



Franklin County School District  
2021-2022  
Alternative Educational Program  
Policies & Procedures



**APPROVED BY  
FRANKLIN COUNTY  
SCHOOL BOARD  
ON 11/16/2021**

# **Franklin County School Board**

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## MISSION STATEMENT

The mission of the Franklin County School District Alternative program is to provide an environment that will encourage and maximize academic and behavioral potential by developing positive attitudes, a sense of self-worth, and a vision of becoming successful and productive citizens in the community. In this safe, structured environment students will gain academic and social skills as well as develop self-discipline in order to earn admission back into the regular school setting, or catch up academically. The Franklin County School District Alternative School will demonstrate respect and commitment to any student regardless of previous academic performance, economic status, race, gender, age, or other unique personal qualities. We are truly a school family and adversarial treatment of students and staff will not be tolerated.

## GOALS

The goals of the Alternative School are as follows:

1. Facilitate in developing skills to be successful in regular school setting.
2. Facilitate in developing skills of self-discipline and taking responsibility for personal actions.
3. Facilitate in improving academic skills.
4. Provide a safe, structured and nurturing environment for learning.
5. Assist students in identifying barriers that inhibit their educational and social development through character education.

## STUDENT/PARENT LETTERS

Dear Students,

The staff of the Franklin County Alternative School looks forward to assisting in your transition to and from the Alternative school setting. We expect you to participate in your class, cooperate with staff and accept responsibility for your actions. You are expected to become familiar with this handbook and obey all rules of Franklin County Alternative School and Franklin County School District.

Dear Parents,

In assisting your child with their educational services, we want your support as we are involved in this transition with your child's development. Let us work together to assist and equip your child to be successful in his/her education and social development

Sincerely,

Dr. Jill Rudd, Special Programs Director

[jrudd@franklincountschools.org](mailto:jrudd@franklincountschools.org)

850.670.2810 ext. 4109

Disclaimer:

This handbook is a guide and it should not be considered a contract. This handbook is only a guide and is not to be comprehensive. It is advisory, only to serve as a guide to the student and parent. The program reserves

the right to make changes or exceptions to statements in this handbook as directed by the Franklin County School District superintendent and school board.

## **WHAT IS ALTERNATIVE EDUCATION?**

“Alternative Education” is a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.

## **ASSIGNMENT TO FCLC:**

Students who attend FCLC have usually been suspended from their traditional school setting because of misconduct. As long as a student is enrolled at FCLC they will not be permitted on any other school campus to participate in any school events or extracurricular activities, except graduation. So long as any student assigned to the Alternative School is subject to the terms of a judicial order, including any order of probation, such student shall not participate in graduation ceremonies. **Students who are assigned to FCLC alternative program are required to wear a designated FCLC shirt or a solid-colored collared shirt, jeans, or khakis (that are free from tears/holes). A solid-colored sweatshirt is permitted, but hoodies are not.**

## **ATTENDANCE:**

Students are expected to be present and on time **daily**. When students are absent a phone call is made to parents immediately to check on the care and well-being of the child. A note is documented in the student’s file for school accountability. If a student is absent excessively, the missed days may be added to the term of assignment.

## **BEHAVIOR MODIFICATION:**

The modification of student behavior while attending FCLC is a major objective of the program and essential for future student success upon return to the traditional school/classroom settings. Therefore, all students are expected to follow a set of student rules and sign a behavior contract during enrollment orientation.

## **CURRICULUM AND INSTRUCTION:**

FCLC is the alternative education program for Franklin County Schools serving grades 6-12. The vision of the academy is to prepare students to become responsible and successful individuals who take ownership for themselves and their actions through a program of academic achievement, behavior modification, and responsible attendance. The school uses an online computer-based program, Apex.com, as its primary learning instrument which supports the Florida Standards. Our program emphasizes targeted learning for middle school students in Reading, English/Language Arts, Math, Social Studies, and Science. Informal assessment interviews are conducted regularly to aid students in staying on task. Students also have instructional support of certified staff. Blended and differentiated learning opportunities are available to support students’ individual learning styles.

## **SAFETY AND SECURITY:**

The school has security cameras in the cafeteria, classrooms, hallways, and outside of the school perimeter. Checking in each morning is a procedure of simple search and seizure. Students are not

allowed to bring **any items** into the classroom area or take anything out. Very limited distinctive areas are identified where students may venture in the building. The school works closely with local and state agencies and officials to insure compliance with attendance and behavioral requirements. In addition, FCLC also utilizes the full support of school and district resources, routine services, middle and high school social workers and guidance counselors, to aide in students successfully completing their tenure at the alternative setting in hope to return to the traditional school setting.

## **CODE OF CONDUCT**

It is the purpose of the Franklin County School District to operate each school in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend schools within the district. In accordance with that purpose, the Franklin County School Board has adopted a policy which requires all schools to adopt codes of conduct which requires students to conduct themselves at all times in order to facilitate a learning environment for themselves and other students. These standards for behavior require students to respect each other and school district employees, to obey student behavior policies adopted by the Board and to obey student behavior rules established at each school within the district.

