTION/MAINTENANCE

The driver plays an important role in the school district's preventive maintenance program. Pre-trip inspections are required every time a bus is put into service. The driver must be alert for evidence of conditions which require attention. The inspection must be carried out in a manner which will allow the driver to detect any possible electrical, mechanical, or other condition which could prevent the bus from making a trip safely and on schedule. The driver need not be an expert mechanic to observe and report problems such as the following:

- Air brakes leaking
- Engine not idling properly
- Engine over-heating
- Unusual noise under the hood of the bus

Drivers who fail to properly complete the pre-trip inspection of their bus jeopardize the safety of the students they transport and other motorists!

A thorough pre-trip inspection consists of the following:

- The inside check
- The walk-around outside check
- The on-the-road check

A. The inside check. Drivers shall check the operation of all gauges, controls, emergency exits and interior lights, and inspect emergency equipment, condition of seats, windows and the general interior.

B. The outside check. Drivers shall check the operation of all exterior lights, check inflation and condition of tires, look for evidence of leaks, check the operation of emergency exits, inspect the exhaust system for loose tail pipes or leaks, and check the overall condition of the bus exterior.

C. The on-the-road check. Drivers shall check brakes and steering for proper functioning, and mirrors for proper adjustment.

THE SUCCESS OF A GOOD PREVENTIVE MAINTENANCE PROGRAM DEPENDS ON THE FULL COOPERATION OF DRIVERS TO PROPERLY CARRY OUT THE PRE-TRIP INSPECTION. DRIVERS SHOULD ALWAYS NOTIFY THEIR BUS SERVICE MANAGER OR GARAGE MECHANICS BEFORE OPERATING A BUS IF THERE IS ANY QUESTION ABOUT THE CONDITION OF THE BUS.

GAUGES & WARNING LIGHTS & THEIR FUNCTION

- **Air Pressure Gauge.** This gauge should indicate enough air pressure to operate the brakes. Pressure should build up to 120 pounds per square inch (psi) when the engine is running. Do not operate the bus until the air pressure is at least 90 psi. Excessive loss of pressure overnight can indicate a leak in the air system.

- **Low Air Pressure Warning Light**. When air brake pressure falls below 60 psi a red warning light on the instrument panel will turn on and a buzzer will sound or the "wig wag" warning arm will drop down, depending on the model of bus you are driving. You must stop as quickly and safely as possible because when the air pressure reaches about 30 psi the emergency braking system will lock up the wheels.

- **Oil Pressure Warning Light**. This light indicates that oil pressure is too low for engine operation. If this light comes on and stays on you must turn off the engine and report the condition immediately to your Bus Service Recorder or (if you are on the road) to the Dispatch Section. Continued operation of the bus without adequate oil pressure can destroy the engine.

- **Voltmeter**. This should indicate in the green area, or over 12 volts, when the engine is running to show normal alternator/battery function. If the gauge is in the red area or is indicating less than 12 volts the battery will soon be run down, resulting in failure of the electrical system.

- **Water temperature gauge**. This gauge shows the temperature of the engine coolant. The gauge should be in the normal area or show a temperature of not more than 212 degrees. Overheating can ruin the engine, so the bus must be stopped until the engine is cooled down and the cause of the overheating corrected.

- **Fuel gauge**. The fuel gauge should indicate you have enough fuel for the trip to be undertaken, plus a comfortable reserve in case something unexpected occurs. There is no excuse for a driver ever to run out of fuel!

