



Baker County Public Schools

Sherrie Raulerson, Superintendent of Schools

270 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251

www.bakerk12.org

Fax: (904) 259-1387



"The vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

AGENDA SCHOOL BOARD MEETING (Open to the Public) Monday, July 25, 2022 - 5:00 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)	
SUPPLEMENTAL MINUTE BOOK #51 PAGE #2	
I.	A. Invocation B. Pledge of Allegiance
II.	CALL TO ORDER – 5:00 P.M.
III.	ROLL CALL OF MEMBERS
IV.	PUBLIC HEARINGS – 5:05 P.M. (if any)
	➤ Approval of the 2022-23 Tentative Required Local Effort Millage Rate as 3.231.
	➤ Approval of the 2022-23 Tentative Basic Discretionary Operating Millage Rate as .748.
	➤ Approval of 1.500 as the Basic Discretionary Capital Outlay Millage for 2022-23.
	➤ Approval of the 2022-23 Tentative Total Millages as 5.479.
	➤ Approval of the Resolution Adopting Tentative Millage Rates for Fiscal Year July 1, 2022 - June 30, 2023.
	➤ Approval of the Tentative Budget for 2022-2023.
	➤ Approval of the Resolution Adopting the Tentative Budget as \$84,774,504.00 for Fiscal Year July 1, 2022 - June 30, 2023.
V.	RECOGNITIONS / PRESENTATIONS
	➤ Recognize Retiree Kim Green (Hire Date: August 26, 1996 ; Retire Date: June 30, 2022)
VI.	APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA

Baker County School Board Meeting Agenda (Monday, July 25, 2022) - Page 1 of 4
Minute Book # 39

Supplemental Minute Book #51 Page #2

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McNarnay, District 1 🐾 Richard Dean Griffis, District 2 🐾 Paula T. Barton, District 3 🐾 Charlie M. Burnett, III, District 4 🐾 Amanda Hodges, District 5

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VII.	REMOVAL OF ROUTINE ITEMS		
VIII.	APPROVAL OF ITEMS FOR ACTION		
	A.	Approval of Routine Items	CONTACT
	A. 1.	Approval of the Personnel Items List for Approval on July 25, 2022.	Sherrie Raulerson (259-0401)
	A. 2.	Approval to Renew Cooperative Agreement with the Baker County Sheriff's Office for the 2022-2023 School Year. (No Changes from Previous Year)	Michael Green (259-0444)
	B.	Approval of Removed Routine Items.	N/A
	C.	Approval of the 2022-2023 Mental Health Application.	Michael Green (259-0444)
	D.	Approval of the 2022-2023 Baker County School District Transportation Department Bus Routes.	Pamela Taylor (259-2444)
	E.	Approval of the 2022-2023 Baker County School District Transportation Department Standard Operating Procedures and Driver's Handbook.	Pamela Taylor (259-2444)
	F.	Approval to Allow Transportation Department Staff and School Bus Drivers to Detour into Georgia for Emergency Purposes Only With Prior Approval from the Director of Transportation or Transportation Manager.	Pamela Taylor (259-2444)
	G.	Approval of the 2022-2025 District English Language Learners (ELL) Plan.	Traci Wheeler (259-6776)
IX.	CITIZEN INPUT <i>(A Citizen Input form must be completed and submitted to the Board Secretary PRIOR to the beginning of the meeting if you wish to address the Board. You will be called on by the Chairman at the appropriate time. Presentations/comments are limited to ten (10) minutes.)</i>		
X.	INFORMATION AND ANNOUNCEMENTS		
XI.	ADJOURN		

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

PERSONNEL ITEMS LIST FOR APPROVAL ON JULY 25, 2022

RESIGNATION LIST FOR APPROVAL ON JULY 25, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Blackshear	Clayton			Paraprofessional, Elementary (187 Days)	Keller Intermediate School	May 30, 2022
McDonald	Emily		RESCIND Previously Approved on July 18, 2022	RESCIND Paraprofessional, Pre-K (187 Days)	RESCIND Baker County Pre-K / Kindergarten Center	RESCIND July 19, 2022

EMPLOYMENT LIST FOR APPROVAL ON JULY 25, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Bradley	Betty		Transfer from Paraprofessional, ESE Ages 6-21 (187 Days) at Baker County Middle School / Unit Reassigned to BCHS	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	August 9, 2022
Crews	Collin		Transfer from Teacher, Science (197 Days) at Baker County High School / Replacing Kailee Trippett (Unit Reassigned from Teacher, Music Elem)	Teacher, Resource (197 Days)	Westside Elementary School	August 2, 2022
Crews	Rachel		Promotion / Transfer Within the Same School Site from Paraprofessional, ESE Ages 6-21 (187 Days) / Replacing Rena Hamel	Secretary Guidance Services (240 Days)	Baker County High School	July 27, 2022
Martin	Rachel		Transfer Within the Same School Site from Reading Coach (197 Days) / Replacing Ryan McGee	Teacher, 5th Grade (197 Days)	Keller Intermediate School	August 2, 2022
McDonald	Emily		Transfer / Promotion Within the Same School Site from Paraprofessional, Pre-K (187 Days) / Replacing Tracy Register	Teacher, Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	August 2, 2022
Moore	Andrew		Initial Employment / Replacing Cynthia Phillips	Nutrition Services Warehouse Delivery Clerk (240 Days)	District Office	July 12, 2022
Rowland	Rebekah		Transfer from Teacher, Social Studies M/J (197 Days) at Baker County Middle School / Replacing Matthew Blake Strickland	Teacher, Social Studies (197 Days)	Baker County High School	August 2, 2022

EXTRA DUTY LIST FOR APPROVAL ON JULY 25, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Barrett	Ashley			VPK Teacher on Special Assignment	Regular Hourly Rate / Maximum 20.5 Hours / Funding Source: General	June 20, 2022 - July 19, 2022
Bowen	Brianna			New Teacher Training	\$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 27, 2022
Morgan	Makena			New Teacher Training	\$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 27, 2022

SUPPLEMENT LIST FOR APPROVAL ON JULY 25, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Bradley	Betty		Baker County High School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Manos	George	Prorate for July 1, 2022 - July 31, 2022 Only	Student Services	School Psychologist	Board Approved Rate - Prorated	2022-2023

OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON JULY 25, 2022				
LAST NAME	FIRST NAME	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Nipper	Phoebe	High School Dance Drill Team - Football Season	\$525.00 Flat Rate / Funding Source: General	July 1, 2022 - June 30, 2023
Nipper	Phoebe	High School Choreographer	\$275.00 Flat Rate / Funding Source: General	July 1, 2022 - June 30, 2023

SUBSTITUTE LIST FOR APPROVAL ON JULY 25, 2022					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Eldridge	Robert		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 12, 2022
Monds	Breanna		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2022
Thompson	Jessica		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 12, 2022
Walton	Casey		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 12, 2022



Baker County Public Schools Support Services



Sherrie Raulerson, Superintendent of Schools

392 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251

www.bakerk12.org

Fax: (904) 259-2825

DATE: July 18, 2022

TO: Sherrie Raulerson, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES *MTA*

RE: REQUEST TO APPROVE TENTATIVE MILLAGE RATES, BUDGET
AND RESOLUTIONS

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2022-2023 fiscal year millages are as follows:

Required Local Effort	3.231
Basic Discretionary Operating	.748
Capital Outlay	<u>1.500</u>
Total Mills	5.479

If you have any questions, please let me know. Thank you for your assistance in this matter.

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McInarnay, District 1 🐾 Richard Dean Griffis, District 2 🐾 Paula T. Barton, District 3 🐾 Charlie M. Burnett, III, District 4 🐾 Amanda Hodges, District 5

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RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2022 to June 30, 2023; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2022-2023 in the amounts of:

	<u>Tentative Millage Levy</u>	<u>Proposed Amount To Be Raised</u>
Required Local Effort	3.231	\$4,723,841
Basic Discretionary Operating	.748	\$1,093,604
Capital Outlay	1.500	\$2,193,055

The total millage rate to be levied is more than the roll-back rate by 6.10 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2022 to June 30, 2023 on July 25, 2022 by separate vote prior to adopting the tentative budget.

Chairman

BUDGET SUMMARY
THE PROPOSED OPERATING BUDGET EXPENDITURES OF BAKER COUNTY SCHOOL DISTRICT ARE 7.3 PERCENT
MORE THAN LAST YEAR'S TOTAL OPERATING EXPENDITURES
FISCAL YEAR 2022 - 2023

PROPOSED MILLAGE LEVIES SUBJECT TO 10-MILL CAP:
 Required Local Effort 3.2310
 Basic Discretionary Capital Outlay 1.5000
 Basic Discretionary Operating 0.7480
Total Millage **5.4790**

	GENERAL FUND	SPECIAL REVENUE	DEBT SERVICE	CAPITAL PROJECTS	TOTAL ALL FUNDS
ESTIMATED REVENUES:					
Federal sources	246,000	15,502,696			15,747,696
State sources	34,874,200	40,000		8,079,858	42,993,299
Local sources	6,147,706	1,135,272	0	2,455,333	9,738,311
TOTAL SOURCES	\$41,266,906	\$16,677,968	\$0	\$10,535,191	\$68,480,065
Transfers In					0
Fund Balances/Reserves/Net Assets	5,982,187	1,548,298	0	8,763,954	16,294,439
TOTAL REVENUES, TRANSFERS & BALANCES	\$47,249,093	\$18,226,266	\$0	\$19,299,145	\$84,774,504
EXPENDITURES					
Instruction	25,734,500	6,429,309			32,163,809
Pupil Personnel Services	2,961,150	1,171,218			4,132,368
Instructional Media Services	627,940	61,980			689,920
Instructional and Curriculum Development Services	747,006	682,359			1,429,365
Instructional Staff Training Services	207,110	454,222			661,332
Instruction Related Technology	348,100	22,556			370,656
School Board	510,650	-			510,650
General Administration	340,025	255,790			605,815
School Administration	2,575,900	64,969			2,640,869
Facilities Acquisition and Construction	75,275	3,337,878		19,299,145	22,711,539
Fiscal Services	825,050	75,900			900,950
Food Services	5,000	3,155,000			3,160,000
Central Services	599,850	28,990			628,840
Pupil Transportation Services	2,909,665	245,550			3,155,215
Operation of Plant	5,367,847	133,276			5,501,123
Maintenance of Plant	1,240,000	22,689			1,262,689
Administrative Technology Services	899,735	7,500			907,235
Community Services	312,000	2,500			314,500
Debt Services	-	-			0
Internal Service Funds	-	1,043,272			0
TOTAL EXPENDITURES	\$46,286,803	\$17,204,968	\$0	\$19,299,145	\$82,790,906
Transfers Out					0
Fund Balances/Reserves/Net Assets	962,290	1,021,308	0	0	1,983,598
TOTAL APPROPRIATED EXPENDITURES	\$47,249,093	\$18,226,266	\$0	\$19,299,145	\$84,774,504
TRANSFERS, RESERVES & BALANCES					

The tentative, adopted, and/or final budgets are on file in the office of the above mentioned taxing authority as a public record.

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE
TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2022 TO JUNE 30, 2023.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2022 to June 30, 2023; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2022 to June 30, 2023.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of \$84,774,504 for fiscal year July 1, 2022 to June 30, 2023.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2022 to June 30, 2023.

Chairman



Baker County District School Board

Exceptional Student Education • Student Services

290 Jonathan East • Macclenny, Florida 32063

Phone: (904) 259-7825 • Fax: (904) 259-9099

June 27, 2022

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

I would like to request School Board approval to renew the Cooperative Agreement between the Baker County School Board and the Baker County Sheriff's Department for the 2022-2023 school year. There are no changes from the previous agreement and the funding source will remain General.

If you have any questions or concerns please feel free to contact me at any time.

Sincerely,

Michael Green Jr., Director
Exceptional Student Education/
Student Services

MG:al

COOPERATIVE AGREEMENT BETWEEN
THE BAKER COUNTY SCHOOL BOARD
(DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION)
AND
BAKER COUNTY SHERIFF'S DEPARTMENT
2022-2023

In compliance with the Florida Administrative Code which specifies that a written agreement be developed outlining the respective duties and responsibilities of each party when a school district provides a special program for exceptional students by assigning personnel to a facility operated by another agency or organization, The Baker County School Board of Baker County, Florida and Baker County Sheriff's Department have agreed to provide for incarcerated Exceptional Student Education students under care in the Baker County Jail as follows:

Florida Administrative Code Rule Requirements:

A. Rule 6A-6.0311(4)(5), Florida Administrative Code:

1. Designation of Responsibilities for the Implementation of District Procedures:

The Director of Exceptional Student Education (ESE) for the School Board is responsible for implementing the Baker County Special Programs and Procedures for Exceptional Students (District Procedures) as specified therein, including review of evaluative data, determination of student eligibility, dismissal, or reassignment.

The Director of Exceptional Student Education is responsible for the required statute provisions of individual educational plans (IEPs), the assignment of eligible exceptional students to educational programs required by their IEPs, and all other IEP tasks, including sending notice to parents and properly completing the IEP form.

2. Provision of Transportation:

The School Board, through its policies regarding employee travel, enables a teacher(s) for the incarcerated Exceptional Education Student to visit the Baker County Jail for the purpose of providing individualized instruction to eligible students. The ESE Director or designee coordinates other appropriate school transportation services.

3. Provision of Program and Staff Supervision:

The Director of ESE or designee for the School Board will supervise and evaluate the instructional program and assigned staff.

4. Program Funding:

The School Board will provide:

- a. Program funding through the required Full-Time Equivalent (FTE) reporting as outlined in the Florida Education Finance Program (FEFP), and if appropriate, project applications for school-aged students;
- b. Certified teachers;
- c. Curriculum materials, supplies, and equipment within the limits of budgetary allotments.

5. Dissolution of the Agreement:

This Agreement will be in effect from August 10, 2022 through May 25 2023, and will continue as stipulated in its specific provisions unless amended with the approval of both parties or dissolved. Dissolution may occur at any time upon mutual agreement of both parties. If either party wishes to dissolve the agreement unilaterally, a thirty (30) day written notice will be given to the chief executive administrator of the other agency.

B. Rule 6A-03020(7)(b), Florida Administrative Code regarding Instruction:

Baker County Sheriff's Department agrees to cooperate with the intent of the program and shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.

C. Insurance:

During the term of this Agreement, the Baker County School Board will be self-insured under the Northeast Florida Educational Consortium Risk Management Program.

The comprehensive general liability limits will be in accordance with Florida Statute 768.28. Baker County School Board will provide a Certificate of Insurance to the Baker County Sheriff's Department.

APPROVED:

Superintendent
School Board of Baker County



Sheriff
Baker County Sheriff's Office

Chairman
School Board of Baker County



Baker County District School Board

Exceptional Student Education • Student Services

290 Jonathan East • Macclenny, Florida 32063

Phone: (904) 259-7825 • Fax: (904) 259-9099

July 12, 2022

Sherrie Raulerson, Superintendent
Baker County School District
392 South Blvd. East
Macclenny, FL 32063

Dear Superintendent Raulerson:

It is my pleasure to submit the 2022-2023 Baker County Mental Health Application Plan. The Florida Department of Education has combined the Youth Mental Health Awareness Training Plan and the Mental Health Assistance Allocation Plan into one standard application form submitted online. This is the fourth year that we have received these funds.

The Mental Health Allocation Plan allows us to continue to improve student well-being and safety. Changes from the previous allocation includes a \$27,573 increase in funding for mental health staffing/support needs and \$6,744 for Youth Mental Health First Aid training/materials. There are no district staffing changes proposed for 2022-2023 school year. Additional funding will provide additional community agency supports and contracted behavioral support from a private Board-Certified Behavior Analyst.

Please contact me via email at michael.green@bakerc12.org or by phone at (904) 259-0444 if you have any questions.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Michael D. Green, Jr.", written over a horizontal line.

Michael D. Green, Jr.
ESE/Student Services Director

The Baker County School district prohibits any policy or procedure which results in discrimination on the basis of race, color, religion, national origin, sex, marital status, disability, sexual orientation, gender identity, age or legally-protected characteristic in its programs and activities including employment opportunities.