The school's primary goal is to educate, however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in this Code of Conduct.

The Code of Conduct is effective during the following times and in the following places:

- At school or on school property at any time;
- Off school grounds at any school activity, function or event and while traveling to and from such events;
- On school buses or other vehicles provided for student transportation by the school system and at school bus stops.

Also, students may be disciplined for conduct off campus which could result in the student being criminally charged with a felony which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process

Major offenses including, but not limited to, drug and weapon offenses can lead to schools being named as an Unsafe School according to the provisions of the FL K-20 Education statutes.

**Please read and discuss the Code of Conduct with your child. Return the form Student Code of Conduct Parental Acknowledgement Form to the school.**

## **CONSEQUENCE FOR VIOLATION: PROGRESSIVE DISCIPLINE MEASURES**

- Students will comply with the Florida law in regards to bullying. Bullying is defined by law as (1) any willful attempt or threat to inflict injury on another person, when accompanied by an

apparent present ability to do so; or (2) any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm

- Students will maintain respectful conduct toward other students, teachers, administrators, and other school staff. Disrespectful conduct includes the use of profane language, refusal to cooperate with others, or unwelcome verbal abuse or outbursts that interrupt the learning environment. The use of profanity, vulgar language, and indecent exposure is a serious violation of the Code of Conduct. Inappropriate public displays of affection are a violation of the Code of Conduct.
- Students will refrain from verbal assaults that include the threat of violence or bodily harm and or sexual assault or harassment of teachers, administrators, other school personnel, and other students. Parent/Guardian notification, assignment of Saturday School or Detention. Students may also be suspended, in accordance with the FCSB Policies and the FL statutes. Students will not incite, advise or counsel others to engage in prohibited acts.
- Students will maintain a safe orderly environment. Students will not possess, use, handle, or transmit a dangerous instrument, or any object which can be considered a weapon.
- Students will not possess, sell, use in any amount, distribute, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturates, marijuana, drug paraphernalia, alcoholic beverages, other intoxicants, tobacco in any form, or over the counter drugs, at school or any school functions.
- Students will be respectful of the cultural backgrounds and orientation of others. Behavior related to a student's race, national origin, sex, or disability that is unwelcome, unwanted, and/or uninvited by the recipient is prohibited, including verbal or non-verbal taunting, physical contact, unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature, including sexual harassment as used in connection with Title IX of the Educational Amendments of 1972. This includes offensive sexual flirtations, verbal abuse of a sexual nature, display of sexually suggestive objects or pictures, suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning grades, jobs, security, safety, etc. Anyone believing they have been subjected to harassment or discrimination by other students or employees of the school district as prohibited by this policy should promptly report the same to the principal of their school or to the appropriate coordinator designated in FSCB policy and Florida Statutes. Students and employees will not be subjected to retaliation for reporting such harassment or discrimination.
- Students will respect the property of others. Students will not damage or deface personal property of another student at the school, or school property (vandalism or graffiti) during school hours or off school hours. Students will not engage in theft of school or other individuals' property, or engage in extortion or attempted extortion.
- Students will dress appropriately for school in clothing that will not disrupt the learning environment. (See Student Code of Conduct)

- Students will refrain from activating a fire alarm or reporting a bomb threat under false pretenses.
- Students will maintain honesty in all school interaction. This includes giving accurate information to school officials and not cheating on school assignments. Students should accurately report information and not falsify, misrepresent, omit, or erroneously report instances of alleged inappropriate behavior by a teacher or administrator of other school personnel.
- Students continued violations of the Code of Conduct on the school bus may result in the, temporary suspension bus riding privileges and/ permanent bus suspension.
- Students will comply with the compulsory attendance law including the consequences for unexcused absences, chronic tardiness, and leaving campus without permission.
- Students will be held accountable for conduct off-campus which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school, or which disrupts the educational process.
- Use of electronic devices during instructional time is strictly prohibited. Students may use electronic devices before and after school in accordance with school rules. Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, without headphones, or any electronic device that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. Students will maintain a safe and orderly environment on the school bus. All Codes of Conduct apply to the school bus stops, waiting areas, and school bus transfer locations.
- This Code of Conduct is based on the expectation that parents, guardians, teachers and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. School administrators recognize that two-way communication through personal contacts are extremely valuable; therefore, they provide information to parents and well as on-going opportunities for school personnel to hear parents' concerns and comments. Parents and students should contact the special programs director if specific questions arise related to the Code of Conduct. The Code of Conduct specifies within its standards of behavior various violations which may result in school staff members requesting a parent or guardian come to the school for a conference. Parents are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior.

## **BULLYING**

The Franklin County School System believes that all students have a right to a safe and healthy school environment. All schools within the District have an obligation to promote mutual respect,



tolerance and acceptance among students, staff and volunteers. Behavior that infringes on the physical, emotional and social safety of any student will not be tolerated. A student shall not bully, harass, or intimidate another student through words or actions. Such behavior includes but is not limited to:

- Direct physical contact such as hitting or shoving
- Verbal assaults such as teasing or name calling
- The use of electronic methods to harass, threaten, humiliate, and create social isolation and/or manipulation.
- Any student who engages in bullying shall be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the special programs director or designee.
  - Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner
  - If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the special programs director, the student or the parent of the student should contact the superintendent or designee
  - The District prohibits retaliatory behavior against any complainant or any participant in the complaint process

All students and/or staff shall immediately report incidents of bullying, harassment and intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school or a school-sponsored activity and during a school-sponsored activity.