THE PRE-TRIP INSPECTION

Walk up to the bus:

- ☐ Look under bus for leaks
- ☐ Inspect service door
- ☐ Inspect steps (condition)
- ☐ Inspect handrail

Check interior of bus:

- ☐ Inspect fire extinguisher
- ☐ Verify that the vehicle registration and insurance papers are present
- ☐ Inspect 1st aid kit.
- ☐ Inspect body fluid spills clean-up kit
- ☐ Inspect belt cutter
- ☐ Inspect emergency marker triangles
- ☐ Inspect driver's seat and seat belt
- ☐ Verify that emergency/parking brake is on, then start engine and turn on head light switch
- ☐ Check step well light
- ☐ Check all gauges
- ☐ Turn on left turn signal
- ☐ Check horn
- ☐ Check two-way radio
- ☐ Check switches:
  - ☐ heater, defroster(s)
  - ☐ fan(s)
  - ☐ windshield wiper/washer(s)
  - ☐ dome lights
- ☐ Turn on Master Switch and check front amber student loading/unloading lights
- ☐ Put bus in drive and depress accelerator pedal to check emergency/parking brake
- ☐ Put bus in reverse, listen for warning beeper (if so equipped)
- ☐ Walk to back of bus checking that the seats are secure.
- ☐ Open emergency exit door and listen for warning buzzer
- ☐ Check reverse lights
- ☐ Check amber student loading/unloading lights
- ☐ Check left turn signal light
- ☐ Walk back to front of bus checking:
  - ☐ Seat cushions are secure
  - ☐ Seat condition
  - ☐ Student lap belts (if so equipped)
- ☐ Put bus into Neutral and turn on right turn signal
- ☐ Walk to back of bus again, open the emergency exit door and check the right turn signal light
- ☐ Walk back to front of bus checking:
  - ☐ Cleanliness
  - ☐ Decals

- Wheelchair tie-downs (if so equipped)
- Emergency roof hatches (if so equipped)
- Emergency window exits
- With bus in Neutral, disengage emergency/parking brake, depress brake pedal and check air pressure gauge – it should not drop more than ten (10) pounds.
- Turn on red student loading/unloading lights and 4-way flasher/hazard lights

<u>Outside Walk-around</u>:

- Verify that all lights are working and that the lenses are secure and not cracked or broken:
  - Clearance
  - Turn signals
  - 4-way flasher/hazard
  - Brake (have another driver assist in checking the brake lights)
  - Strobe (if so equipped)
  - Student loading/unloading
  - Headlamps (low and high beam)
- Check general body condition
- Check fuel cap
- Check windows
- Check reflectors
- Check tires and lug nuts
- Check wheelchair lift (if so equipped)
- Check emergency exit door
- Check exhaust system
- Check stop arms
- Check battery door
- Check Super Stopper (if so equipped)
- Check windshield
- Check mirrors
- Check proper operation of "Child Reminder System" (CRS)

THE DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
GADSDEN COUNTY, FLORIDA
SAFE DRIVER PLAN

		**VIOLATIONS CATEGORIES	MAXIMUM POINTS TO BE ASSIGNED

INTRODUCTION:
 In order to minimize the potential for vehicular accident and injury, persons whose essential duties involve driving a school board vehicle and who have poor driving records shall not be hired.
 	
 PLAN:
 In order to qualify for and remain employed by the District School Board of Gadsden County, every driver must establish and maintain an overall driving and safety record, which exemplifies careful driving habits and meets the criteria by this plan. The Supervisor of Transportation is responsible for monitoring the driving records of all employees who are assigned to drive a school district vehicle. Drivers are required to report to their immediate supervisor all accidents and violations in which they are involved as the driver of a school district vehicle. Supervisors must report all accidents and violations to the Risk Manager. FAILRUE TO REPORT MAY RESULT IN TERMINATION OF EMPLOYMENT.
 	
 APPLICABILITY:
 This plan applies to all drivers and operators of school district equipment. No employee will be terminated solely based on his or her safety record prior to School Board approval of the plan.
 	
 EFFECTIVE DATE:
 This plan supersedes all preceding plans and is effective immediately.
 	