FLORIDA DEPARTMENT OF
EDUCATION
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2022-23 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Part II: Mental Health Assistance Allocation Plan

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Introduction

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mentalhealth. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

Part II. Youth Mental Health Awareness Training Plan

In accordance with section (s.) 1012.584, Florida Statutes (F.S.), the YMHAT Plan allocation is to assist districts with providing an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

Part III. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2022.

There are two submission options for charter schools (MHAA Plan Only):

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

Part I: Youth Mental Health Awareness Training Plan and Projected Budget

YMHAT Training Plan

YMHAT Objective: provide an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

Currently Trained and Certified

In accordance with House Bill (HB) 1421 (2022), each school district shall submit a report to the Florida Department of Education (FDOE) confirming at least 80 percent of school personnel in elementary, middle, and high schools have received youth mental health awareness training. Additionally, as required in s. 1012.584, F.S., each school safety specialist shall ensure all school personnel within his or her school district receive youth mental health awareness and assistance training.

This report should include the total number and percentage of personnel trained district-wide, and those physically located at the elementary, middle and high schools. As a result, each district will report two sets of numbers:

- District-wide percentage and total number of personnel trained
- School-wide percentage and total number of personnel trained

District Staff

Total # of employees

129

Total # of employees trained

10

Total percentage trained

8%

Elementary Schools

Total # of employees

260

Total # of employees trained

136

Total percentage trained

52%

Middle Schools

Total # of employees

107

Total # of employees trained

90

Total percentage trained

84%

High Schools

Total # of employees

116

Total # of employees trained

86

Total percentage trained

56%

Total Districtwide Personnel

Total # of employees

612

Total # of employees trained

324

Total percentage trained

56%

As of what date

Tuesday 7/12/2022

Explain the training goal(s) for the upcoming 2022-2023 school year.

By June 1, 2023, Baker County School district will have trained 80% of all district personnel in Youth Mental Health First Aid. 100% of personnel whose certification will expire in 2022-2023 school year will participate in the Youth Mental Health First Aid online recertification course.

Annual Goal

In addition to the percentage listed above, the annual goal for the 2022-2023 school year is to train what percentage of employees?

80%

As of what date

Tuesday 7/12/2022 2023

Explain the training goal(s) for the next 3-5 years.

Baker County School district will work towards training 100% of district personnel in Youth Mental Health First Aid and Kognito At-Risk Modules. District will continue to work towards maintaining Suicide Prevention Certified Schools status with the Florida Department of Education.

What is the procedure for training new personnel to the district?

New personnel to the district will be identified by mental health coordinator or designee by August 15 and training will be completed by September 30 of each new school year.

Explain the district's plan for recertifying staff or maintaining certification of school district personnel.

During the summer staff that requires recertification will be identified by the mental health coordinator or designee for the upcoming school year and Youth Mental Health First Aid online recertification course will be assigned and completed by June 1 of the year of expiration.

** See attached Budget***YMHAAT Projected Budget**

1	Stipends		\$0.00
2	Employees		\$0.00
3	Materials		\$0.00
4	National Council (YMHFA) Training		\$0.00
Total:			\$0.00

Part II: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

MHAA Plan Assurances**The District Assures**

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.

Yes

Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

Includes a system for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Yes

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

Yes

A school board policy or procedure has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

Planned Outcomes

Identify two specific and measurable goals that will be accomplished within the 2022-23 school year, and specify which component of District Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).

Baker County High School (grades 9-12) will decrease the number of incidents of abusive behaviors/ fighting (113 for 2021-2022 school year) by 10% through T1 & T2 mental health/behavior supports.

Baker County High School (grades 9-12) will reduce overall Baker Acts by 10% through continued YMHFAT/Kognito training to identify students in early crisis.

District Program Implementation

Evidence-Based Program	Zones of Regulation
Tiers of Implementation	Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others.</p> <p>The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.</p>	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
<p>School Mental Health Counselors and behavioral support personnel will administer the sessions in grades 9-12 will be specifically targeted to reduce abusive behaviors at the high school level.</p> <p>Curriculum (18 lessons) will be taught to participants that will focus on identifying their feelings and levels of alertness, understand their feelings in context, utilizing effective regulation tools, problem solve positive solutions, understand how their behavior influence others' thoughts and feelings, and ultimately move towards independent regulation.</p> <p>School staff will work with students in small groups and regularly follow up with participant during the school year to monitor and support student utilization of strategies.</p>	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
<p>Improve:</p> <p>Self-regulation and emotional control for high school level. Students are taught to recognize their motions and use strategies to manage them.</p> <p>10% reduction in abusive behavior incidents at the high school level. This data will be collected from the number of discipline referrals in grades 9-12.</p> <p>10% overall reduction in district Baker Acts. This data will be collected from number of Baker Acts initiated in grades 9-12.</p>	

Evidence-Based Program	ASPEN Student Behavior Training
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>This program trains school teams through a safe, positive, and meaningful method of preventing and responding to dangerous and aggressive student behavior. ASPEN is superior to every other student behavior training program out there because it is the ONLY program that infuses components of positive psychology into systems of tiered support and student behavioral analysis. Through a seven-module course, school teams will learn important methods for analyzing student behavior and responding to any aggressive student behavior. Totem gives schools the tools they need to teach and care for students in safe, understanding environments. Through ASPEN, school staff learn to understand student behavior and utilize optimistic teaming: Recognize and understand what causes aggressive student behavior. Replace outdated, inefficient practices and replace them with practices that work in numerous situations. Identify the ways MTSS is currently working, and build upon it with Totem student behavior training. Use positive psychology methods and Applied Behavioral Analysis (ABA) principles to address aggressive student behavior.</p>	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>School behavior support personnel will train strategic school staff utilizing the seven modules that include the following:</p> <ul style="list-style-type: none"> Module 1: The Roots of Aggression Module 2: Stuff That Does Not Work Module 3: Preventative Systems Module 4: Happy Kids Don't Punch You in the Face Module 5: Principles of ABA Module 6: Optimistic Teaming Module 7: The Acronym of Safety <p>This program will be utilized to address students in crisis across the schools. Training and support will be provided in grades 6-8 at the middle school level. The framework of this program will provide a plan for behaviors in the general education classroom, intervention classrooms, and self-contained classes.</p>	
<p>Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	
<p>Improve:</p> <ul style="list-style-type: none"> Staff reactions and response to escalated behaviors. Safe handling of out-of-control behaviors. Prevention of out-of-control behaviors leading to Baker Acts. This will result in a 10% overall reduction in district Baker Acts. This data will be collected from number of Baker Acts initiated in grades 9-12. <p>Application of Positive Psychology in schools will result in a 10% reduction in abusive behavior incidents</p>	

at the
high school level. This data will be collected from the number of discipline referrals in grades 6-8.

Evidence-Based Program	EverFi Mental Wellness Basics
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>The EverFi Mental Wellness Basics Program focuses on the following supports:</p> <p>Supporting students in identifying threats to mental health early, and taking measures to increase factors that protect mental health.</p> <p>Introducing students to the experiences of others in order to develop awareness and empathy, reduce stigma, and provide facts on the prevalence and symptoms of mental health conditions.</p> <p>Fostering a mental health mindset to help students develop feelings of self-efficacy and skills that promote and model advocacy for self and others.</p>	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
<p>School Mental Health Counselors and behavioral support personnel will provide support implementing EverFi at the high school grades.</p> <p>This program will be implemented in homeroom in grades 9-12. Lesson modules include introduction to mental health, understanding mental health disorders, healthy coping skills, and getting help. Lessons are integrated into curriculum and activities provided to homeroom classes. Pre and Post tests will be used to determine student understanding.</p>	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
<p>Improve:</p> <p>Student self management and relationship skills.</p> <p>Responsible decision making</p> <p>10% reduction in abusive behavior incidents at the mhigh school level. This data will be collected from the number of discipline referrals in grades 9-12.</p> <p>10% overall reduction in district Baker Acts. This data will be collected from number of Baker Acts initiated in grades 9-12.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1:450

2022-2023 proposed Ratio by June 30, 2023

1:450

School Social Worker

Current Ratio as of August 1, 2022

1:4950

2022-2023 proposed Ratio by June 30, 2023

1:2475

School Psychologist

Current Ratio as of August 1, 2022

1:2475

2022-2023 proposed Ratio by June 30, 2023

1:2475

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

1:990

2022-2023 proposed Ratio by June 30, 2023

1:990

Direct employment policy, roles and responsibilities

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

Improving staffing ratios will allow for the delivery of a full range of services and effective school-community

partnerships. Each school site will have an assigned licensed mental health counselor or intern. This individual will provide regular support to their assigned school and ensure the following:

Students referred for a mental health screening are assessed within 15 days of referral; School-based mental health services are initiated within 15 days of identification and assessment;

Employing effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors.

Integrating learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.

Implementing multi-tiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote

close school-community collaboration.

Improving access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school-community partnerships into existing school initiatives.

In addition, when working with our students, community support partners will ensure that mental health services for students are initiated within 30 days of referral.

Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

District and school-based MTSS team meetings will be held quarterly to map out necessary resources to address T1,2,3 needs and determine where direct mental health staff can be most effectively utilized.

Describe the role of school based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

Mental Health Counselors

Assist in the design, implementation, and follow-up of behavioral management programs for students to remediate behavioral and social problems.

Provide individual and group counseling to students on a regular basis to include socialization activities.

Assist other professionals with student crisis intervention. Plan and confer with classroom teachers concerning any behavioral, social or personal problems affecting the students.

Assist in the development and delivery of in-service activities regarding techniques for remediating behavioral, social or personal problems of students.

Participation in School and District Threat Assessment Team.

Case Manager

Participate in other Child Study Teams where high-risk students are typically reviewed and staffed (e.g., Truancy teams, MTSS teams focusing on behavior, DJJ articulation meetings, etc.).

Participate with SEDNET on governing boards coordinating services for children who have or are at risk for emotional or behavioral disabilities.

For students who are referred to the Case Manager, in collaboration with the student, his or her family, his or her primary care provider, and any other agency working with the family (DCF worker, Community Based Care Agency, Parole Officer, etc.) identify gaps in services, identify barriers to receiving needed services, remove barriers, and facilitate the efficient and timely provision of all needed services.

Facilitate the maximization of the Mental Health Assistance Allocation by ensuring all students have health insurance coverage, including assisting parents with enrolling their children in Florida Medicaid

or subsidized health insurance policy.

For all students and families who received support through the Case Manager, regularly and closely monitor those services to ensure there are no interruptions or changes in care and, if so, to minimize the time that the student or family is without care.

Develop and maintain records of contact and services provided for all referred students and families. Provide

regular reports to the School Safety Specialist and Threat Assessment Team. Facilitate the development of an annual report to the Florida Department of Education on the expenditures of the mental health allocation and the services that were provided to students.

Communicate and collaborate among schools, districts, communities and state agencies, colleges/universities and the Federal Children's Medical Services representatives to provide maximum services related to health and safety programs.

Maintain a close working relationship with District and community personnel relative to the assigned area to ensure information exchange, coordination and support for the decision-making process and to gather feedback concerning service to foster continuous quality improvement.

Registered Behavior Technicians

Collect information from parents and teachers through interviews and consultations as it relates to student learning and behavior difficulties.

Participate in the development of appropriate interventions and strategies to assist individual students in school adjustment.

Utilize knowledge of behavioral principles to develop and assist in the implementation of specific behavioral management plans for individual students, classrooms, and schools.

Provide consultation on an ongoing basis to teachers, parents and other school personnel to resolve students' learning and behavioral problems.

Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

Baker County School District will continue to contract with Meridian Behavioral Healthcare for mental health counselors to support both traditional and alternative Education Program. The counselors will spend 3 to 5 days per week at the schools. Priority for services will be for students identified by school and district staff who need support beyond the traditional school day.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)
\$ 315,019.00

Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan
\$ 65,131.00

Grand Total MHAA Funds
\$ 380,150.00

MHAA planned Funds and Expenditures Form

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1011.62 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

Baker_MHAA_Planned_Expenditures_Report_2022-2023.pdf
Mental Health Assistance Allocation (MHAA) Plan Planned Funds and Expenditures 2022-2023
Document Link <i>See attached document</i>

School District Certification

This application certifies that the **Baker County School District** School Superintendent and School Board approved the district's Mental Health Assistance Allocation Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(14), F.S.

Note: The charter schools listed below have **Opted Out** of the district's Mental Health Assistance Allocation Plan and are expected to submit their own MHAAP to the District for review.

Charter Schools Opting Out

-

School Board Approval Date

Monday 7/25/2022

Section B: 2022-2023 YHHAT Projected Budget

Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
Stipends	N/A	0	\$0.00
Employees	N/A	0	\$0.00
Materials	1 case of printer paper (at \$44.00 per case) for YM	\$44	\$44.00
National Council (YMHFA) Training	Funds will be used to purchase 268 seats (268 seats x \$25.00 each = \$6700.00) of YMHFAT Blended Course Virtual Training for initial trainees in order to meet the 80% training goal by June 2023.	\$25	\$6,700.00
			\$6,744.00

Mental Health Assistance Allocation (MHAA) Plan

2022-2023

Due: August 1, 2022

Planned Funds and Expenditures 2022-2023

District Name: Baker

Section 1. MHAA Plan Funding Summary		\$ Amount
Mental Health Assistance Allocation provided in the 2022-2023 Florida Education Finance Program:		\$ 315,019.00
Unexpended Mental Health Assistance Allocation funds from previous fiscal years as stated in your 2021-2022 Plan:		\$ 65,131.00
Total MHAA Plan Funds:		\$ 380,150.00
Section 2. MHAA Planned Expenditure Summary –Funded by the MHAA Plan		Total \$ Amount
Profession	Total Number	
School Counselor(s) – DOE certified	0	
School Psychologist(s) – DOE certified and/or DOH licensed	0	
School Social Worker(s) – DOE certified and/or DOH licensed	1	\$ 72,350.00
Other (DOH) Licensed Mental Health Service Providers	2	\$ 144,700.00
Mental Health Administrator(s):		
Mental Health Support Staff:	2	\$ 70,000.00
Total Planned Expenditures for the Employment of Staff/Personnel:		\$ 287,050.00
Section 3. MHAA Continued Summary of Planned Expenditures		\$ Amount
Expenditures for services provided by community-based mental health program agencies or providers:		\$ 86,000.00
Expenditures for the professional development and training:		\$ 2,100.00
Expenditures for travel (in-county, out-of-state, and out-of-county):		\$ 2,000.00
Expenditures for supplies, materials, and equipment:		\$ 3,000.00
Other Expenditures:		\$ 0.00
Total MHAA Planned Expenditures:		\$ 380,150.00
Section 4. Allocation Expenditure Summary for Other Expenditures		\$ Amount
N/A		

✓

Baker School District Transportation Department

544 Baker Bus Drive
Macclenny, Florida
32063

Phone (904) 259-2444

Fax (904) 259-9173

July 11, 2022

Sherri Raulerson

Superintendent

Baker County School District

270 South Boulevard East

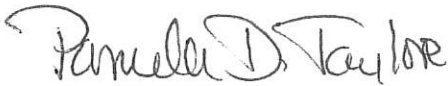
Macclenny, Florida 32063

Dear Superintendent Raulerson.

The purpose of this letter is to request the approval of 2022-2023 Baker County School District bus routes for review and approval.

Thank you for your consideration in this matter.