Bullying, harassment or intimidation will not be tolerated. Disciplinary action will be taken after each incident of bullying and upon a finding of guilt. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes/labs
- In-school suspension
- Out-of-school suspension
- Detention
- Expulsion (through appropriate due process hearing)
- Assignment to an alternative school (through appropriate due process hearing)

If necessary, counseling and other interventions should also be provided to address the social, emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying. The procedures for intervening in bullying include, but are not limited to, the following:

- 1. Investigate**-Upon receipt of any report of bullying, school will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s) and staff members and reviewing video surveillance if available. School Resource officers, school counselors, and/or other support staff should be utilized for their expertise as determined by the circumstances of the matter.
- 2. Notify**-At an appropriate time during or after the investigation, parents/guardians of the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.
- 3. Discipline**-Upon confirming that bullying has occurred, the accused student should be charged with buying and given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Any time a teacher identifies a student as a chronic disciplinary problem student, the parent shall be notified by telephone call and/or by mail. The teacher may request at least one parent or guardian to attend a conference to devise a disciplinary and behavioral correction plan.

Before any student with chronic disciplinary issues is permitted to return to school from a suspension the school shall request by telephone call and/or by mail at least one parent or guardian to schedule and attend a conference to devise a disciplinary and behavioral correction plan.

## **TEACHER REPORTING REQUIREMENT**

- A teacher shall have the authority, consistent with FCSB policy, to manage his or her classroom, discipline students, and refer a student to the special programs director or designee to maintain discipline in the classroom. Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teachers ability to communicate effectively with the students in his/her class or with the ability of such student's classmates to learn, shall report such behavior to the special programs director or designee. The special programs director and teacher shall thereafter follow the procedures set forth in FCSB policies and FL statutes.

## **AUTHORITY OF THE DIRECTOR**

- The teacher is the designated leader of the classroom and, in conjunction with the Director of Special Programs, is responsible for the orderly operation within the school. In cases of disruptive, disorderly or dangerous conduct, the special programs director may undertake corrective measures which they believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures.

## PROGRESSIVE DISCIPLINARY PROCEDURES

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits of the Franklin County School District.

The following Progressive Discipline Measures may be imposed for any violations of the FCSD Code of Conduct:

- Warning and/or counseling with Counselor
- Loss of Privileges
- Temporary Removal from Class or Activity
- Short-term Suspension
- Referral for Long-term Suspension or Expulsion
- Suspension or Expulsion from the School Bus
- Referral to Law Enforcement or Juvenile Court Officials: FL statutes require that certain acts of misconduct be referred to the appropriate law enforcement officials. The School will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate.

Parents or students may elect not to contest whether a student has violated the FCSB Code of Conduct, and in such cases, an agreement may be negotiated which would include the parents or students waiving a right to a Franklin County School Board hearing in writing before a disciplinary meeting. Such an agreement and waiver must be approved also by the Superintendent.

Before a student is suspended for ten days or less, the special programs director or designee will inform the student of the offense for which the student is charged. If the student is suspended, the students' parents will be notified immediately if possible. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules including:

- Student vehicles brought on campus,
- Student book bags,
- School lockers,
- Desks
- Other school property

These are subject to inspection and search by school authorities **at any time without further notice to students or parents**. Metal detectors and drug or weapon sniffing dogs may also be utilized at the discretion of FCLC staff.

## GLOSSARY OF TERMS

**Assault:** Any threat or attempt to physically harm another person or any act which reasonably places another person in fear of physical harm. (Example: threatening language or swinging at someone in an attempt to strike)

**Battery:** Intentionally making physical contact with another person in an insulting, offensive, or provoking manner or in a way that physically harms the other person. (Example: fighting)

**Bullying:** In accordance with Florida law, bullying is defined as (1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or (2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

**Chronic Disciplinary Problem Student:** A student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur.

**Detention:** A requirement that the student report to a specified school location and to a designated teacher or school official to make up work missed. Detention may require the students' attendance before school or after school. Students are given one day warning so that arrangements for transportation can be made by the parents or guardians.

**Disciplinary Hearing:** School officials appointed by the Superintendent to sit as fact finder and report to the FCSB who will act as judge with respect to student disciplinary matters.

**Dress Code:** The current dress code is explained in the student handbook.

**Drug:** The term drug does not include prescriptions issued to the individual, aspirin or similar medications and/or cold medications that are taken according to product use recommendations and board policy. Caffeine pills are considered drugs.

**Expulsion:** Suspension of a student from a public school beyond the current school quarter or semester. Such action may be taken only by a disciplinary tribunal.