 THE POINT SYSTEM:
 The driving record of all drivers of school district vehicles will be reviewed at least annually. Points may be assigned as violations occur according to the following schedule. A driver involved in a single accident or event but cited for more than one violation will receive points only in the category receiving the highest number of points.
	1
	 2
	
	 3
	 4
	 5
	 6
	 7
	 8
	 9
	 10
	
	 11
	 12
	 13
	
	 14
	 15
	 16
	 17
	 18
	 19
	 20
	 21
	 22
	
	 23
	
	 24
	 25
		At fault accident due to _____
		 Conviction of driving while impaired (DWI), driving under the influence (DUI), or driving with unlawful blood alcohol level (DUBAL)
		 Speeding 15 MPH or less over the posted limit
		 Speeding more than 15 MPS over posted limit
		 Careless driving
		 Reckless driving
		 Failure to observe stop sign
		 Failure to observe red light
		 Failure to observe traffic instruction sigh
		 Operating without a valid driver's license or improper (revoked, suspended, (ETC0 license
		 Improper lane changing
		 Failure to have vehicle under control
		 Crossing private property to avoid traffic light or stop sign
		 Driving on wrong side of road
		 Improper turn
		 Failure to yield – Entering through highway
		 Failure to yield – Right of Way
		 Improper backing
		 Following too close
		 Improper passing
		 Leaving a scene of an accident
		 Failure to report accident or motor vehicle moving violation, in which you are involved, in a timely fashion
		     (A) District owned vehicle
		     (B) Private vehicle
		 Failure to stop at railroad crossing (when you are required to do so)
		 Fleeing or attempting to elude police officer
		 Abuse, neglect, or driver error resulting in damage to vehicle
			2
			
			 10
			 3
			 4
			 4
			 4
			 4
			 4
			 1
			
			 10
			 4
			 4
			
			 2
			 2
			 2
			 4
			 4
			 2
			 2
			 4
			 10
			
			 10
			 4
			 5
			
			 10
			
			 0-10

**Cited violations shall carry maximum point assignment
Uncited violations are 1 point less

I hereby acknowledge receipt of a copy of the Safe Driver Plan established by the District School Board of Gadsden County in regard to accidents, driving violations and district regulations

Date: _____ Payroll Signature: _____ Department: _____

Print your name as it appears   (Attach copy of driver's license in this space)

on your Driver's License: _____

Florida Driver License Number: _____

Expiration Date: _____

Date of Birth: _____

Any violation, accident or incident involving a school district vehicle may be reviewed by the Committee at any time. An accumulation of points may result in the following administrative action.

NO. OF POINTS	TIME PERIOD	ACTION
1-4 points within	12 month period	Documented warning
5-6 points within	12 month period	Safe driving course, documented warning
7-9 points within	12 month period	Suspension until safe driving course complete
10 points within	12 month period	Termination of employment
15 points within	24 month period	Termination of employment
20 points within	36 month period	Termination of employment

It is the responsibility of all employees to report the occurrence of the following events to their immediate Supervisor as soon as possible but not later than the end of the next working day.

1. Any accident and/or incident in which they are involved as the driver of a school district vehicle.
2. Receipt of any motor vehicle moving violation while operating a school district vehicle.
3. Suspension or revocation of driver's license. No driver shall be allowed to drive a vehicle belonging the school district.
4. Any conviction or arrest for driving under the influence, driving while intoxicated; or driving with unlawful blood alcohol level. Any employee arrested for DUI will not drive a school board owned vehicle pending the results of their case.

Failure to report as required above or making a false or misleading report may be grounds for termination of employment

Employees shall not be assigned points for cited violations until court action is complete. If they are found guilty or do not contest the charge, they will be immediately assigned points, and administrative action, if required, shall begin immediately.
Exception: DUI

ADMINISTRATION:
This plan will be administered by the District Safety Committee

Each employee covered by this plan shall receive a written copy of the plan and shall have the opportunity to have any questions he/she may have answered. Each employee covered by the plan shall sign a form indicating that he/she has received a copy of the plan, has had any questions answered and understands its contents.

APPEAL PROCESS:
An employee has the right to appeal assignment of points and/or administrative action relating thereto by requesting a hearing before the District Safety Committee. The appeal must be in writing addressed to the chairperson of the Committee and delivered within 5 working days of receipt of notice of administrative action. It must state the employee's objections in detail.