Sincerely,



Pamela D Taylor

Director of Transportation

Baker County School District

BUS 1S

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	6:27	NORTH LOWDER & FERN ST	2:27/2:48
2	6:27	NORTH LOWDER & LYONS ST	2:27/2:48
3	6:28	12291 NORTH LOWDER ST (23A)	2:22
4	6:28	NORTH LOWDER ST & TOM WILKERSON RD	2:53
5	6:29	6111 BOB KIRKLAND RD	2:54
6	6:30	13024 BOBBY RAY LANE & BOB KIRKLAND	2:55
7	6:30	6365 BOB KIRKLAND RD	2:55
8	6:31	6575 BOB KIRKLAND RD	2:56
9	6:31	6650 BOB KIRKLAND RD	2:56
10	6:32	BOB KIRKLAND RD & NORTH FORTY	2:58
11	6:33	6039 BIRD POND RD & TIM CREWS	2:59
12	6:34	NORTH LOWDER & PETER'S LANE	
13	6:35	NORTH LOWDER & SANDS POINT ENTRANCE	2:23/2:51
14	6:38	COPPERFIELD & COPPER CREEK (STOP SIGN)	2:25/2:49
15	6:38	COPPER CREEK & COPPER GATE (STOP SIGN)	2:26
16	6:40	NORTH LOWDER & HERITAGE OAKS ENTRANCE	2:28/2:47
17	6:41	NORTH LOWDER ST & CHIPSHOT	2:30/2:46
18	6:42	NORTH LOWDER ST & GATLIN	2:31/2:45
19		DROP OFF AT BCHS	

BUS 1E

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	7:55	46 NORTH LOWDER ST	3:55
2	7:56	76 NORTH LOWDER ST	3:55
3	7:57	NORTH LOWDER ST & GATLIN ST	3:56
4	7:58	NORTH LOWDER ST & WHEELER DR	3:57
5	7:58	NORTH LOWDER ST & CHIPSHOT DR	3:57
6	8:00	746 NORTH LOWDER ST	3:58
7	8:01	NORTH LOWDER ST & FERN ST	3:58
8	8:01	NORTH LOWDER ST & LYONS LN	3:59
9	8:03	1118 COPPERFIELD CIRCLE	4:00
10	8:04	COPPERFIELD CIRCLE & COPPERCREEK DR	4:01
11	8:05	1288 & 1287 COPPERCREEK DR	4:02
12	8:06	1279 COPPERCREEK DR	4:03
13	8:07	1115 COPPERCREEK DR	4:04
14	8:10	5841 LAURAMORE RD	4:12
15	8:11	5832 LAURAMORE RD	4:13
16	8:11	5761 LAURAMORE RD	4:14
17	8:13	5233 VIOLET LN	3:20
18	8:14	11902 FAYE RD	3:21
19	8:11	11808 FAYE RD	
20	8:14	5213 FAYE RD	3:21
21	8:16	11749 TOM WILKERSON RD	4:06
22	8:16	11865 TOM WILKERSON RD	3:20
23	8:17	12237 TOM WILKERSON RD	3:25
24	8:19	NORTH LOWDER & SANDS POINT SUBDIVISION	3:26

BUS 2S

<u>BUS 2S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:25	5 CHURCHES RD @ END	
2	6:26	5 CHURCHES RD @ LANE AVE	
3	6:28	12961 5 CHURCHES RD	
4	6:30	5 CHURCHES RD @ CLAYTON AVE	
5	6:31	5 CHURCHES RD @ CALIFORNIA CT	
6	6:32	5 CHURCHES RD @ FAITH TEMPLE CHURCH RD	
7	6:33	13545 5 CHURCHES RD	
8	6:34	5 CHURCHES RD @ NANCY WILLIAMS DR	
9	6:35	5 CHURCHES RD @ FAITH LOOP	
10	6:37	9733 CR127	
11	6:37	CR127 @ LEE GIVENS RD	
12	6:38	CR127 @ DOLPHIN CT	
13	6:40	TONY GIVENS RD @ KING ST	
14	6:41	TONY GIVENS @ CR229	

BUS 2E

<u>BUS 2E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	8:13	13640 5 CHURCHES RD	
2	8:14	13149 5 CHURCHES RD	
3	8:17	5 CHURCHES RD @ CLAYTON AVE	
4	8:18	5 CHURCHES RD @ LANE AVE	
5	8:22	13733 DOLPHIN CT	

BUS 8S

	A	B	C	D	F
1	STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME	
2	1	6:14	WOODLAWN RD & IVY HODGES RD		
3	2	6:14	WOODLAWN RD & MYRTIS BARTON RD		
4	3	6:15	6762 WOODLAWN RD		
5	4	6:16	WOODLAWN RD & CHAD RD		
6	5	6:16	WOODLAWN RD & GLENFIELD OAKS DR		
7	6	6:18	6535 WOODLAWN RD		
8	7	6:20	HILLCREST RD & CREEKSIDE DR		
9	8	6:23	HILLCREST RD & GLO GENE RD		
10	9	6:24	GRANT ST & TAFT RD		
11	10	6:25	GRANT ST & ADAMS RD		
12	11	6:26	ADAMS RD & W BEN ROWE CIRCLE		
13	12	6:28	BEN ROWE CIRCLE & J B HINES		
14	13	6:29	BEN ROWE CIRCLE & CLOVER DR		
15	14	6:30	8460 DUPREE RD		
16	15	6:31	DUPREE RD & ACRE RD		
17	16	6:32	8864 EASTWOOD RD		
18	17	6:34	WOODLAWN RD & GLENN WILLIAMSON RD		
19	18	6:35	WOODLAWN CEMETERY RD		
20	19	6:36	5645 WOODLAWN CEMETERY RD		
21	20	6:37	5686 WOODLAWN CEMETERY RD		

BUS 8E

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	7:40	8540 ODIS YARBOROUGH RD	
2	7:41	8509 ODIS YARBOROUGH RD	
3	7:41	8441 ODIS YARBOROUGH RD	
4	7:42	14466 HUNTERS RIDGE W	
5	7:42	14396 HUNTERS RIDGE	
6	7:43	14301 HUNTERS RIDGE W	
7	7:44	14420 HUNTERS RIDGE E	
8	7:45	ODIS YARBOROUGH RD @ FRED TAYLOR RD	
9	7:46	7823 ODIS YARBOROUGH RD	
10	7:47	GLEN FARMS @ ODIS YARBOROUGH RD	
11	7:47	7667 ODIS YARBOROUGH RD	
12	7:48	7575 ODIS YARBOROUGH RD	
13	7:49	13582 BOB BURNSED RD	
14	7:50	BOB BURNSED RD & COTTONTAIL RD	
15	7:51	7399 BOB BURNSED RD	
16	7:52	7441 OAK RIDGE DR	
17	7:52	7311 OAK RIDGE DR	
18	7:53	7301 OAK RIDGE LOOP	
19	7:57	7078 PARK ST	
20	7:58	11347 PINE LOOP	
21	7:59	11545 PINE LOOP	
22	7:59	11599 PINE LOOP	
23	8:00	PARK ST & CONFEDERATE DR	
24	8:00	CONFEDERATE DR & CONFEDERATE LN	
25	8:01	11593 E CONFEDERATE DR	
26	8:02	11977 N CONFEDERATEDR	
27	8:03	12449 W CONFEDERATE DR	
28	8:04	RUFUS POWERS RD & LESLIE THOMAS LN	
29	8:04	RUFUS POWERS RD & NORMAN ST	
30	8:05	11092 RUFUS POWERS RD	
31	8:06	MADISON DR & WESTSIDE ST	
32	8:07	7598 MADISON DR	
33	8:08	MADISON DR & WESTSIDE LOOP	
34	8:08	WESTSIDE LOOP	

BUS 12S

<u>BUS 12S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:20	4726 BARBER CIRCLE	
2	6:22	WM BARBER RD @ PENELOPE LANE	
3	6:24	CANAL RD @ NORTH CANAL RD	
4	6:26	9640 BARBER LOOP	
5	6:26	9924 BARBER LOOP	
6	6:31	4071 WOLFE DR	
7	6:33	4114 WOLFE DR	
8	6:35	WOLFE DR @ PINE CIRCLE	
9	6:39	AMERICAN WAY	
10	6:40	BAKER MANOR (BCHS ONLY)	
11	6:41	LOWDER @ MLK DR (BCHS ONLY)	
12	6:42	LOWDER @ GRISSHOLM ST (BCHS ONLY)	
13	6:42	LOWDER @ QUAIL LANE (BCHS ONLY)	
14	6:45	5805 CW WEBB RD	
15	6:47	6040 CW WEBB RD	
16	6:48	CW WEBB RD @ BLACKJACK RD	
17	6:50	PERSIMMON RD @ ASH RD	
18	6:52	CHARLIE ROWE RD @ DUMPSTERS	
19	6:54	BAKER BUS DR	

BUS 12E

<u>BUS 12E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	8:22	531 SOUTH BLVD	
2	8:23	644 SOUTH BLVD WEST	
3	8:25	MINNESOTA AVE @ 1ST SET OF MAILBOXES	
4	8:26	MINNESOTA AVE @ 2ND SET OF MAILBOXES	
5	8:27	MINNESOTA AVE @ 3RD SET OF MAILBOXES	
6	8:29	SOUTH BLVD @ QUAIL LANE	
7	8:30	162 SOUTH BLVD (SUNSHINE DAYCARE)	
8	8:30	522 SOUTH 7TH ST (VANESSA'S LEARNING RANCH)	

BUS 13S

<u>BUS 13S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:10	HARLEY THRIFT @ BRIDGE	
2	6:15	14893 N SR121	
3	6:18	14725 N SR121	
4	6:20	N SR121 @ CANADAY MOBILE HOME PARK	
5	6:21	5524 BLUE HOLE RD	
6	6:22	5434 BLUE HOLE RD	
7	6:23	5322 BLUE HOLE RD	
8	6:24	4835 SHAVES BLUFF RD	
9	6:26	N SR121 @ EVA JONES RD	
10	6:28	14544 N SR121	
11	6:30	5163 CR23B	
12	6:31	23B @ TOM WILKERSON RD	
13	6:34	5834 LAURAMORE RD	
14	6:35	5588 LAURAMORE RD	
15	6:37	TOM WILKERSON @ HUCKLEBERRY LN	
16	6:39	5232 VIOLET LANE	
17	6:40	11808 FAYE RD	
18	6:42	11732 FAYE RD	
19	6:44	11710 FAYE RD	
20	6:48	716 N 5TH ST	
21	6:50	610 N 5TH ST	
22	6:52	628 CR228	
23	6:55	459 N 5TH ST	
24	7:00	BCMS TRANSFERS TO BCHS	

BUS 13E

<u>BUS 13E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	8:10	546 RAILROAD AVE	
2	8:12	RAILROAD AVE @ HOMER ST	
3	8:14	450 RAILROAD AVE	
4	8:15	124 MLK DR	
5	8:16	224 MLK DR	
6	8:18	226 MLK DR	
7	8:20	MLK DR @ SYCAMORE ST	
8	8:22	MLK DR @ W MINNESOTA	
9	8:23	410 MLK DR	
10	8:25	514 S 7TH ST	
11	8:26	520 S 7TH ST	
12	8:28	VANESSA'S LEARNING BLOCKS	
13	8:30	LOWDER ST @ JOAN ST	
14	8:31	LOWDER ST @ GRISSHOLM ST	
15	8:33	EDGAR ST @ MAILBOXES	
16	8:35	520 LEWIS ST	
17	8:36	511 LEWIS ST	

BUS 19S

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	6:09	9550 SR229S	3:15
2	6:12	SR228S @BULLDOG TR	3:14
3	6:24	DEERFIELD CIRCLE @ RAFUSE CIRCLE	3:12
4	6:25	DEERFIELD CIRCLE @ PATRICK DR	3:09
5	6:26	DEERFIELD CIRCLE @ PLEASANT RD	3:06
6	6:27	4041 DEERFIELD CIRCLE	3:04
7	6:28	DEERFIELD CIRCLE @ SOUTHWOOD RD WEST	3:04
8	6:29	4177 DEERFIELD CIRCLE	2:59
9	6:30	4221 DEERFIELD CIRCLE	2:58
10	6:31	4283 DEERFIELD CIRCLE	2:53
11	6:32	4345 DEERFIELD CIRCLE	2:53
12	6:33	4374 DEERFIELD CIRCLE	2:55
13	6:34	4437 DEERFIELD CIRCLE	2:51
14	6:35	4471 DEERFIELD CIRCLE	2:51
15	6:36	4281 DEERFIELD CIRCLE	2:49
16	6:37	4570 DEERFIELD CIRCLE	2:48
17	6:38	DEERFIELD CIRCLE @ SOUTHWOOD RD EAST	2:47
18	6:39	HONEY WILKINSON @ ORANGE TRAIL	2:47
19	6:46	JULE RD @ MARTHA SOUTH	2:46
20	6:47	JULE RD @ MARTHA NORTH	
21	7:00	4TH ST @ MICHIGAN AVE	
22		PREK - KINDERGARTEN @ CROSSWALK	
		202 E JONATHAN AFTER DROPPING OFF @ BCMS	

BUS 19E

[illegible]

BUS 21S

<u>BUS 21S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	5:52	12928 MOCCASIN CREEK CIRCLE	3:45
2	5:57	27642 PARADISE RD	3:40
3	6:00	27464 CR127	3:36
4	6:01	27317 CR127	3:35
5	6:04	CR127 @ JAMES CREWS RD	3:31
6	6:05	25905 CR127N	3:30
7	6:06	CR127 @ CHARLES PLACE	3:28
8	6:09	23961 HASSIE JOHNS RD	3:22
9	6:10	23892 HASSIE JOHNS RD	3:20
10	6:12	23249 HASSIE JOHNS RD	3:18
11	6:15	110114 CR120	3:16
12	6:18	23390 CR127	3:10
13	6:20	11040 FREDRICK RAULERSON RD	3:14
14	6:24	21277 SEMINOLE LN	3:04
15	6:25	21596 S CARL BROWN	3:05
16	6:27	S CARL BROWN @ CHEROKEE RD	3:07
17	6:30	11331 PENDER RAULERSON	3:00
18	6:33	22075 CR127	2:57
19	6:34	21251 CR127	2:53
20	6:35	21098 CR127	2:52
21	6:37	21033 CR127	2:51

BUS 21E

BUS 21E	PICK UP TIME	STOP ADDRESS
1	7:50	11653 CR122
2	7:51	11692 CR122
3	7:52	CR122 @ MEMORY LANE
4	7:54	14046 CR122
5	7:55	14093 CR122
6	7:56	21006 LILA HARVEY RD
7	7:59	12875 OC HORNE RD
8	8:01	BENNY JOE BENNETT RD
9	8:03	NOAH RAULERSON @ GARDEN WAY
10	8:04	NOAH RAULERSON @ DOLLIE LN
11	8:05	19644 NOAH RAULERSON RD
12	8:06	18458 NOAH RAULERSON RD
13	8:07	18351 NOAH RAULERSON RD
14	8:08	NOAH RAULERSON RD
15	8:11	10928 ORBEY RHODEN RD
16	8:12	10902 ORBEY RHODEN RD
17	8:14	ORBEY RHODEN RD @ PHEASANT TRAIL
18	8:15	ORBEY RHODEN RD @ ANNE RD
19	8:18	ORBEY RHODEN RD @ JOHN ALLEN

BUS 22S

<u>BUS 22S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	5:50	SR121S @ BUCK ROWE RD	
2	6:00	SOUTHERN STATES NURSERY RD	
3	6:15	7480 SR121S	
4	6:15	7306 SR121S	
5	6:20	7954 EDNA MANNING RD	
6	6:20	8035 EDNA MANNING RD	
7	6:24	8628 SHIRLEY RD	
8	6:25	8812 SHIRLEY RD	
9	6:26	2426 SR121S	
10	6:32	6645 SR121S	
11	6:33	6995 SR121S	
12	6:39	PINE ST @ DOGWOOD ST	
13	6:40	PINE ST @ HICKORY ST	
14	6:40	PINE ST @ MULBERRY ST	
15	6:41	PINE ST @ MAPLE ST	
16	6:42	PINE ST @ OAK ST	
17	6:43	PINE ST @ HICKORY ST	
18	6:44	4354 HICKORY ST	
19	6:44	4244 HICKORY ST	
20	6:45	4209 HICKORY ST	
21	6:46	HICKORY ST @ CREPE MYRTLE	
22	6:47	4075 DIGWOOD ST	
23	6:47	4154 DOGWOOD ST	
24	6:48	DOGWOOD ST	
25	6:49	4423 BIRCH ST	
26	6:50	4245 BIRCH ST	
27	6:50	LIVE OAK ST @ CREPE MYRTLE	
28	6:51	4230 RAIN TREE	
29	6:51	RAIN TREE @ LIVE OAK	
30	6:53	ESTATES ST @ POPLAR ST	
31	6:54	4923 JEFF STARLING RD	
32	6:56	1499 S 6TH ST (MOTEL 6)	
		BCMS	
		BCHS	