**Extortion:** Obtaining money or goods from another student by violence, threats, or misuse of authority.

**Fireworks:** The term "fireworks" means any combustible or explosive composition or any substance of combination of substances or article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation, as well as articles containing any explosive or flammable compound and tablets and other devices containing an explosive substance.

**Gambling:** Engaging in a game or contest in which the outcome is dependent upon chance even though accompanied by some skill, and in which a participant stands to win or lose something of value.

**Illness and Accidents** If your child should become ill during the day, the school officials will contact you by phone. Please notify the school immediately if your phone numbers or address changes. If you cannot be reached in the event of a serious injury, your child may be seen by emergency medical personnel. First aid is the only treatment administered at school.

Insurance is available for protection of the child in the event of an accident at school. Claim forms can also be obtained from the school office.

The teacher or director administers medication only after a signed parent/physician form is completed and filed with the school nurse. Students are not allowed to bring medication to school, all medication must be checked in to the teacher, with a copy of the prescription. All medication must be in the original container, over the counter medication must be unopened and labeled with the student's name. All medication must be signed in with the teacher by a parent or guardian.

### **Inclement Weather Announcements**

In the event of inclement weather or a large-scale emergency, parents should tune into the local radio stations or TV, and the district website and school Facebook pages for information regarding school closings. Telephone messages will be sent through phone service.

### **Interpreters for Translations**

Communication from school is sent in English and other languages upon request. We will also strive to secure a translator if needed.

**In-school suspension:** Removal of a student from class (es) or regular school program and assignment of that student to an alternative program isolated from peers.

**Physical Violence:** Intentionally making physical contact of an insulting or provoking nature with the person of another: or intentionally making physical contact which causes physical harm to another.

**Out of School Suspension:** Removal of a student from the regular school program for a period not to exceed 10 days (short-term) or for a period greater than 10 days (long-term, which may be imposed only through procedures established by Board policy). During the period of suspension, the student is excluded from all school-sponsored activities including practices, as well as competitive events, and/or activities sponsored by the school or its employees.

**Systems Early Intervention Program for Student and Parent:** This early intervention program is for youth ages 12-18 and their parents/guardians. First offenders for possession or use of alcohol or other intoxicants may be offered the opportunity to attend the Substance Use Prevention Education Resource (SUPER) Program.

**Theft:** The offense of taking or misappropriating any property, of another with the intention of depriving that person of the property, regardless of the manner in which the property is taken or appropriated.

**Waiver:** A waiver is an agreement not to contest whether a student has committed an infraction of the Code of Conduct and the acceptance of consequences in lieu of a hearing before a disciplinary tribunal.

**Weapons:** The term weapon is defined in Code Section 16-11-127.1 and for the purpose of this policy includes any object which is or may be used to inflict bodily injury or to place another in fear for personal safety or well-being. The following things may be defined as dangerous weapons: any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, any bat, club, or other bludgeon-type weapon, any stun gun or Taser, bowie knife, switchblade knife, ballistic knife, any other knife, straight-edge razor or razor blade, spring stick, metal knuckles, chains, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way as to allow them to swing freely, which may be known as a nunchaku, or fighting chain, throwing star or Oriental dart, or any weapon of like kind.

## **REGISTRATION REQUIREMENTS**

Students that are new to the Franklin County School District must present the following prior to enrollment:

- Birthdate Verification (Birth certificate)
- Proof of Residency – (Utility bill, lease agreement or mortgage document – NOT a driver’s license, personal check, telephone, or cable bill).
- If proof of residency is in a name other than the parent or legal guardian, a copy of the bill along with a notarized letter of explanation must be presented.
- Florida Certificate of Immunization form (Student must have immunization records from other countries or states transferred to a FL certificate)
- Parent or Guardian must be present to enroll student(s) under 18 years of age.
- Guardian should present a legal guardianship documentation if student(s) is under 18 years of age.
- Social Security number or waiver
- Transcript, last report card or records from previous school

## **EQUAL EDUCATIONAL OPPORTUNITIES**

The Franklin County School District does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex in its employment practices, student programs and dealings with the public. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations. Any employee, student, applicant for employment, parent or other person who believes he or she has been discriminated against or harassed in violation of this policy must make a complaint in accordance with board determined procedures. See contact the school principal for a copy of these procedures. The confidentiality of any individual making a complaint or report in accordance with this policy, to the extent it is reasonably possible, shall be protected, although the discovery of the truth and the elimination of unlawful harassment shall be the overriding consideration.

## **NON-DISCRIMINATION NOTICE - GENERAL**

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972) or handicap (Section 504 of the Rehabilitation Act of 1973); in educational programs or activities receiving federal financial assistance. Employees, students and the general public are hereby notified that the Franklin County School Board does not discriminate in any educational programs or activities or in employment policies. Contact the Franklin County Schools Board office for more information.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines.

## **THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

The Protection of Pupil Rights Amendment (PPRA) is a federal law that affords certain rights to parents of minor students with regard to surveys that ask questions of a personal nature. Briefly, the

law requires that schools obtain written consent from parents before minor students are required to participate in any U.S. Department of Education funded survey, analysis, or evaluation that reveals information concerning the following areas:

- Political affiliations;
- Mental and psychological problems potentially embarrassing to the student and his/her family;
- Sex behavior and attitudes;
- Illegal, anti-social, self-incriminating and demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent\*; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)

## **HOSPITAL/HOMEBOUND SERVICES PROGRAM OVERVIEW**

For more information, contact Jill Rudd [jrudd@franklincountyschools.org](mailto:jrudd@franklincountyschools.org) or 850-670-2810 ext. 4109. Hospital/Homebound (HHB) services are designed to provide continuity of educational services between the classroom and home or hospital for students in Florida public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy or students with other serious health conditions). Students must be enrolled in a public school in Florida in order to receive HHB services.

HHB services are not intended to supplant regular school services and are by design temporary. The student must anticipate being absent from school for a minimum of ten consecutive or intermittent school days due to a medical or psychiatric condition. The student's inability to attend school for medical or psychiatric reasons must be certified by the licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented.

## **SCHOOL NUTRITION**

Children need healthy meals to learn. The Franklin County School District offers healthy meals every school day. Breakfast and Lunch is provided to all students at no cost.

## **GUIDELINES FOR HOME EDUCATION**

Guidelines for home education are available upon request from Jill Rudd [jrudd@franklincountyschools.org](mailto:jrudd@franklincountyschools.org) or (850) 670-2810 ext. 4109

## **PARENTAL INVOLVEMENT POLICY-TITLE I**

The Franklin County School District Title I Program promotes the belief that all children can learn and acknowledges that parents share the system's commitment for the educational success for all students. We recognize that a student's education is a responsibility shared by system, school,

family, and community. In carrying out Title I, Part A, parental involvement requirements to the fullest extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migrant students. This will include providing information and school reports required under section 1111 of the ESEA in an understandable format, alternative formats upon request, in Spanish as requested by school sites, also in language that parents understand to the fullest extent possible. The Title I District staff and the Title I Schools work jointly to provide opportunities for the regular involvement of parents. To ensure both maintenance and effectiveness of the Parent Involvement Program mandate, an annual meeting will take place to inform parents of the school's participation under Title I, to provide an explanation of the requirements of Title I Parent Involvement Policy, and to give parents a chance to provide feedback. This policy will be translated in Spanish so that Hispanic Parents understand the language and the format.

## **OPPORTUNITIES FOR PARENTS TO LEARN ABOUT**

National Education Goals (NCLB Act of 2001)-Through parent meetings, links on school/district websites, the local media, letters, and conferences, parents learn about NCLB. If a school is classified as a needs improvement school, parents are notified in writing and through the local news media of their rights under the law. State's Content Standards and Student Performance Standards Parents are able to access information on the Florida Standards and access the Florida Department of Education on their website. School report card information, disaggregated by subject, ethnicity, and gender is available to parents through the LEA office and the Florida Department of Education website. School Improvement Process and Corrective Action Process (if applicable)-Schools placed in school improvement status will form school improvement committees consisting of administrators, teachers, and parents. The committees will utilize scientifically based research strategies and input from parents to revise the instructional program to more effectively meet the needs of the students. Schools will offer school transfers and/or tutorial programs to students when applicable. State and Local Assessments-Information on performance profiles, individual student assessment results and interpretation of those results, and explanation and description of the school curriculum, the assessments used to measure student progress and the levels of proficiency students are expected to meet are provided to parents in a timely manner.

## **EQUAL OPPORTUNITY EMPLOYMENT**

The school district does not discriminate on the basis of race color, religion, national origin, age, disability, or sex in its employment practices, student programs, and dealings with the public. It is the policy of the FCSB to comply fully with the requirements of Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and all accompanying regulations. Any employee, student, applicant for employment, parent or other person who believes he/she has been discriminated against or harassed in violation of this policy must make a complaint in accordance with the procedures outlined in Title VI and IX. Coordinator, Karen Peddie  
[kpeddie@franklincountyschools.org](mailto:kpeddie@franklincountyschools.org) (850) 670-2810 ext. 4101



## Student Behavior Contract

I \_\_\_\_\_ have been given a copy of the student handbook and I agree to follow all the rules and procedures of the Franklin County Learning Center and the Franklin County School Board Code of Conduct, Policies, and Florida Statutes, as outlined in the student handbook.

This behavior contract is a written consensus between the Administration of Franklin Learning Center, and the parent(s)/guardian of \_\_\_\_\_. The student will maintain good academic standing in all areas, exhibit good behavior throughout the school, and adhere to all the rules and regulations of Franklin County Learning Center without conflict or opposition.

This behavior contract is a zero-tolerance contract operating under the strict stipulation that if, \_\_\_\_\_, is non-compliant with any of the rules or regulations, he/she will be suspended 10-days or until a Disciplinary Hearing has been set.