BUS 22E

<u>BUS 22E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	8:00	ROOSTERS @ HWY 90	
2	8:02	CHARLIE ROWE RD @ DUMPSTERS	
3	8:03	5985 CHARLIE ROWE RD	
4	8:04	655 CHARLIE ROWE RD	
5	8:09	PERSIMMON RD	
6	8:12	CW WEBB @ CEDAR	
7	8:14	LOWDER @ GRIFFIN CT	
8	8:15	MINNESOTA	
9	8:20	MICHIGAN ST @ 4TH ST (TINY TOTS)	
10	8:21	MCIVER ST @ 4TH ST	
11	8:21	MICHIGAN ST @ 3RD ST	
12	8:22	326 2ND ST	
13		PRE-K - KINDERGARTEN CENTER	
14	8:31	480 1ST ST	
15		MACCLENNY ELEMENTARY	
16		KELLER	

BUS 23S

<u>BUS 23S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:54	CR229 @ EJ PAIGE RD	
2	7:57	CR229 @ FRIENDSHIP PLACE	
3	7:59	14668 GASKINS CIRCLE	
4	8:00	BENNY GIVENS TURNAROUND	
5	8:02	14370 GASKINS CIRCLE	
6	8:03	GASKINS CIRCLE @ CHESTNUT RD	
7	8:07	TONY GIVENS RD @ KINGS ST	
8	8:08	13768 TONY GIVENS RD	
9	8:17	CR139 @ JULIUS WILLIAMS RD	
10	8:18	CR139 @ KING RUISE PARK	
11	8:20	CR139 @ DAVIS RD	

BUS 23E

<u>BUS 23E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:54	CR229 @ EJ PAIGE RD	
2	7:57	CR229 @ FRIENDSHIP PLACE	
3	7:59	14668 GASKINS CIRCLE	
4	8:00	BENNY GIVENS TURNAROUND	
5	8:02	14370 GASKINS CIRCLE	
6	8:03	GASKINS CIRCLE @ CHESTNUT RD	
7	8:07	TONY GIVENS RD @ KINGS ST	
8	8:08	13768 TONY GIVENS RD	
9	8:17	CR139 @ JULIUS WILLIAMS RD	
10	8:18	CR139 @ KING RUISE PARK	
11	8:20	CR139 @ DAVIS RD	

BUS 24S

<u>BUS 24S</u>	<u>PICK UP TIME</u>	<u>CR127N @ RUSH LANE</u>	<u>DROP OFF TIME</u>
1	6:15	CR127N @ WILLIE GRIFFIS RD	
2	6:17	CR127N @ KATIE JOHNSON LANE	
3	6:19	10468 CR127N	
4	6:20	CR127N @ RUSH LANE	
5	6:21	CR127N @ ANNIE MAE PAIGE RD	
6	6:22	CR127N @ IVORY WILLIAMS RD	
7	6:24	CR127N @ ABERNATHY CIRCLE	
8	6:25	CR127N @ SANDERSON CIRCLE	
9	6:26	8568 CR127N	
10	6:27	CR127N @ BEECH ST	
11	6:28	8359 THOMAS SWEAT RD	
12	6:35	HOPKINS RD	
13	6:36	8950 SMOKEY RD	
14	6:38	RUSTIC PINES	
15	6:39	9251 SMOKEY RD	
16	6:45	9656 GLENWOOD DR	
17	6:46	9589 GLENWOOD DR	

BUS 24E

<u>BUS 24E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:55	12085 LEON DOPSON RD	
2	7:56	HEROD DOPSON @ BENNETT AVE	
3	8:00	CR229N @ VERDIE DORMAN RD	
4	8:01	CR229N @ SHUMATE LANE	
5	8:03	CR229N @ BERTIE DAVIS RD	
6	8:05	CR229N @ COVE ST	
7	8:07	10546 CR229N	
8	8:09	9369 CR229N	
9	8:10	9325 CR229N	
10	8:11	CR229N @ COVE ST	
11	8:12	CR229N @ CHURCH ST	
12	8:13	CR229N @ BAY ST	
13	8:15	RED MAPLE @ COLUMBIA ST	
14	8:16	13797 COLUMBIA ST	
15	8:17	COLUMBIA ST @ 1ST DRIVEWAY PAST CR229	
16	8:18	THOMAS SWEAT BEFORE US90	
17	8:23	HOPKINS RD @ SMOKEY RD	
18	8:24	RUSTIC PINES @ SMOKEY RD	
19	8:27	9087 SMOKEY RD	
20	8:28	9251 SMOKEY RD	

BUS 25S

<u>BUS 25S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:34	11203 THOMAS DR	2:59
2	6:34	11314-2 THOMAS DR	3:00
3	6:35	11314-2 THOMAS DR	3:01
4	6:37	1701 US90 (TRAILRIDGE)	3:04
5	6:39	ALLEN ACRES @ GLORY LANE	2:57
6	6:44	EAST BLVD @ SHUEY	2:20 / 2:53
7	6:45	135 EAST BLVD	2:52
8	6:45	236 EAST BLVD	2:22
9	6:46	EAST BLVD @ OHIO AVE	2:52
10	6:46	EAST BLVD @ NORTH BLVD (CYPRESS POINT)	2:23 / 2:50

BUS 25E

<u>BUS 25E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:58	11203 THOMAS DR	4:02
3	7:59	11314-2 THOMAS DR	4:03
4	8:02	1701 US90 (TRAILRIDGE)	4:06
5	8:04	ALLEN ACRES @ GLORY LANE	4:00
6	8:07	EAST BLVD @ SHUEY AVE	3:53
7	8:09	236 EAST BLVD	3:52
8	8:10	EAST BLVD @ NORTH BLVD (CYPRESS POINT)	3:50
9	8:15	SHUEY @ METHODIST DAYCARE	3:45
10	8:19	EAST BLVD @ MCIVER AVE	3:39
11	8:19	EAST BLVD @ MICHIGAN AVE	3:37
12	8:20	EAST BLVD	3:37
13	8:21	EAST BLVD @ SOUTH BLVD	3:36
14	8:23	KATIE COURT	3:32
15	8:23	641 N LOWDER ST	3:31
16	8:24	CONSTITUTION PLACE	3:31
17	8:27	ROLLING MEADOWS	3:28
18	8:28	KID'S CITY USA	3:27

BUS 30S

<u>BUS 30S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:05	HOSS KELLER	
2	6:13	13561 ARNOLD RHODEN RD	
3	6:14	13452 ARNOLD RHODEN RD	
4	PM STOP	ARNOLD RHODEN RD @ LEWIS RHODEN RD	
5	PM STOP	GILFORD DAVIS RD @ CREEK RD	
6	6:22	9644 NOAH DAVIS RD	
7	6:23	9243 NOAH DAVIS RD	
8	6:27	US HHWY 90 @ GRIFFIS RD	
9	PM STOP	US HWY 90 @ MANSION RD	
10	6:31	9633 PINE TOP RD	
11	6:32	9598 PINE TOP RD	
12	PM STOP	9095 PINE TOP RD	
13	6:33	PINE TOP RD @ PONDEROSA TRAIL	
14	6:38	10043 GEORGE TABER BLVD	
15	6:39	7375 W ANDREWS ST	
16	6:40	E ANDREWS ST @ S SHERMAN AVE	
17	6:41	E PARMELEE ST @ S SHERMAN AVE	
18	PM STOP	CR125 @ VANESSA'S LEARNING LODGE	
19	6:42	9544 GEORGE TABER BLVD	
20	6:43	GEORGE TABER BLVD @ S GLEN BLVD	
21	PM STOP	9776 GEORGE TABER BLVD	
22	6:45	10068 LINCOLN AVE	
23	6:47	PIT STOP	

BUS 30E

<u>BUS 30E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:39	US HWY 90 @ GRIFFIS RD	
2	PM STOP	8918 CR229	
3	7:45	8752 CR229	
4	7:49	13452 ARNOLD RHODEN RD	
5	7:56	9284 NOAH DAVIS RD	
6	7:57	9243 NOAH DAVIS RD	
7	7:58	9208 NOAH DAVIS RD	
8	PM STOP	8603 US HWY90	
9	8:04	9633 PINE TOP RD	
10	8:05	9598 PINE TOP RD	
11	8:06	9319 PINE TOP RD	
12	8:07	9243 PINE TOP RD	
13	8:07	9095 PINE TOP RD	
14	8:08	9031 PINE TOP RD	
15	8:09	PINE TOP RD @ PONDEROSA TRAIL	

BUS 31S

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	6:42	5TH ST @ OHIO	2:51
2	6:43	4TH ST @ OHIO	2:50
3	6:45	NORTH BLVD @ DEERWOOD	2:49
4	6:46	NORTH BLVD @ FOXRIDGE	2:48
5	6:47	NORTH BLVD @ TIMBERLANE	2:49
6	6:48	NORTH BLVD @ 3RD ST	2:46
7	6:49	NORTH BLVD @ 4TH ST	2:45
8	6:50	NORTH BLVD @ 5TH ST - EASTSIDE	2:44
9	6:50	NORTH BLVD @ 5TH ST - WESTSIDE	2:43
10	6:51	NORTH BLVD @ 6TH ST	2:42
11	6:51	NORTH BLVD @ 7TH ST	2:41
12	6:52	NORTH BLVD @ LEE & BAKER MHP	2:40
13		BCHS	
14	7:07	NORTH BLVD @ LEE & BAKER MHP	2:27
15	7:08	NORTH BLVD @ 7TH ST	2:26
17	7:09	NORTH BLVD @ 5TH - EASTSIDE	2:25
18	7:10	NORTH BLVD @ 4TH ST	2:24
19	7:12	NORTH BLVD @ 3RD ST	2:23
20	7:13	NORTH BLVD @ TIMBERLANE	2:22
21	7:14	NORTH BLVD @ FOXRIDGE	2:21
22	7:15	NORTH BLVD @ DEERWOOD	2:20
23		BCMS	

BUS 31E

<u>STOP #</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:55	OWEN ACRES @ AG CENTER	
2	7:56	OWEN ACRES @ BOGIE DRIVE	
3	7:56	OWEN ACRES @ CHRISTIE COURT	
4	7:57	SUZANNE DRIVE @ THOMAS CIRCLE	
5	7:58	6117 EAST RIVER CIRCLE	
6	8:01	MILTONDALE RD @ WELLS RD	
7	8:03	6172 MILTONDALE RD	
8	8:04	6212 MILTONDALE RD	
9	8:05	MILTONDALE RD @ MAGNOLIA DR	
10	8:06	MILTONDALE RD @ AZALEA DR	
11	8:08	MILTONDALE RD @ BARBARA CIRCLE	
12	8:10	NORTH BLVD @ 5TH ST	
13	8:11	OHIO AVE @ 5TH ST	
14	8:12	NORTHWOODS APARTMENTS (1ST ENTRANCE)	
15	8:12	NORTHWOODS APARTMENTS (2ND ENTRANCE)	
17	8:13	569 OHIO AVE	
18	8:16	11411 DEERWOOD CIRCLE	
19	8:17	11222 DEERWOOD CIRCLE	
20	8:17	11178 DEERWOOD CIRCLE	
21	8:17	11047 DEERWOOD CIRCLE	
22	8:19	NORTH RIDGE @ FOX RIDGE ESTATES	
23	8:20	NORTH BLVD @ TIMBERLANE	
24	8:22	459 NORTH 5TH ST	
25	8:23	559 NORTH 5TH ST	

BUS 33S

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	6:15	GEORGE HODGES RD @ HAMPTON INN	
2	6:16	GEORGE HODGES RD @ ANNA BELL PLACE	
3	6:16	5867 GEORGE HODGES RD	
4	6:17	GEORGE HODGES RD @ ASPEN RD	
5	6:18	5818 CAMPHOR RD	
6	6:20	6146 CHESTNUT RD	
7	6:21	6322 CHESTNUT RD	
8	6:23	6457 CHESTNUT RD	
9	6:27	9226 ASPEN RD	
10	6:27	5769 ASPEN @ GUM RD	
11	6:28	WILLOW RD @ SCRUB OAK LN	
12	6:28	5598 WILLOW RD	
13	6:30	5954 GEORGE HODGES RD	
14	6:32	WILLIS HODGES RD @ BRENT LN	
15	6:33	WINN DIXIE	
16	6:34	BARBER RD	
17	6:34	BARBER R @ RHODEN MHP	
18	6:35	BARBER RD @ RHODEN LN	
19	6:37	CARY BARBER RD @ SCOTT ST	
20	6:39	6448 BARBER RD	
21	6:45	507 7TH ST	
22	6:48	MCIVER AVE (TRAILER PARK)	
23	6:49	MLK @ MCIVER AVE	
24	6:50	RAILROAD ST @ HOMER ST	
25	6:52	MINNESOTA AVE @ 1ST SET OF MAILBOXES	
26	6:53	MINNESOTA AVE @ 2ND SET OF MAILBOXES	
27	6:54	MINNESOTA AVE @ 3RD SET OF MAILBOXES	

BUS 33E

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	7:50	6393 WOODLAWN RD	
2	7:52	WOODLAWN RD @ GLENFIELD OAKS	
3	7:52	6661 WOODLAWN RD	
4	7:53	WOODLAWN RD @ CHAD RD	
5	7:54	6676 WOODLAWN RD	
6	7:57	PENNY PLACE (CREEKSIDE RD)	
7	7:58	8504 HILLCREST DR	
8	7:58	8625 HILLCREST DR	
9	7:59	8695 HILLCREST DR	
10	7:59	8457 HILLCREST DR	
11	8:00	8883 HILLCREST DR	
12	8:00	8849 HILLCREST DR	
13	8:03	8350 HILLCREST DR	
14	8:03	6422 WOODLAWN RD @ GRANT ST	
15	8:04	8250 GRANT ST	
17	8:04	6093 ADAMS RD	
18	8:05	6069 ADAMS RD	
19	8:05	8269 BEN ROWE CIRCLE	
20	8:06	8596 E BEN ROWE CIRCLE	
21	8:07	8743 E BEN ROWE CIRCLE	
22	8:08	8957 W BEN ROWE CIRCLE	
23	8:09	6067 TAFT RD	
24	8:10	8511 DUPREE RD	
25	8:11	DUPREE RD @ ACRE RD	
26	8:12	8864 EASTWOOD RD	
27	8:13	8754 EASTWOOD RD	
28	8:15	5571 WOODLAWN CEMETERY RD	
29	8:15	5645 WOODLAWN CEMETERY RD	
30	8:16	5926 WOODLAWN CEMETERY RD	
31	8:30	GEORGE HODGES RD@ ANNABELLE RD	
32	8:31	GEORGE HODGES RD@ ASPEN RD	
33	8:32	5598 WILLOW RD	
34	8:33	5558 SCRUB OAK RD	
35	8:35	5818 CAMPHOR RD	
36	8:36	5876 CHESTNUT RD	
37	8:37	6048 CHESTNUT RD	

BUS 36S

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	6:18	13867 N CR23A	
2	6:20	13925 STILLWATER RD	
3	6:25	UGA LANE	
4	6:29	5896 RIVERSIDE DRIVE	
5	6:30	RIVERSIDE DR @ RIVERWAY	
6	6:31	6364 CR23D	
7	6:32	CR23D @ STONE RD	
8	6:33	7621 CR23C	
9	6:34	CR23C @ IRENE YARBOROUGH RD	
10	6:35	6994 JAMES BRITT RD	
11	6:37	7050 JAMES BRITT RD	
12	6:38	6613 JAMES BRITT RD	
13	6:39	CR23C @ TOWER RD	
14	6:40	6382 CR23C	
15	6:41	23C @ RUBEN CRAWFORD RD	
16	6:42	CR23A @ WINDELL KIRKLAND RD	
17	6:42	14282 CR23A	
18	6:43	5709 TALL PINE RD	
19	6:44	5623 N TALL PINE RD	
20	6:45	5658 S ALL PINE RD	

BUS 36E

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	7:52	6007 HARLEY THRIFTRD	
2	7:54	HARLEY THRIFT @ BRIDGE	
3	7:58	11459 N SR121	
4	7:58	12798 N SR121	
5	8:00	N SR121 @ WILLARD CREWS RD	
6	8:02	12310 N SR121	
7	8:07	90 BLAIR ST	
8	8:08	285 BLAIR ST	
9	8:10	331 NORTH BLVD (LEE @ BAKER MHP)	
10	8:11	203 NORTH BLVD	
11	8:12	41 OHIO AVE	
12	8:15	450 CARDINAL LANE	
13	8:18	455 IVY ST	
14	8:19	315 IVY ST	
15	8:20	505 NORTH 7TH ST	
16	8:21	118 LINDA ST	
17	8:24	5191 CR23B	