1. I will attend school every day and I will get to class **on time at 8:00 am**.
2. I will perform or complete assignments when asked by my teachers.
3. I will follow directions without argument.
4. I will not make inappropriate noises or make inappropriate gestures in the classroom.
5. I will not make inappropriate comments to teachers, other students, or staff members.
6. I will not fight with other students or become verbally or physically aggressive toward any adult or peer.
7. I will not steal or forcibly take things from students or any form of school property.
8. I will not engage in any verbal or physical act of sexual harassment directed toward peers or adults, whether expressed directly or implied.
9. When unsure how to act in a situation, I will report to a staff member for guidance.
10. I will follow all school procedures and rules.
11. I will respect myself and others. I am responsible for my actions. I treat others as I want to be treated. I work hard to achieve my goals.
12. I will not trespass on any FCSD campus or attend any school related or extracurricular activities.

\_\_\_\_\_  
Signature of Student:

\_\_\_\_\_  
Date

Signature of Parent/Guardian:

Date

\_\_\_\_\_  
Signature of Director:

\_\_\_\_\_  
Date

**Franklin Learning Center  
Parent/Student Handbook  
Acknowledgment Form**

Please remove this page and return to Franklin Learning Center when student returns for first day of school.

I have read and agree to abide by the policies set forth in this handbook.

\_\_\_\_\_  
Student's Name Printed

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Legal/Custodial Parent/Guardian Signature

When the Franklin Learning Center requires a parent/guardian's signature, all such forms and documents must be signed by the student's legal/custodial parent/guardian. No documents requiring a parent signature can be signed by the student or anyone other than the legal/custodial parent/guardian.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mother's/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Father's/Guardian's Signature

\_\_\_\_\_  
Date

## APPENDIX A

### Behavior Management Level System For Franklin County Alternative School

#### **POLICY**

It is Franklin County Alternative School policy that students are expected to act responsibly and are held accountable for their behavior. The primary goal of this Behavior Management Level System (BMLS) is to consistently reward desired behaviors. The behaviors to be monitored by the level system are based on targeted behaviors identified by staff, teachers, and students as indicators that the student is making progress toward the type of independence required of students in the regular educational setting.

The following is the procedure for the Level System including a listing of expectations, requirements, and privileges associated with membership in each level and specific standards for either upward or downward mobility within the level system. Progression through the level system is earned by the student for consistently demonstrating appropriate behavior in the school setting, and leads to increased responsibility and privileges, and ultimately to successful completion of the Franklin County Alternative School.

#### **PROGRAM PROCEDURES**

The Franklin County Alternative School program contains four levels. The first three levels include a “fine” system (loss of points) for grading student behavior, with criteria for moving to a higher level or a lower level. The fines provide a very tangible indicator to the students of their daily behavior and their progress in completing the program. In the fourth level, the student must maintain adequate behavior without the point system to assist in generalizing his or her behavior to the home school.

The Franklin County Alternative School system also provides two motivational components: 1) a bonus point system for appropriate/positive behavior, and 2) a special activities system. These two components are only available for levels 2, 3, and 4.

The four levels are associated with varying degrees of access to special weekly activities. Students on Level 1 have no access to these activities. Level 2 has access to special on campus activities, while Level 3 and the Graduate Level have access to special off campus activities.

Movements through the Levels are based on a student’s behavior within the school program. Student misbehavior is broken down into six categories. Any misbehavior is recorded in one of these categories and given consequences by loss of one point. Multiple fines in one day slow down progress towards graduating from the Franklin County Alternative School program and returning to the home school. Progressively better behavior is expected and required in the Levels, or progress towards graduation from the program will not occur.

## **CATEGORIES OF PROGRAM RULES (posted in each classroom)**

1. **On time and in place** is described as the student being in the assigned classroom or work station at the right time with materials out and ready to work. The student remains in the assigned area of the building and grounds during the school day.
2. **Respect for people and property** is described as the student demonstrating respect by refraining from intimidation or threatening behavior, destruction of school property, destruction of other people's and/or own personal belongings, hurting of self or others. The student asks permission to borrow any item from students or teachers and maintains personal belongings in a responsible manner.
3. **Use of appropriate communication** is described as the student using appropriate language, i.e., no foul language, no inappropriate gestures, and talking at normal volume. The student does not engage in name calling, teasing or insulting verbal behavior, answers promptly when spoken to and does not argue with teachers when given directions. This includes inappropriate written communication.
4. **On task** is described as the student working on assigned tasks to completion, following directions given by teachers and staff and participation in group work such as class discussions and group projects.
5. **Appropriate appearance** is described as the student abiding by the school dress code and refraining from using his hand, face and/or other parts of the body in a crude, vulgar or disrespectful manner.
6. **Following written class rules** is described as the student adhering to individualized classroom rules which are posted and will include following directions.

### **Level 1 – Entry Level**

All students who are admitted to Franklin County Alternative School begin on the entry level. Students on Level I have a restricted lunch. In order to move to Level 2, the student must attain 23 good days with no more than 4 bad days, and complete a campus service project, as specified by the instructor.

### **Level 2 – Beginning Privileges Level**

Students participate in specified on-campus activities and supervised lunch. In order to move to Level 3 the student must attain 25 good days with no more than 3 bad days, and complete a campus service project, as specified by the instructor.