BUS 38E

<u>BUS 38E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:05	19459 BF FINLEY	
2	7:07	1618 WHIPPORWILL RD	
3	7:10	18603 BF FINLEY	
4	7:17	14451 COUNTY ESTATES	
5	7:20	1423 PINE RIDGE	
6	7:21	1459 PINE RIDGE	
7	7:22	1507 FREEMAN RD	
8	7:25	1305 THORNTON RD	
9	7:25	1201 THORNTON RD	
10	7:26	912 THORNTON RD	
11	7:28	14761 BOYCE RD	
12	7:29	14310 BOYCE RD	
13	7:29	14137 PECAN CIRCLE	
14	7:30	14298 BARFIELD RD	
15	7:31	14405 CLARENCE DOBBS	
16	7:31	14439 CLARENCE DOBBS	
17	7:31	5119 FOREST LANE	
18	7:32	2269 S CR 229	
19	7:35	3714 LEX JONES RD	
20	7:35	12292 CLET HARVEY RD	
21	7:36	12142 CLET HARVEY RD	
22	7:36	12031 CLET HARVEY RD	
23	7:37	11820 CLET HARVEY RD	
24	7:38	3573 CALVARY LANE	
25	7:38	11222 DEERWOOD CIRCLE	
26	7:39	10306 BRANNEN LANE	
27	7:40	10280 BRIARBRUSH LANE	

BUS 40S

BUS 40S	<u>PICK UP</u> TIME	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:15	10652 BURNSD CRAWFORD RD	3:00
2	6:16	10884 BURNSD CRAWFORD RD	3:01
3	6:17	7586 PIERCE RD	3:02
4	6:18	PIERCE RD @ FISH POND LANE	3:03
5	6:18	PIERCE RD BEFORE CR125	3:04
6	6:19	11309 CR125	3:05
7	6:20	11347 PINE LOOP	3:06
8	6:21	11505 PINE LOOP	3:07
9	6:21	11599 PINE LOOP	3:08
10	6:22	PARK ST @ CONFEDERATE DR	3:10
11	6:24	11807 E CONFEDERATE DR	3:12
12	6:25	12311 W CONFEDERATE DR	3:14
13	6:27	RUFUS POWERS RD @ LESLIE THOMAS LN	3:14
14	6:28	RUFUS POWERS RD @ NORMAN ST	3:15
15	6:29	10992 RUFUS POWERS RD	3:15
16	6:31	10826 N CR125	2:55
17	6:34	KLEIN RD @ BAILEY ANN RD	2:56
18	6:36	KLEIN RD @ DEW DROP LN	2:58
19	6:37	7879 KLEIN RD	2:59
20	6:37	KLEIN RD @ HONEYSUCKLE RD	2:55
21	6:38	8260 CR139B	2:54
22	6:38	CR139B @ WATSON RD	2:54
23	6:39	AUNT MARY HARVEY RD @ KATHY JO RD	2:53
24	6:39	7823 AUNT MARY HARVEY RD	2:53
25	6:39	7625 AUNT MARY HARVEY RD	2:52
26	6:40	10203 ANDREW RAULERSON RD	2:49
27	6:41	10384 ANDREW RAULERSON RD	2:48
28	6:41	10300 ANDREW RAULERSON RD	2:51
29	6:42	7509 W MADISON ST	2:46
30	6:44	MADISON ST @ CLINTON AVE	2:45
31	6:45	MADISON ST @ STODDARD AVE	2:45
32	6:46	BLAIR CIRCLE @ CR 125N	2:42
33	6:48	7959 MADISON ST	2:42
34	6:49	MADISON ST @ WALTER DAVIS LN	2:42
35	6:49	MADISON ST @ MORNINGSIDE DR	2:42
36	6:50	MADISON ST @ WESTSIDE ST	2:41

BUS 40E

<u>BUS 40E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:55	SR121S @ BUCK ROWE	
2	7:57	BROWN RD @ JEFF STARLING	
3	8:00	8400 BROWN RD	
4	8:01	ESTATE ST @ TOM NORMAN RD	
5	8:02	4574 ESTATES ST	
6	8:04	4202 LIVE OAK	
7	8:06	DOGWOOD ST @ FICUS ST	
8	8:07	4656 DOGWOOD ST	
9	8:08	4154 DOGWOOD ST	
10	8:08	4075 DOGWOOD ST	
11	8:10	4209 HICKORY ST	
12	8:11	4447 HICKORY ST	
13	8:11	PINE ST @ HICKORY ST	
14	8:12	PINE ST @ MULBERRY ST	
15	8:13	PINE ST @ MAPLE ST	
16	8:14	PINE ST @ OAK ST	
17	8:16	4076 BIRCH ST	
18	8:22	SR121S @ MOTEL 6	
19	8:25	CARY BARBER RD @ STACEY BARBER R	
20	8:26	9162 CARY BARBER RD	
21	8:35	56 WEST LOWDER (JASMINE'S NAIL SALON)	

BUS 42S

<u>BUS 42S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:00	11317 CR122	
2	6:01	CR122 @ MEMORY LANE	
3	6:03	12826 CR122	
4	6:08	14222 CR122	
5	6:10	OC HORNE RD @ LEAMON RD	
6	6:13	OC HORNE RD @ FISHER LANE	
7	6:14	12870 OC HORNE RD	
8	6:15	OC HORNE RD @ FRANK COMBS CIRCLE	
9	6:16	19961 NOAH RAULERSON RD	
10	6:17	NOAH RAULERSON RD @ DOLLIE LANE	
11	6:18	18351 NOAH RAULERSON RD	
12	6:20	18256 CR127N	
13	6:21	KENNETH WALKER RD @ TOMMY RD	
14	6:22	ORBEY RHODEN RD @ PHEASANT TRAIL	
15	6:23	ORBEY RHODEN RD @ ANNE RD	
16	6:23	ORBEY RHODEN RD @ JOHN ALLEN RD	
17	6:26	17500 CR127N	
18	6:27	11142 CLARENCE BENNETT RD	
19	6:28	16926 SUTTON TRAIL	
20	6:29	CR125 N @ AARON FISH RD	
21	6:30	CR125 N @ WASSIE FISH RD	

BUS 42E

BUS 42E	PICK UP TIME	STOP ADDRESS
1	7:45	CR125 N @ SMALLBRANCH TRAIL
2	7:46	CR125 N @ CUYLER AIRFIELD LANE
3	7:48	CR125 N @ WASSIE FISH RD
4	7:49	CR125 N @ AARON FISH RD
5	7:50	18975 CR125 N
6	7:50	ALTMAN'S STORE
7	7:51	17500 CR127
8	7:52	11368 CLARENCE BENNETT RD
9	7:53	11225 CLARENCE BENNETT RD
10	7:55	KENNETH WALKER RD @ TOMMY RD
11	7:56	18256 CR127
12	7:56	18117 CR127
13	7:57	11361 THRASHER RD
14	7:59	18910 CR125 N
15	8:04	15339 CR125 N
16	8:06	13605 CR125 N
17	8:08	13379 CR125 N
18	8:09	13072 CR125 N
19	8:10	12208 CR125 N
20	8:11	11423 CR125 N
21	8:12	11309 CR125 N
22	8:12	11212 CR125 N
23	8:13	CR125 N @ BLAIR CIRCLE

BUS 44S

BUS 44S	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	5:50	13898 EAST TOWER RD	
2	5:55	CR250 @ LITTLE DIXIE	
3	6:00	CR250 @ CAMP OSCEOLA RD	
4	6:08	16647 JACK DOWLING CIRCLE	
5	6:10	15985 JACK DOWLING CIRCLE	
6	6:11	JACK DOWLING @ COY TAYLOR	
7	6:13	22614 EDDY GRADE RD	
8	6:15	14474 AUZZIE HARVEY RD	
9	6:18	22689 THANNIE HARVEY RD	
10	6:20	14007 GAME RD	
11	6:22	21562 RED MAPLE CIRCLE (BARN RD @ MAPLE)	
12	6:24	21338 PLEASANT GROVE RD	
13	6:26	21549 THANNIE HARVEY RD	
14	6:27	21508 PLEASANT GROVE CHURCH RD	
15	6:30	15159 FOXRIDGE TR	
14	6:32	21367 DOYLE WILLIAMS RD	
15	6:33	21431 DOYLE WILLIAMS RD	
16	6:35	22268 DOYLE WILLIAMS RD	
17	6:36	TAYLOR STORE	
18	6:40	24498 N CR125	
19	6:43	23523 / 23553 N CR125	
20	6:45	19669 N CR125	
22	6:48	13605 N CR125	
23	6:50	CR125N @ HERBERT HARRIS RD	
24	6:51	13379 N CR125	
25	6:52	13072 N CR125	
26	6:53	CR125N @ HOMESTEAD RD	
27	6:54	CR125N @ PINE ACRES	

BUS 46S

<u>BUS 46S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:30	11286 BOB WHITE LANE	
2	6:30	5145 LEWIS COLVIN RD	
3	6:31	18573 CR127 N	
4	6:33	18279 TIMBERLAND RD	
5	6:34	18603 TIMBERLAND RD	
6	6:35	11050 BLUFF CREEK RD	
7	6:37	ALTMAN'S WAY	
8	6:42	10692 BERTHA MAE HARRIS RD	
9	6:42	10474 BERTHA MAE HARRIS RD	
10	6:43	20035 CREWS RD	
11	6:44	19760 CREWS RD	
12	6:44	19667 CREWS RD	
13	6:44	19619 CREWS RD	
14	6:45	CREWS RD @ HOLLIE RD	
15	6:46	CREWS RD @ QUIET WOODS RD	
16	6:47	19452 CREWS RD	
17	6:48	19341 CREWS RD	
18	6:48	CREWS RD @ OAKHILL RD	
19	6:49	19002 CREWS RD	
20	6:49	CREWS RD @ KINGHORN RD	
21	6:50	17830 CREWS RD	
22	6:51	CREWS RD @ HARVEST LOOP	
23	6:52	CREWS RD @ TIMBERTRACE DR	
24	6:53	CREWS RD @ LEWIS ANDERSON RD	
25	6:54	CREWS RD @ OAKWOOD TERRACE	
26	6:55	16522 CREWS RD	
27	6:55	16439 CREWS RD	

BUS 46E

BUS 46E	PICK UP TIME	STOP ADDRESS
1	8:00	10692 BERTHA MAE HARRIS RD
2	8:01	10592 BERTHA MAE HARRIS RD
3	8:03	19760 CREWS RD
4	8:04	19619 CREWS RD
5	8:05	CREWS RD @ HOLLIE RD
6	8:06	CREWS RD @ QUIET WOODS LANE
7	8:07	19191 CREWS RD
8	8:08	CREWS RD @ OAKHILL RD
9	8:09	19008 CREWS RD
10	8:10	18937 CREWS RD
11	8:11	CREWS RD @ KINGHORN RD
12	8:12	CREWS RD @ RIVERBEND RD
13	8:13	17910 CREWS RD
14	8:14	17830 CREWS RD
15	8:15	CREWS RD @ HARVEST LOOP
16	8:16	CREWS RD @ TIMBERTRACE RD
17	8:17	CREWS RD @ LEWIS ANDERSON RD
18	8:18	16159 CREWS RD

BUS 48S

<u>BUS 48S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:23	909 STEEL BRIDGE RD	
2	6:24	1029 STEEL BRIDGE RD (BOAT RAMP)	
3		5224 STEEL BRIDGE RD	
4	6:25	STEEL BRIDGE RD @ CAMP	
5	6:31	STEEL BRIDGE RD @ L E WILKERSON RD	
6	6:36	STEEL BRIDGE RD @ LEONARD NORMAN RD	
7	6:40	SR121 N @ ROGERS TRAIL	
8	6:40	12665 SR121 N	
9	6:41	11976 SR121 N	
10	6:42	708 SR121 N	
11	6:42	SR121 N @ ELOISE ST	
12	6:43	669 SR121 N	
13	6:44	LINDA ST @ 7TH ST	
14	6:45	309 LINDA ST	
15	6:46	LINDA ST @ CARDINAL LANE	
16	6:47	IVY STREET @ CANARY LANE	
17	6:50	BLAIR ST @ OHIO ST	
18	6:51	160 BLAIR ST	
19	6:51	BLAIR ST @ DOUBERLY RD	

BUS 48E

<u>BUS 48E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:47	1631 STEEL BRIDGE RD (CAMPGROUND)	
2	7:51	STEEL BRIDGE RD @ LE WILKERSON	
3	7:55	5229 STEEL BRIDGE RD	
4	7:56	5652 STEEL BRIDGE RD	
5	7:57	5963 STEEL BRIDGE RD	
6	7:57	STEEL BRIDGE RD @ LEONARD NORMAN RD	
7	7:59	14854 SR121 N	
8	8:01	5534 BLUE HOLE RD	
9	8:01	5524 BLUE HOLE RD	
10	8:04	4835 SHAVES BLUFF RD	
11	8:11	CR23C @ STILLWATER RD	
12	8:12	14130 RUEBEN CRAWFORD RD	
13	8:13	RUEBEN CRAWFORD @ RIVER HEIGHTS RD	
14	8:16	13972 CR23A N	
15	8:17	CR23A N @ HARRY REWIS RD	
16	8:18	5658 S TALL PINE RD	
17	8:20	13591 E TALL PINE RD	
18	8:22	CR23A N @ DEERCREEK LANE	
19	8:23	5809 TIM CREWS RD	
20	8:25	BOB KIRKLAND RD @ NORTH 40 CIRCLE	
21	8:29	6965 SANDSDALE RD	
22	8:33	BOBBY RAY RD @ BOB KIRKLAND RD	
23	8:34	6247 BOB KIRKLAND RD	
24	8:35	12421 CR23A N	
25	8:36	CR23A N @ PETER'S LANE	
26	8:36	12291 CR23A N	

BUS 49S

BUS 49S	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	6:10	13500 E W BARTON RD	
2	6:10	CR127 @ COMBS TRAIL	
3	6:12	CR127 @ LEON DOPSON RD (DINKINS)	
4	6:15	TURNER CEMETERY @ REGISTER RD	
5	6:18	LEON DOPSON @ INDEPENDENCE DR	
6	6:20	12102 LEON DOPSON RD	
7	6:22	14259 CR124	
8	6:28	CCR229 @ VERDIE DORMAN RD	
9	6:29	11908 CR229	
10	6:30	CR229 @ SHUMATE LN	
11	6:31	CR229 @ BERTIE DAVIS CIRCLE	
12	6:31	CR229 @ HID DUGGER	
13	6:32	CR229 @ LINCOLN PARK	
14	6:33	10602 CR229	
15	6:34	10362 CR229	
16	6:35	9451 CR229N	
17	6:37	9369 CR229	
18	6:38	CR229 @ COVE ST	
19	6:39	CR229 @ CHURCH ST	
20	6:40	CR229 @ BAY ST	
21			

BUS 49E

BUS 49E	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	7:50	CR127 @ LUCIOUS COMBS TRAIL	
2	7:51	CR127 @ LEON DOPSON RD (DINKINS)	
3	7:53	TURNER CEMETERY @ REGISTER RD	
4	7:55	CR127 @ WILLIE GRIFFIS	
5	7:56	CR127 @ NATALIE LANE	
6	7:58	CR127 @ KATIE JOHNSON RD	
7	8:00	CR127 @ RICHARD OLIVER RD	
8	8:01	CR127 @ RUSH LANE	
9	8:02	CR127 @ ANNIE MAE PAIGE RD	
10	8:03	10167 CR127	
11	8:04	IVORY WILLIAMS RD	
12	8:06	CR127 @ ABERNATHY CIRCLE	
13	8:07	CR127 @ SANDERSON CIRCLE NORTH	
14	8:07	CR127 @ SANDERSON CIRCLE SOUTH	
15	8:09	CR127 @ SANDERSON CONG HOLINESS CHURCH	
16	8:10	CR139B @ WATSON RD	
17	8:16	8260 CR139B	
18	8:17	7945 KLEIN RD	
19	8:18	KLEIN RD @ BAILEY ANN RD	
20	8:19	KLEIN RD @ HAMBONE RD	
21	8:19	KLEIN RD @ DEW DROP LANE	
22	8:20	7928 KLEIN RD	
23	8:21	7755 CR139B	