### **Level 3 – Advanced Privileges Level**

Students participate in specified on-campus activities and supervised lunch, outside recreational activities, and may play cards or board games with other Level 3 or 4 students. In order to move to Level 4 the student must receive at least 27 good days with no more than one bad day, and complete a campus service project, as specified by the instructor.

### **Level 4 – Graduate Level**

On this level, the student has graduated from the point system to a contract system and may participate in specified on/off campus activities, have peer lunch, outside recreational activities, and may play cards or board games with other Level 3 or 4 students. A Level 4 student will remain on Level 4 a minimum of 15 days. A contract violation will cause a student to drop to Level 3 for 5 days or more (as specified in contract).

### **Criteria for movement between levels**

<b>Level</b>	<b># of Good Days</b>	<b>Good Day Criteria</b>	<b>Restart Level Criteria</b>
Level 1- entry level	23	4 bad days or less or 3 or less fines	3 time out isolations
Level 2- Privilege	25	3 bad days or 2 or less fines	2 time out isolations
Level 3- Advanced Privileges	27	1 bad days or 1 or less fines	1 time out isolation
Graduate	15+	***Contract*****	

**Truancy:** an excused or unexcused absence will not be credited as a good day. All unexcused absences and tardies will be addressed through truancy court.

**Arrival/Departure To/From School:** a student must be present at school for a minimum of five (5) hours in order to constitute a full day of school and to be eligible for a good day.

**Time-Out:** Any non-voluntary use of isolation time-out will constitute a bad day. The use of non-voluntary corner time-out will result in a fine for not calming down. Voluntary time-out of any nature may not exceed 10 minutes per incident. If voluntary time-out begins with corner time-out and continues to isolation time-out that shall be considered one 10 minutes. After 10 minutes, the timeout becomes involuntary.

**Regression in Level:** A student will lose a level under the following conditions.

1. Any violent act.
2. Three incidents requiring the use of time out while on a single level.
3. A level may only be restarted one time and drop in level will occur if the restart criteria are not met a third time.

### **The Graduate Level Contract Level A and Level B**

The student may be placed in either Graduate Level A or Graduate Level B status. When a student reaches the last two weeks of Level 3, the student should begin to develop the graduate contract with the assistance of the teacher. The home school should be encouraged to participate in the contract, both to alert them that the student may be returning in less than a month and to inform them of factors relating to the student that may ease his or her transition.

A student will be placed in Graduate Level B status if he/she has made the choice to remain at Franklin County Alternative School to complete their secondary education. The staffing committee, the student, and parents will meet and collectively decide if this is the most appropriate choice for the student. If the decision is made to leave the student at Franklin County Alternative School, he/she can continue pursuing a standard high school diploma.

The student on Graduate Level B will come off the point system and the behavior level system. The student will be expected to maintain a referral free status while in the Franklin County Alternative School program. Failure will result in the student being returned to Level 1 status and will begin the program from the initial stage.

The Graduate Level Contract will be developed by the Franklin County Alternative School teacher and student. The transition contract will be developed between Franklin County Alternative School staff, the home school staff and the student. (See sample contracts attached)

### **Giving a Student a Fine**

The process of correcting a student's behavior is one of the most critical components of this programs.

Teenagers need concrete and consistent direction or they will blame their consequences on the system or the person giving the fine, rather than seeing their own behavior as the cause. Therefore, the following process must be followed consistently by instructional staff:

When a minor misbehavior occurs, the instructor must remain calm, using a normal posture and voice. The student should be told the specific behavior which occurred resulting in a fine and the number of fines they have for the day. This communication should be kept as impersonal as possible. Avoid any use of the word "I" or indications that the problem includes a relationship to the instructional staff or any "attitude" problem.

Attitudes and relationships with instructional staff are an appropriate topic for counseling, but should never be discussed during or immediately after a discipline procedure. This type discussion allows the student to avoid focusing on their behavior as the problems, and lets them blame the fine on the instructional staff's behavior.

### **NOTE:**

- The teacher will be responsible for developing and posting a schedule of reinforcing activities for level 3, 4, and graduate students.
- The teacher will be responsible for developing classroom rules.

- The teacher will be responsible for development of graduate level contracts and the contract meeting.

### **Recording Points**

The teacher will maintain a “point sheet” for each student. The teacher will review points/fines at the end of the morning and afternoon sessions. The point sheet will be sent home on the first school day of each week and should be signed by a parent and returned to school by the student.

### **RESTRICTIVE AND EMERGENCY PROCEDURES**

Dangerous or seriously disruptive behaviors cannot be tolerated in the classroom, and it is necessary to have a procedure for dealing with these behaviors, which includes removal from the instructional area. However, the use of time-out must be a last resort, and part of a hierarchy of response.

#### **When a Student appears to be upset**

- Talk to the student and do not give a fine unless a specific infraction has occurred.

If you feel the student needs to calm down, offer the use of the corner time-out area, or other quiet space. No fine should be given for using this area voluntarily.

#### **When a Student refuses to do Seatwork**

- Using corner time-out, student will stand facing the corner, hands by their side or behind back, feet on floor until he/she requests to do his/her work appropriately.
- Continued talking, mumbling, etc., while standing results in continued standing until calm and compliant, not to exceed one minute per year of age, with no sounds, utterances, etc.