BUS 50S

<u>BUS 50S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:20	TURNER CEMETERY RD @ CYLER RD	
2	6:21	TURNER CEMETERY RD@ HARRY'S PLACE	
3	6:27	TURNER CEMETERY RD @ JD SMITH TRAIL	
4	6:30	15397 TURNER CEMETERY RD	
5	6:31	13604 TURNER CEMETERY RD	
6	6:31	11757 CEDAR CREEK FARMS	
7	6:32	11514 CEDAR CREEK FARMS	
8	6:32	11135 CEDAR CREEK FARMS	
9	6:35	9796 CEDAR CREEK FARMS	
10	6:40	10455 CLAUDE HARVEY RD	
11	6:41	9957 CLAUDE HARVEY RD	
12	6:43	8378 CLAUDE HARVEY RD	
13	6:44	8112 CLAUDE HARVEY RD	
14	6:45	7797 CR 139-B	

BUS 50E

<u>BUS 50E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:45	TURNER CEMETERY RD @ CUYLER RD	
2	7:46	TURNER CEMETERY RD @ HARRY'S PLACE	
3	7:47	17155 TURNER CEMETERY RD	
4	7:49	15665 TURNER CEMETERY RD	
5	7:50	15397 TURNER CEMETERY RD	
6	7:51	TURNER CEMETERY RD @ J D SMITH TRAIL	
7	7:52	14408 TURNER CEMETERY RD	
8	8:00	9796 CEDAR CREEK FARMS RD	
9	8:01	9686 CEDAR CREEK FARMS RD	
10	8:12	10455 CLAUDE HARVEY RD	
11	8:13	9957 CLAUDE HARVEY RD	
12	8:15	8186 CLAUDE HARVEY RD	
13	8:16	8112 CLAUDE HARVEY RD	
14	8:20	10203 ANDREW RAULERSON RD	
15	8:21	10352 ANDREW RAULERSON RD	
16	8:22	10416 ANDREW RAULERSON RD	
17	8:22	10405 ANDREW RAULERSON RD	
18	8:23	10398 ANDREW RAULERSON RD	
19	8:26	CLINTON AVE @ MADISON ST	

BUS 51S

<u>BUS 51S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:14	5520 LULU RD	
2	6:19	5138 SHAW RD	
3	6:22	5290 KIRKLAND RD	
4	6:33	5594 CR250A	
5	6:34	22375 CASON RD	
6	6:37	22119 MICHAEL CASON RD	
7	6:40	DEREK ARLINE RD (OLUSTEE PARK)	

BUS 51E

<u>BUS 51E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:38	5138 SHAW RD	
2	7:41	SHAW ST @ KIRKLAND RD	
3	7:45	5972 CR231	
4	7:53	5526 JUMPSHOT LANE	
5	7:55	5331 SAM GRIFFIS RD	
6	8:01	22119 MICHEAL CASON RD	
7	8:07	OLUSTEE PARK	
	8:08	5565 FR266 (ROUTE 250A)	
	8:13	6101 WARDEN CIRCLE	
	8:18	HWY 90 @ HOSS KELLER	

BUS 54E

<u>BUS 54E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:50	13687 CEDAR CREEK DRIVE	
2	7:50	13692 CEDAR CREEK DRIVE	
3	7:51	13734 CEDAR CREEK DRIVE	
4	7:52	13767 CEDAR CREEK DRIVE	
5	7:53	13777 CEDAR CREEK DRIVE	
6	7:53	13799 CEDAR CREEK DRIVE	
7	7:54	JOHN WILLIAMS @ WILBURN WAY	
8	7:55	JOHN WILLIAMS @ JONNY HARVEY RD	
9	7:56	13748 JOHN WILLIAMS RD	
10	7:57	13485 FRED HARVEY RD	
11	7:58	FRED HARVEY @ SIMMONS LANE	
12	7:58	FRED HARVEY @ PEEWEE HARVEY PLACE	
13	7:59	12876 FRED HARVEY RD	
14	8:00	FRED HARVEY @ JEREMY'S WAY	
15	8:00	12414 FRED HARVEY RD	
16	8:01	1200 FRED HARVEY RD	
17	8:02	COW PEN RD @ NOEL RD	
18	8:04	COW PEN RD @ PALMETTO RD	
19	8:05	COW PEN RD @ KING RUISE RD	
20	8:10	HIGGINBOTHAM TOWING @ US90	
21	8:14	WESTSIDE DAYCARE	

BUS 54S

STOP #	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	6:15	13692 CEDAR CREEK DRIVE	
2	6:17	13780 CEDAR CREEK DRIVE	
3	6:18	13799 CEDAR CREEK DRIVE	
4	6:20	WILBURN WAY @ JOHN WILLIAMS RD	
5	6:21	JONNY HARVEY @ JOHN WILLIAMS RD	
6	6:22	13716 JOHN WILLIAMS RD	
7	6:23	13597 FRED HARVEY RD	
8	6:24	13485 FRED HARVEY RD	
9	6:25	SIMMONS RD @ FRED HARVEY RD	
10	6:26	SHADY PINE @ FRED HARVEY	
11	6:27	SAM ANGER @ FRED HARVEY	
12	6:28	12876 FRED HARVEY RD	
13	6:29	JEREMY'S WAY @ FRED HARVEY	
14	6:30	12478 FRED HARVEY	
15	6:31	11542 COW PEN RD	
16	6:32	11704 COW PEN RD	
17	6:34	NOEL RD @ COW PEN RD	
18	6:35	12181 COW PEN RD	
19	6:36	12841 COW PEN RD	
20	6:40	PALMETTO PLACE & COW PEN RD	\
21	6:41	10828 COW PEN RD	
22	6:42	FOLSOM RD @ COW PEN RD	
23	6:43	10108 COW PEN RD	
24	6:49	KATHY JO RD @ US90W	
	PM ONLY	HIGGINBOTHAM TOWING @ US 90 W	
25	6:51	KINDER KOLLEGE	
26	6:52	WASHINGTON AVE @ SHERMAN AVE	

BUS 55S

<u>BUS 55S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	5:40	19409 BF FINLEY RD	
2	5:41	1507 FREEMAN RD	
3	5:48	13760 LOIS LANE	
4	5:52	1787 EARNIE BRYANT RD	
5	5:54	1459 PINE RIDGE DRIVE	
6	5:56	1305 THORNTON RD	
7	5:58	THORNTON RD	
8	6:01	1723 CLARENCE DOBBS RD	
9	6:02	4530 CLARENCE DOBBS RD	
10	6:03	14439 CLARENCE DOBBS RD	
11	6:04	14288 CLARENCE DOBBS RD	
12	6:06	13629 CLARENCE DOBBS RD	
13	6:07	CLARENCE DOBBS @ BELMONT SMITH	
14	6:11	CR 229 SOUTH @ STEED RD	
15	6:12	2269 SOUTH CR 229	
16	6:16	2555 WILL ELLEDGE RD	
17	6:19	SOUTH CR 229 @ SUNCREST LANE	
18	6:23	12292 CLET HARVEY RD	
19	6:26	CLET HARVEY @ CASPER LANE	
20	6:27	CLET HARVEY @ CLIFFORD DUGGER	
21	6:31	CLET HARVEY RD	
22	6:33	LE HARVEY @ BRANNON LANE	
23	6:38	9231 MUDLAKE RD	
24	6:46	7713 SOUTH CR 125	
25	6:48	SOUTH CR 125 @ PONSELL NURSERY	

BUS 55E

<u>BUS 55E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:56	7817 MUDLAKE RD	
2	7:58	MUDLAKE RD @ EARNIE MAE GRIFFIS	
3	8:00	6811 IRA STARLING	
4	8:01	IRA STARLING & JIM STARLING RD	
5	8:06	7713 SOUTH CR 125	
6	8:06	7781 SOUTH CR 125	
7	8:11	9544 GEORGE TABER BLVD	
8	8:12	7544 SOUTH GLEN BLVD	
9	8:12	9748 GEORGE TABER BLVD	
10	8:13	9950 SOUTH JEFFERSON AVE	
11	8:14	7021 EAST ANDREWS STREET	
12	8:15	EAST ANDREWS & HAMILTON CREWS RD	
13	8:17	10240 RIVER OAKS CIRCLE	
14	8:19	SHERMAN AVE	
15	8:20	9730 SOUTH GLEN AVE	
16	8:21	SOUTH CLINTON AVE	
17	8:22	9848 SOUTH CLINTON AVE	
18	8:23	7375 WEST ANDREWS ST	
19	8:25	LINCOLN AVE	
20	8:27	GEITGEY ST @ SHERMAN AVE	
21	8:28	10030 NORTH HILLIARD AVE	

BUS 59S

<u>BUS 59S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:17	ODIS YARBOROUGH & WILDCAT	
2	6:18	7295 ODIS YARBOROUGH	
3	6:18	7573 ODIS YARBOROUGH	
4	6:19	ODIS YARBOROUGH & FRED TAYLOR	
5	6:19	7960 ODIS YARBOROUGH	
6	6:20	O. YARBOROUGH & GLEN FARMS	
7	6:21	PARROT RIFLE & SMOOTH BORE	
8	6:22	SMOOTH BORE & EVERGREEN	
9	6:24	6873 EAST SMOOTH BORE	
10	6:25	7933 NORTH YELLOW PINE CIRCLE	
11	6:28	13690 BOB BURNS	
12	6:29	BOB BURNS & BIG BEAR LANE	
13	6:30	13432 BOB BURNS	
14	6:31	BOB BURNS & COTTONTAIL	
15	6:32	BOB BURNS & OAK RIDGE DR	
16	6:33	7352 OAK RIDGE DR	
17	6:34	OAK RIDGE DR & OAK RIDGE LOOP	
18	6:35	7181 OAK RIDGE LOOP	
19	6:35	7301 OAK RIDGE LOOP	

BUS 59E

<u>BUS 59E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:50	15380 RIVER HILLS ROAD	
2	7:52	7565 EAST RIVERSIDE DR	
3	7:54	6364 CR 23-D	
4	7:55	CR 23-C @ STONE ROAD	
5	7:56	CR 23-C & DARLAN RD	
6	7:57	6613 JAMES BRITT RD	
7	7:57	6763 JAMES BRITT RD	
8	7:58	7045 JAMES BRITT RD	
9	7:58	7127 JAMES BRITT RD	
10	7:59	6994 JAMES BRITT RD	
11	7:59	6904 JAMES BRITT RD	
12	8:00	6620 JAMES BRITT RD	
13	PM ONLY	JESSIE YARBOROUGH & GRANNY LANE	
14	8:02	ODIS YARBOROUGH @ WILBANKS	
15	8:03	ODIS YARBOROUGH @ WILDCAT	
16	8:05	SMOOTHE BORE & EVERGREEN	
17	8:09	YELLOW PINE CIRCLE	
18	8:10	7598 YELLOW PINE CIRCLE	
19	8:15	10846 BURNED/CRAWFORD RD	
20	8:16	7586 PIERCE RD	
21	8:18	10717 BURNSED/CRAWFORD RD	

BUS 60S

<u>BUS 60S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:00	6645 SOUTH CR 229	
2	6:01	6408 SOUTH CR 229	
3	6:04	MARVINS LANE @ SOUTH PRONG CEMETARY	
4	6:05	4960 RICHARDSON ROAD	
5	6:06	4705 RICHARDSON ROAD	
6	6:08	RICHARDSON RD @ MOCKINGBIRD LANE	
7	6:10	12270 CLET HARVEY RD	
8	6:12	13308 CLET HARVEY RD	
9	6:13	4672 SOUTH CR 229	
10	6:14	4927 SOUTH CR 229	
11	6:15	5123 SOUTH CR 229	
12	6:17	5749 SOUTH CR 229	
13	6:18	RICHARDSON RD @ RUBY LANE	
14	6:19	5961 RICHARDSON ROAD	
15	6:20	MUDLAKE ROAD @ SUNSHINE LANE	
16	6:21	ELLIS RHODEN @ CHARNEY RHODEN	
17	6:22	12807 MUDLAKE ROAD	
18	6:23	12611 MUDLAKE ROAD	
19	6:24	12697 MUDLAKE ROAD	
20	6:25	11833 MUDLAKE ROAD	
21	6:26	7340 BILL DAVIS ROAD	
22	6:35	7956 GOPHER RIDGE LANE	
23	6:36	RIDGE ESTATES	
24	6:46	11491 MUDLAKE ROAD	
25	6:47	MUDLAKE RD @ TRAVIS RHODEN	
26	6:48	MUDLAKE RD @ LYNN RD	
27	6:49	11073 MUDLAKE RD	
28	6:50	11029 MUDLAKE RD	
29	6:51	10549 MUDLAKE RD	

BUS 60E

<u>BUS 60E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:35	6423 SOUTH CR 229	
2	7:36	6408 SOUTH CR 229	
3	7:37	6114 SOUTH CR 229	
4	7:39	12630 SOUTH PRONG CEMETARY RD	
5	7:40	4125 RICHARDSON ROAD	
6	7:42	13298 CLET HARVEY RD	
7	7:47	2719 WILL ELLEDGE RD	
8	7:49	2555 WILL ELLEDGE RD	
9	7:50	SOUTH CR 229 @ LOIS LANE	
10	7:53	JONES STORE (SOUTH CR-229)	
11	7:55	4558 SOUTH CR 229	
12	7:56	4672 SOUTH CR 229	
13	7:57	4927 SOUTH CR 229	
14	7:58	5123 SOUTH CR 229	
15	8:00	ELLIS RHODEN @ CHARNEY RHODEN	
16	8:05	6426 BILL DAVIS RD	
17	8:06	6907 BILL DAVIS RD	
18	8:10	12398 REID STAFFORD RD	
19	8:15	RIDGE ESTATES	
20	8:20	MUDLAKE RD @ TRAVIS RHODEN	
21	8:21	11029 MUDLAKE RD	
22	8:22	9786 MUDLAKE RD	
23	8:21	MUDLAKE RD & LUCKY SEVEN RANCH	
24	8:22	MUDLAKE RD @ CORBIN WAY	

BUS 61S

<u>BUS 61S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	5:59	6256 SHELLY LANE	
2	6:00	6098 SHELLY LANE	
3	6:01	6064 SHELLY LANE	
4	6:03	6282 SOUTH CR-125	
5	6:04	7350 TAPLEY LANE	
6	6:06	7817 MUDLAKE ROAD	
7	6:07	MUDLAKE RD & EARNIE MAE GRIFFIS LN	
8	6:09	IRA STARLING & JIM STARLING RD	
9	6:11	8326 MUDLAKE RD	
10		7397 BOBBY SAPP RD (PM ONLY)	
11	6:14	7756 PLANTATION RD	
12	6:15	7594 CAHONE COURT	
13	6:17	8042 CAHONE COURT	
14	6:18	TEE STREET & TRIPPS WAY	
15	6:19	TEE STREET & NESBITT RD	
16	6:20	8214 NESBITT RD	
17	6:21	NESBITT RD & WINDER RD	
18	6:21	RED TOP RD & WINDER RD	
19	6:24	OLD NURSERY RD	
20	6:24	7735 OLD NURSERY RD	
21	6:25	7689 OLD NURSERY RD	
22	6:26	RED TOP RD & VALLEY VIEW TRAIL	
23	6:29	7530 OLD NURSERY RD	
24	6:29	SOUTHERN STATES NURSERY & CR-125	
25	6:31	6899 SOUTHERN STATES NURSERY	
26	6:32	7027 JOHN ROWE RD	
27	6:33	6890 JOHN ROWE RD	
28	6:34	7027 JOHN ROWE RD	
29	6:35	6856 JOHN ROWE RD	
30	6:36	STEWART ROAD	
31	6:45	14595 REID STAFFORD RD	
32	6:47	END OF FRED PERRY	
33	6:50	7703 GLEN NURSERY ROAD	

BUS 61E

<u>BUS 61E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:45	7397 BOBBY SAPP RD	
2	7:47	7594 CAHONE COURT	
3	7:48	8042 PLANTATION COURT	
4	7:50	TEE STREET & NESBITT RD	
5	7:50	7710 TEE STREET	
6	7:51	8214 NESBITT RD	
7	7:55	7891 RED TOP ROAD	
8	7:56	RED TOP ROAD & VALLEY VIEW TRAIL	
9	7:57	7560 OLD NURSERY RD	
10	7:58	SOUTHERN STATES NURSERY & CR-125	
11	8:00	6899 SOUTHERN STATES NURSERY	
12	8:01	6890 JOHN ROWE RD	
13	8:01	JOHN ROWE RD	
14	8:03	WOODLAWN RD & WILLIE WILKERSON RD	
15	8:04	WOODLAWN RD & MYRTIS BARTON RD	
16	8:05	WOODLAWN RD & IVEY HODGES RD	
17	8:15	14595 REID STAFFORD	
18	8:17	7125 FRED PERRY RD	
19	8:18	END OF FRED PERRY	
20	8:20	HORSESHOE LOOP & SMOKEY RD	
21	8:21	PREVATT'S PLACE	
22	8:35	GLENWOOD AND FOREST CIRCLE	
23	8:36	10171 SHERMAN AVE	
24	PM ONLY	10044 EAST MOUNT VERNON STREET	
25	PM ONLY	PIT STOP	

BUS 67E

BUS #67	PICK UP TIME	STOP ADDRESS	DROP OFF TIME
1	7:00	CR127 N & REX FISH	
2	7:10	CR127 N & THOLIE CREWS	
3	7:13	27317 CR127 N	
4	7:15	27464 CR127 N	
5	7:20	11803 BLACK WATER RD	
6	7:21	27651 CR127 N (PARADISE LANE)	
7	7:22	29251 CR127 N	
8	7:25	13675 MOCCASIN CREEK	
9	7:35	23720 HASSIE JOHNS RD	
10	7:36	23600 HASSIE JOHNS RD	
11	7:37	23101 HASSIE JOHNS RD	
12	7:45	S CARL BROWN @ SEMINOLE	
13	7:46	S CARL BROWN @ CHEROKEE	
14	7:50	21522 CR127 N @ OSCAR THOMAS	
15	7:52	CR127 N @ DAWN LANE	
16	7:53	21098 CR127 N	
17	7:55	11605 OC HORNE RD	
18	7:56	OC HORNE @ FRANK COMBS RD	
19	8:00	20407 CR127 @ HIDEAWAY FARMS	
20	8:05	CR127 @ ALTMAN'S WAY	

BUS 69E

<u>BUS 69E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	7:15	4965 SYLVESTER MANNING RD	4:07
2	7:23	15053 JACK DOWLING CIRCLE	4:13
3	7:25	15941 JACK DOWLING CIRCLE	4:15
4	7:25	15985 JACK DOWLING CIRCLE	4:16
5	7:31	22614 EDDY GRADE	4:22
6	7:34	14462 AUZZIE HARVEY RD	4:24
7	7:37	22401 THANNIE HARVEY RD	4:27
8	7:39	14007 GAME RD	4:29
9	7:42	21508 PLEASANT GROVE CHURCH RD	4:32
10	7:43	21578 PLEASANT GROVE CHURCH RD	4:32
11	7:44	21549 THANNIE HARVEY RD	4:34
12	7:47	22410 DOYLE WILLIAMS RD	3:46
13	7:49	21996 DOYLE WILLIAMS RD	3:49
14	7:53	15159 FOXRIDGE TRAIL	3:52
15	8:00	24624 N CR125	3:58
16	8:01	24498 N CR125	3:57
17	8:05	23843 N CR125	3:42

BUS 70S

<u>BUS 70S</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	6:20	LAKES OF WOODLAWN SUBDIVISION	

BUS 70E

<u>BUS 70E</u>	<u>PICK UP TIME</u>	<u>STOP ADDRESS</u>	<u>DROP OFF TIME</u>
1	8:10	LAKES OF WOODLAWN SUBDIVISION	
2	8:25	AMERICAN WAY	
3	8:30	ABC DAYCARE	

✓

Baker School District Transportation Department

544 Baker Bus Drive
Macclenny, Florida
32063

Phone (904) 259-2444

Fax (904) 259-9173

July 1, 2022

Ms. Sherri Raulerson

Superintendent

Baker County School District

270 South Boulevard East

Macclenny, Florida 32063

Dear Ms. Raulerson,

The purpose of this letter is to request the Baker County School District Transportation Department Standard Operating Procedures and Driver's Handbook be considered for School Board review and approved. Below are the following revisions:

Pg. A5- U) to make a post-trip inspection of the bus upon completion of each route, checking for interior damage and to make certain that there are no students left on the bus. Indicate empty bus pushing the "child check mate system" button before exiting the bus.

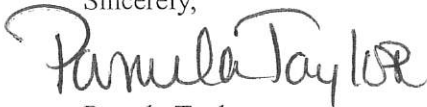
Pg. A5- X) delete. This is due to all current school buses being equipped with the electronic child check system.

Pg. B2- 2)B)- Has submitted to the superintendent an online application for employment in a form prescribed by the Board.

Pg. C3- 2) P)- omit (Secretary).

H2- 6) Sign and date each page of your student roster and turn in within three days of the completion of the survey dates. It MUST be dated for the last day of the survey.

Sincerely,



Pamela Taylor
Director of Transportation

Baker School District
Transportation Department
Standard Operating
Procedures and Driver's
Handbook

Mission Statement

The mission of the Baker District Transportation Department is to provide the safest, most cost efficient and convenient transportation service possible. Our drivers, technicians, support and administrative staff will strive to develop a work environment that is conducive to achieving this mission. We will always be reminded that our students, parents and schools are our purpose and we shall conduct our business in a manner that serves them best.

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SECTION A

Statutes, State Board Rules,
Responsibilities, School Board Policies
as it Relates to School Bus Drivers

**STATUTES, STATE BOARD RULES, RESPONSIBILITIES, SCHOOL BOARD
POLICIES
AS RELATES TO SCHOOL BUS DRIVERS**

This document is not all-inclusive. Other language in State Rules, Federal Regulations, Local Policies and Procedures are the responsibility of the bus driver.

1) **LAWS**

Section 1006.10, Florida Statutes - Authority of School Bus Drivers:

- A) The principal shall delegate to the school bus operator such authority as may be necessary for the control of pupils being transported to and from school, or school functions, at public expense.
- B) Any pupil who persists in disorderly conduct on a school bus shall be reported to the principal by the driver of the bus and may be suspended by the principal of the school he or she attends from being transported to and from school, and school functions, at public expense.
- C) The school bus operator shall preserve order and good behavior on the part of all pupils being transported but he or she shall not suspend the transportation of or give physical punishment to any pupil, or put any pupil off the bus at other than the regular stop for that pupil, except by order of the parent or principal in charge of the school the pupil attends; provided, that should an emergency develop due to conduct of pupils on the bus, the bus operator may take the steps as are reasonably necessary to protect the pupils on his or her bus.

2) STATE BOARD RULES - RULES 6A-3.017 (3):

These responsibilities have been made part of the Baker County District School Board Policy.

A. Responsibilities of the school bus driver:

1. To pass all required physical examinations and meet such requirements as may be prescribed by laws or rules.
2. To be clean and neat in appearance, and to refrain from wearing shoes which are not securely held on the foot.
3. To refrain from use of tobacco while operating the bus, and to use no profane language in the presence of the students. Drivers shall not use or be under the influence of alcohol, illicit drugs, or any substance that may impair the driver's alertness or performance while on duty. Drivers shall not carry firearms while on school board property.
4. To prescribe, in cooperation with the principals, the seating arrangements of students on all buses.
5. To report needed changes in school bus transportation to director or Director of Transportation including bus loads, bus deficiencies, road hazards, routes and schedules.
6. To study and observe all laws and rules of the State Board and the school board relating to the service of transportation.

3) RESPONSIBILITY OF SCHOOL BUS DRIVERS:

- A) It shall be the responsibility of the bus driver to perform all duties and responsibilities listed in job descriptions, directives from the Superintendent, Director of Transportation and/or principal and/or their designee.
- B) Bus drivers shall also be responsible for being in compliance with Florida Statutes, State Board of Education Administrative Rules, and School Board policy.
- C) Bus drivers shall be responsible for all standards and regulations referenced in the State School Bus Driver Handbook and the district's Bus Operations Manual, which by reference are made a part of these rules.
- D) Any person driving a district school bus shall be required to wear a seat belt at all times while the bus is in operation.
- E) To attend and participate in conference and training classes for school bus drivers, and be prepared at any time to pass successfully, a reasonable examination concerning

traffic laws, state and local transportation regulations and driving skills.

- F) To ascertain and insure that transported students observe all regulations prescribed by law and by the state and local boards.
- G) To maintain order and discipline, under the direction of the school principal, on the part of every passenger.
- H) To permit a student to leave the bus only at a regular stop, except upon written request of the school principal or his/her designee.
- I) To instruct students leaving the bus at stops, except where a personal or mechanical traffic control is provided to cross the highway or the park strip on a divided highway in front of the bus, only after approaching vehicles have stopped. At student stops where a traffic control light, a school crossing guard, or traffic officer is directing the movement of traffic, students shall be instructed to wait at a safe distance from the roadway until a signal to cross is given by the person or device directing the flow of traffic.
- J) To instruct transported students in safe riding practices. Submit a copy of the Certificate of Pupil Instruction upon completion of instruction.
- K) To require all passengers to remain seated and to keep aisles and exits clear.
- L) To supervise emergency evacuation drills at least twice a year as directed by the principal and turn in Certificate of Evacuation.
- M) To use the bus, if it is publicly owned, only upon specific directions of the superintendent or from principal upon written authorization by the superintendent.
- N) To prepare immediately after every accident involving the bus, an accident report to be filed in the office of the superintendent (Director of Transportation).
- O) To activate the amber lights at a point approximately two hundred (200) feet from the student stop or at such greater distance as is necessary due to traffic speed and road conditions, as a warning to traffic that the bus is approaching a passenger stop. When the bus has stopped, the stop signal arm supplemented by flashing red lights, shall be displayed as due warning that students are being unloaded. The bus door shall not be opened to unload students until approaching traffic in the immediate vicinity of the bus has stopped.
- P) To ascertain and insure that all students are off the bus before filling fuel tank.
- Q) To bring the bus to a stop at least fifteen (15) feet from the nearest rail of railroad grade crossing. The driver shall not proceed across tracks until after looking carefully in each direction, opening the door and listening for the sound of approaching train, and determining that it is safe to proceed. The bus door shall be closed before proceeding across the tracks of the railroad. Under no circumstances is a person

driving a district school vehicle that transports students permitted to drive around crossing arm gates when they are in the down position, unless directed to do so by an identified CSX employee or a uniformed law enforcement officer.

- R) To drive always at a safe speed and never in excess of the legally posted speed limit.
- S) To cooperate with duly authorized school officials, mechanics, and other personnel in the mechanical maintenance and repair of the bus in overcoming hazards that threaten the safety or efficiency of service.
- T) To make daily pre-trip inspection of the bus and report any defect affecting safety or economy of operation immediately to authorized personnel (Director of Transportation or Shop Manager).
- U) To make post-trip inspection of bus upon completion of each route, checking for interior damage and to make certain that there are no students left on bus. Indicate empty bus by displaying red flag from rear door.
- V) To keep bus clean and neat at all times, and not to affix any stickers or other unauthorized items to the interior or exterior of buses.
- W) To prepare reports, keep all records required and otherwise assist school officials in mapping bus routes, planning schedules, and in obtaining information for a continuous study of all phases of transportation.
- X) To display the Child Safety Check Banner from the rear door of the bus whenever it is parked and unattended unless the bus is equipped with an electronic child check system.
- Y) To report immediately to the school principal or other designated school officials, the following:
 - 1) Misconduct on the part of any pupil while on the bus or under his immediate supervision.
 - 2) Complaints requiring the attention of school authorities.
 - 3) Any arising hazards that would offer either an actual or potential threat to the safety of students in his care and causes for failure to maintain school bus time schedule.
- Z) To maintain as far as practicable, by patient and considerate treatment of parents, a feeling of security in the safety of students transported.
- AA) To refrain from the use of a cell phone or the walkie-talkie feature of a phone unless the bus is secured off of the road.

4.) RESPONSIBILITIES OF TRANSPORTED STUDENTS

A student who is eligible to be transported is entitled to free transportation only so long as he/she abides by the rules of safety and personal behavior which are necessary for the operation of the school bus and the transportation service as prescribed in these rules.

- 1) A student who abuses his/her privilege of riding a school bus through misconduct as provided for in these rules may be suspended from the school bus or may be denied public transportation by action of the School Board. Suspension from bus privileges will not necessarily deny the student the right to attend school; provided that his/her parent or guardian provides his/her transportation.
- 2) A student may be put off the bus immediately by the driver only in case on an extreme emergency. In such case, the driver shall immediately notify the principal and the Director of Transportation or the Superintendent.
- 3) Any student riding a school bus on a regular basis or on a special trip shall have the following responsibilities:
 - 1) To occupy the seat assigned by the driver and to refrain at all times from moving around while the bus is in motion.
 - 2) To observe classroom conduct except for ordinary conversation while getting on or off the bus and while riding the bus. Under no conditions shall there be singing on the bus.
 - 3) To obey the bus driver cheerfully and without argument and to report promptly to the principal when instructed to do so by the bus driver.
 - 4) To warn the driver of an approaching dangers if there is reason to believe that he/she is not aware of such danger.
 - 5) To be at the place designated both morning and afternoon ready to board the bus five (5) minutes prior to the time indicated on the bus schedule.
 - 6) To walk on the left of any road facing traffic to and from the bus stop.
 - 7) To observe the proper rules of conduct while waiting for the bus, staying off the road and private property other than that on which the bus stop is established.
 - 8) To wait until the bus has come to a complete stop before attempting to get on or off.
 - 9) To enter or leave the bus only at the front door after the bus has come to a complete stop except in case of an emergency or as directed during an

emergency evacuation drill.

- 10) To cross the highway, if necessary, after leaving the bus as follows:
 - 1) Make certain that the bus is at a complete stop.
 - 2) Upon alighting from the bus, stand at the side of the road within sight and hearing of the bus driver and wait for a signal from him/her to cross the road or to the parking strip.
 - 3) Upon signal from the driver, look both ways and then proceed across the road or to the parking strip always in front of the bus.
- 11) To keep head, elbows, hands and feet inside the bus windows at all times except in case of an emergency egress.
- 12) To refrain from eating or drinking while on the bus.
- 13) To refrain from throwing objects inside the bus or outside the bus.
- 14) To refrain from the use of profanity or objectionable language and the practice of immoral conduct. There shall be no pushing, fighting or any other type of misconduct at any time.
- 15) To avoid damaging or defacing the bus or bus equipment.
- 16) To refrain from displaying any sharp instrument and from bringing any weapon of any type aboard the bus.

5) SCHOOL BOARD POLICY 8.32 - TOBACCO USE IN FACILITIES

All uses of tobacco products in any form are prohibited in any District-owned facility at any time.

Statutory Authority: 1001.42), F.S.
Law Implemented: 386.212, 386.201-386.209, 1001.43, F.S.

6) SCHOOL BOARD POLICY 6.111 - DRUG AND ALCOHOL TESTING FOR BUS DRIVERS

All persons who are required to possess a Commercial Drivers License and a Department of

Education License to Drive a School Bus or Medical Examiner's Certificate (effective November 15, 1994) in order to drive or operate a board owned/leased vehicle in a safety sensitive situation, will be required to enter into and participate in a drug and alcohol testing program. This drug and alcohol testing program is authorized and being implemented in order to meet and comply with the Omnibus Transportation Employee Testing and Regulations of the Federal Highway Administration contained in 49 CFR parts 40 and 382, et al, and section 1001.43, Florida Statutes. Further, this testing program will affirm a "zero tolerance" for alcohol and drug use in safety sensitive situations.

The procedures and guidelines for this testing is found in the District's Bus Operations Manual, which by reference is made part of the rules.

Authority: 1001.41, 1012.22, 1012.23, F.S.

Law Implemented: Omnibus Transportation Employee Testing Act of 1991; 112.0435; 440.102; 1001.43, F.S. 349 CFR Part 40 DOT, 49 Parts 382 & 391 Federal Highway Administration

Section B

Bus Driver Qualifications

BUS DRIVER QUALIFICATIONS

1) School Bus Driver Defined

School bus drivers are defined as any person employed or contracted to the school district to transport pre-kindergarten through grade 12 students in school buses as defined in Section 1006.25, Florida Statutes.