#### **When a Student is mildly disruptive**

- Give a fine.
- If the student continues to be disruptive, corner time-out may be used. (Call a CODE YELLOW, if necessary)
- If the disruption continues in the corner time-out, then the teacher should use their judgment to determine when the student should go to the isolation time-out area and whether or not a code should be called. Once the student has entered a calm state, their calm time will begin. Subsequent disruptive or non-compliant behavior may result in a CODE RED being called.

#### **When a Student is Aggressive or Seriously Disruptive**

- The Student should be taken to the isolation time-out area immediately.

- The use of isolation time-out will automatically result in a bad day, and may result in a level restart or drop (see criteria for restarting or dropping a level)

### **Corner Time –out Procedures**

- Students will be placed in classroom corner time-out for infractions of program rules or classroom rules.
- Corner time-out will be utilized first and documented before isolation time-out is implemented; unless the infraction strongly warrants immediate removal from the classroom to isolation, (i.e. violence, aggressive acts, etc.)
- Students will be sent to classroom corner time-out to stand in the corner, hands behind back, face toward corner, and quiet. This will be maintained for a period of one minute per year of age of “calm time” before leaving the corner. During the “calm time” if a behavior starts again, the teacher has the option to start “calm time” over or remove to isolation time-out.

### **Isolation Time-Out Procedures**

Upon entering time-out, students must be searched. After being searched, students may, at the staff’s discretion, wear their jackets, but jackets must be zipped or buttoned. Students will be given one (1) minute to become compliant with isolation time-out procedures as dictated by a timer. When in time-out (isolation/intensive supervision) students are expected to follow the below procedures:

#### **NO TALKING:**

**Consequence:** Stand facing the corner, hands behind back or by your side, feet on floor for total of one minute per year of age without any sounds, utterances, etc.

#### **NO SLEEPING:**

**Consequence:** Stand facing the corner, hands behind back or by your side, feet on floor for total of one minute per year of age without any sounds, utterances, etc.

#### **REFUSAL TO STAND IN CORNER APPROPRIATELY:**

**Consequence:** Student will remain in the corner until he agrees to stand in corner alone and appropriately. If student refuses to become compliant, charges may be filed for disruption of school function or student will be suspended from school.

- Students are to remain in time-out rooms (not hall or around desk) until staff removes them, to return to room or bus.
- Students should only communicate when directed to do so (unless an emergency).
- Length of stay should be determined by the severity of what placed them in time-out to begin with.
- Staff member who is responsible for placing student in isolation time-out or the principal’s designee will remain with that student until calm time has been accomplished.



- If and when student is interviewed by the staff and their attitude is still sullen or exhibits anger – student will remain in time-out.
- To maintain the integrity of what time-out is supposed to be – use it only as a last resort.

## **SUMMARY**

The Behavior Management Level System is designed to promote appropriate behavior, develop self-control and gain understanding of behaviors that are expected at Franklin County Alternative School and are required by students in the regular classroom setting. Inappropriate behaviors are modified by logical and consistent consequences. These consequences are within the point and level system. Movement within the level system is based on a percentage of points earned. A natural consequence exists when the student does not take the opportunity to earn privileges and levels.

The recording form visually represents the behaviors demonstrated, gives feedback to the student on an ongoing basis, and provides staff and teachers information regarding the student's progress at Franklin County Learning Center Alternative Program.

FRANKLIN COUNTY ALTERNATIVE SCHOOL CONTRACT

**GRADUATE LEVEL: A**

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date of Contract: \_\_\_\_/\_\_\_\_/\_\_\_\_

Anticipated Date of Program Exit: \_\_\_\_/\_\_\_\_/\_\_\_\_

I, \_\_\_\_\_ (student), agree to the following contract in order to complete the graduate exit requirements from the Franklin County Alternative School Program. This contract specifies that I will maintain fifteen (15) or more good days and no contractual violations or I will return to Level 3 for a minimum of five (5) days.

**CONTRACT REQUIREMENTS  
I AGREE TO: (to be negotiated)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Administrator: \_\_\_\_\_

**GRADUATE LEVEL: B**

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date of Contract: \_\_\_\_/\_\_\_\_/\_\_\_\_

I, \_\_\_\_\_ (student), agree to the following contract to complete my secondary education. I understand that if I violate any contractual requirements, I will begin the Franklin County Alternative School program over from the start (level one, day one).

**CONTRACT REQUIREMENTS  
I AGREE TO: (to be negotiated)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Administrator: \_\_\_\_\_

FRANKLIN COUNTY ALTERNATIVE SCHOOL CONTRACT

TRANSITION LEVEL

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date of Contract: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Transition Meeting: \_\_\_\_/\_\_\_\_/\_\_\_\_

I, \_\_\_\_\_ (student), agree to the following contract in order to return to my home school (or another school to be decided). I understand that if I violate any contractual requirements that I may be referred for re-entry into the Franklin County Alternative School Contract program.

**CONTRACT REQUIREMENTS  
I AGREE TO: (to be negotiated)**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Administrator: \_\_\_\_\_