2) Initial Employment:

At the time of initial employment, the Board shall be assured that the driver of a school bus meets the following requirements:

- A) Has five (5) years of licensed driving experience.
- B) Has submitted to the superintendent a written application for employment in a form prescribed by the Board.
- C) Has filed a set of fingerprints for the purpose of the required background check for determining criminal record.
- D) Prior to transporting students on a school bus, and before being issued a valid school bus driver's license, each driver shall meet the following qualifications:
 - 1) Hold a valid Florida Commercial Driver's License with a Passenger (P) and a School Bus (S) endorsement.
 - 2) Have successfully completed forty (40) hours of pre-service training consisting of at least twenty (20) hours of classroom instruction and at least twenty (20) hours of behind-the-wheel training based on the Florida Department of Education's Basic Bus Driver Curriculum.
 - 3) Has demonstrated the ability to prepare required reports.
 - 4) Is physically capable of operating the vehicle as determined by an annual Florida Department of Education Dexterity Test for School Bus Drivers (Form ESE 480) administered by the school district.
 - 5) Hold a valid United States Department of Transportation Federal Motor Carrier Safety Administration Medical Examiner's Certificate (Form MCSA-5875), certifying that the applicant meets all requirements for this subsection.
- F) Must pass a pre-employment drug and alcohol test.

3) Re-employment:

At the time of re-employment or re-appointment, the Board shall be assured the driver of a school bus meets the following requirements:

- A) Has five (5) years of licensed experience.
- B) Holds a valid Florida Commercial Driver's License with a Passenger (P) and a School Bus (S) endorsement.
- C) Has successfully completed a minimum of eight (8) hours of in-service training within the preceding 12 months.
- D) Is physically capable of operating the vehicle as determined by an annual Florida Department of Education Dexterity Test for School Bus Drivers (Form ESE 480) administered by the school district.
- E) Hold a valid United States Department of Transportation Federal Motor Carrier Safety Administration Medical Examiner's Certificate (MCSA-5875), certifying that the applicant meets all requirements for this subsection.

4) Drivers on Year to Year Continuous Service

At the time of re-employment or re-appointment for those drivers on Year to Year Continuous Employment the School Board shall be assured the driver of a school bus meets the following requirements:

- A) Has five (5) years of licensed experience.
- B) Holds a valid Florida Commercial Driver's License with a Passenger (P) and School Bus (S) endorsement.
- C) Has successfully completed a minimum of eight (8) hours of in-service training within the preceding 12 months.
- D) Is physically capable of operating the vehicle as determined by an annual Florida Department of Education Dexterity Test for School Bus Drivers (Form ESE 480) administered by the school district.
- E) Hold a valid United States Department of Transportation Federal Motor Carrier Safety Administration Medical Examiner's Certificate (MCSA-5875), certifying that the applicant meets all requirements for this subsection.

Section C

Rules

RULES

1) Rules and Regulations:

- A) Each school bus driver is required to study and be conversationally familiar with state and county laws and regulations relating to the performance of the job of school bus driver and all changes as they occur.

2) Work Rules

- A) Complete a pre-trip inspection before each trip and record it on the appropriate form. Completed pre-trip form must be turned in at the correct time (bi-weekly).
- B) Complete post-trip inspection checking for damage to interior and exterior of bus. Confirm that no students are left on the bus at the conclusion of each route by turning the ignition key completely off and thoroughly checking the bus from front to back and pressing the child reminder button in the rear of the bus.
- C) Current route sheets shall be maintained on the bus at all times.
- D) Be on time, unless detained because of mechanical reasons. Appropriate times are posted on your current route sheets.
- E) Be neat and clean at all times while on duty. No open toed or high heeled shoes and shoes should be secure on the foot.
- F) Drivers **WILL NOT** use tobacco, alcohol, and/or drugs while on duty or at any other times which violates board policy.
- G) Report any vehicle maintenance problems in writing as soon as possible.
- H) Do not leave your students unattended at any time, except in an emergency. If you leave the driver's seat, be sure the engine is shut down and the key is in your possession.
- I) Drivers are to be on their bus while students are loading and unloading on school property.
- J) Use prescribed forms for all discipline problems.
- K) Complete such records and reports as required by the transportation department.
- L) Attend all safety meetings and conferences as directed.

- M) Obey all state and county traffic laws.
- N) Obey all state laws and regulations concerning pupil transportation.
- O) Drivers must drive their routes as designed and assigned by the Transportation Office, unless there is an immediate emergency or to better provide for the immediate safety and welfare of the students. Any permanent changes to the routes and stops must be approved by the Transportation Office.
- P) Follow prescribed procedures in securing a substitute bus driver. As soon as a substitute has been contacted, notify the Transportation Office (secretary) of your impending absence, with an estimated length of absence and the name of the substitute driving your assigned route.
- Q) Maintain a clean bus at all times. This includes sweeping (daily), cleaning of inside of windows, seats, and dash area.
- R) Drivers must sign time sheets daily. The failure to complete and sign time sheets may result in an employee not be paid until the following pay period. **THIS IS A MUST FOR MAINTAINING ACCURATE RECORDS.**
- S) To conserve energy, drivers are requested not to idle engines for extended periods of time in the refueling line or on school campuses.
- T) Do not attempt to push another vehicle with your school bus.
- U) If a driver parks a bus at any location overnight other than his/her home, or the bus compound, the first aid kit, fire extinguisher, and ignition key **must be removed for safe keeping.**
- V) While driving, use the seat belt at all times.
- W) No eating or drinking beverages while operating the bus.
- X) You will always operate your bus in a safe and responsible manner.
- Y) Large bulky items are not allowed on the bus while children are being transported.
- Z) Only children currently enrolled in school shall be transported on the bus.
- AA) The school bus should only be used for transporting students to and from school and other school related activities.
- BB) While on the regular students routes, drivers are not to stop the bus at any store or any

unauthorized stop while students are on the bus.

3) Attendance of Driver Meetings:

You are required by law to attend bus driver training classes as directed by the Transportation Supervisor. These classes will be on a reimbursable basis. The duration of any one session will not exceed two and one half hours except for the beginning of the year session. You will be notified by letter of the dates selected for these sessions. Only the Transportation Supervisor may give you an excused absence.

Section D

Pre- and Post-Trip Inspection

PRE-TRIP INSPECTION

1) Pre-Trip Inspection Procedure:

- A) Pre-trip inspections shall be done twice daily before the morning and afternoon runs, and before transporting students on any other trip.
- B) Each item on the pre-trip sheet must be checked as follows:
 - 1) An "O" means the item is OK.
 - 2) An "N" means the item needs attention.
- C) If an item needs attention, or if you have any other complaint, you must write the item(s) up on the **Driver's Report**.
- D) Pre-trip inspection forms must be turned in by the driver to the **Transportation Department** on a biweekly basis.
- E) Pre-trip inspection forms will be turned into the **Transportation Office** every other Monday morning for the previous week.
- F) Place the pre-trip inspection form in the appropriate place in the downstairs of the Transportation Office.

2) Pre-Trip Inspection:

- A) Each driver **IS REQUIRED TO** pre-trip inspect his/her bus prior to each morning and afternoon run, as well as any other time that the driver has left the bus. A professional driver will give his/her bus a visual inspection before each trip.
- B) As soon as you step on the bus you should check to be sure that the reflectors, first aid kit, and the fire extinguisher are on the bus. (Be sure the fire extinguisher is charged.) Close the door.
- C) The driver must be sure the hand-brake is set and the gear shift is in the neutral position before starting the bus.
- D) Start the engine and let it warm-up **DO NOT PUMP THE ACCELERATOR PEDAL OR REV THE ENGINE.**
- E) Observe the oil pressure, ammeter, fuel temperature and air pressure gauges. **DO NOT** move the bus if it has less than 90 pounds of air pressure.
- F) Put left turn signal on.

- G) Turn on headlights (high beam).
- H) Activate the yellow caution light.
- I) Turn on the clearance/amber light.
- J) Check the windshield wipers.
- K) Sound the horn.
- M) Check the brake pedal and brake lights. This can be accomplished by (1) having another person step on the brake pedal, (2) using a stick that fits between the driver's seat and brake pedal, (3) by having the back of the bus toward an object that will show the lights are working.
- N) Check emergency door (inside).
- O) Check seat - secure to the floor. Get out of the driver's seat and check the yellow caution lights and left turn signal by looking out of the front windshield. Walk through the bus checking to see if the bus is clean. Open emergency door, lean out, and check the yellow caution lights, left turn signal and the brake lights are all in working order. Walk back through the bus and check to make sure the seats are secure to the floor.
- P) Check right turn signal.
- Q) Activate the red arm/red loading lights.
- R) Check tail lights.
- S) Now step off the bus for a visual check. Check your front tires, lug nuts, and for any leakage around the wheel. Step to the front of the bus and check the clearance light, red loading lights, right turn signal, headlights (high beam), any oil, or water leakage under the engine and any new body damage or broken glass. Go to the side of the bus and check the left front tire, lug nuts, and any leakage around the wheel, check the side clearance lights, make sure the stop arm is out and both lights are flashing, that there are two amber reflectors and one red reflector on the side of the bus, any new body damage or broken glass, check both of your rear tires, lug nuts, and any leakage around the wheel. Step to the back of the bus and check clearance lights, tail lights are lit, two rear red reflectors, emergency door opens easily and the buzzer is working, any new body damage or broken glass. Go to side of the bus and check two back tires, lug nuts, and any leakage around the wheel, clearance lights, that there are two amber reflectors and one red reflector on the side of the bus, any new body

damage or broken glass, and that the fuel cap is secure. Before getting back on the bus, make sure that all windows and mirrors are free of any dew or frost.

V) Get back on the bus and put the headlights on low beam and activate the 4-way hazard lights. Step to the front of the bus and make sure these lights are working. Get back on the bus.

T) Check headlights (low beam).

U) Check 4-way hazard lights.

W) Make any seat adjustments that are necessary.

X) Check your mirrors and make sure they are adjusted for you.

Y) Fasten your seat belt.

Z) Check the brakes-to do this get a little motion with the bus, then touch them to make sure they are working.

AA) Check the gauges and make sure they are all working correctly before pulling away.

BB) Check wheel chair lifts where applicable.

CC) Complete the pre-trip inspection form before beginning route.

3) Post-Trip Inspection

A) Upon completion of route, check the interior of the bus for damage.

B) Check for students left on the bus. Press the child safety check button when complete.

C) Perform walk-around of bus to check for damage to the exterior of the bus.

Section E

Routes

ROUTES

1) Routes:

A) Assignments:

- 1) The Transportation Department will assign routes. The Director of Transportation has the authority to create and change routes, as necessary, to provide students with the safest, best and most efficient means of transportation to and from school.

2) Transfers:

- a) Any openings for vacant routes will be filled first from the list of regular route drivers. If more than one driver requests a transfer, the decision will be based on the guidelines set in the Non-Instructional Contract, as well as where the driver lives in relationship to the route, type of route, etc.

3) Substitute Drivers:

- a) If no regular route driver desires a transfer to an open route, substitutes will be given the next consideration.

B) Route Sheets:

- 1) Each driver is required to complete current routing cards during the first three-(3) weeks of school and each time during the year an adjustment or change is made. The current route card is to include the actual bus stop times, description, location and address of the stop, and whether the stop is over/under two miles.
- 2) All changes of the bus routes or times must be coordinated with the Director of Transportation before they are put into effect. No driver has the authority to institute any change on his or her own accord.
 - a) A new route card must be filled out for any new stop added to a route.
- 3) Current and up to date route sheets are to be maintained and kept on the bus at all times.
- 4) A set of Route Sheets will be provided to the driver by the Transportation Office as soon as possible after the routing cards have been turned in to the office.

C) Driving Routes:

- 1) Drivers must drive their routes as designed and assigned by the Transportation Office, unless there is an immediate emergency or to better provide for the immediate safety and welfare of the students. Any permanent changes to the routes and stops must be approved by the Transportation Office.
- 2) Drivers should not make any un-assigned stops on their routes.
 - a) Drivers will not be allowed to stop at any store while students are riding the bus on regular run routes
- 3) If you see that you are beginning to run your route earlier than your scheduled time, find a safe place to pull over off the road, and:
 - a) Radio the bus garage and check the time.
 - b) Be sure and follow all safety procedures for pulling off of the road and parking.
 - c) If you see that your route is consistently running early, please notify the Transportation Office so that adjustments to the stop times may be made.
- 4) If you see that your route is consistently running late, and students are getting to the school after the first bell of the day, notify the Transportation Office so that adjustments can be made to your route and times.

D. Bus Route on Private Roads

- 1) All routes with active, private road stops, as of August 1995, will be honored as long as students of the appropriate grade level, attending Baker District Public Schools, reside at the specific stop, or until School Board approval is given to eliminate these stops.
- 2) Other stops on private roads will not be added to any routes. Students living in the area may use the pre-existing stop until all eligible students have left the specific stop.
- 3) Stops servicing new developments will be at the entrance of the development at a designated pull off/bus stop area at the entrance provided by the developer.
- 4) Once a private road stop becomes inactive, for any reason, it will be removed from the route sheet and not be re-added. No new private roads

stops/routes will be added to any routes.

- 5) IDEA reauthorization requires school districts to provide transportation to and from school regardless of location of student, if appropriate.

E. New Stops

- 1) All requests for new stops will be reviewed for safety and need and sent to the Superintendent of Schools for final approval, as per School Board Policy.
- 2) State guidelines will be used in determining if a stop meets safety requirements.

F. Temporary Stops

Drivers who come across new students on their routes will pick up the student(s) at his/her location on a temporary basis, until a new stop can be permanently created and approved, as per School Board Policy. It is the responsibility of the driver to notify the Director of Transportation or his/her designee as soon as possible of the temporary stop, so that the stop can be evaluated and the procedure for creating a permanent stop initiated.

G. Empty Stops

At any time during the school year, should a stop become in-active or empty, the Transportation Department should be notified by the driver, as soon as possible.

H. Emergency Stops

At any time that you may have to make an emergency stop, contact the Transportation Department for instructions.

2) GENERAL GUIDELINES

- A) If you see that you might be late arriving at any school(s), be sure and call the Transportation Office so that the schools can be notified.
- B) Only students who are assigned to your bus should be riding your bus and route(s). **DO NOT** allow students not assigned to your bus or route(s) to ride your bus, unless you have a written note from the school, or you are given an O.K. by a school administrator or the Transportation Office.
- C) Do not keep a student from riding your bus due to school suspension or bus suspension unless the school has notified you.

Section F

Students

STUDENTS

1) Student Registration Cards:

- A) A student registration card is to be completed for each student approximately two weeks after the beginning of school. The information on this card is to be used to complete the student passenger list.

2) Student Passenger List/Stops/Seating Chart:

- A) The forms listing passengers with stop numbers and a listing of the stops and times, names of students, etc., should be completed 15 working days (three weeks) after the beginning of school and turned in to the Transportation Office.

1) Stop Description/Student Passenger List:

- a) Stop descriptions are to be complete and clear, allowing for the substitute driver to find the stop. Any information, such as mail box numbers, street name, road numbers, business, etc. that will help in finding the stop should be listed. In addition, the description should include whether the stop is over or under 2 miles from the school, the AM and PM times.
- 2) Current route/passenger information must be on bus at all times.
- 3) A current seating chart of students must be on your bus at all times.
 - b) A current seating chart of students on your bus should be on file in the Transportation Office.
- 4) Any additions or deletions must be coordinated with Director of Transportation and Route Manager.
- 5) Your most current route/passenger information will show all additions and deletions.

3) Pupil Instruction:

Each driver is to instruct his/her students a minimum of twice a year on the following school bus safety practices, preferably the first week of school and the first week upon returning after the Christmas Holidays, and any other time the driver deems appropriate. The appropriate form will be signed by the driver and turned in to the Transportation Office.

- A) Stand off roadway while waiting for bus.
- B) You must remain in your seat at all times.
- C) Keep arms and head inside windows.
- D) Walk ten feet in front of the bus. Wait for driver's signal before crossing road.
- E) Unnecessary conversation with the driver is dangerous. Please remain quiet.
- F) Absolute silence is required at all railroad crossings.
- G) The driver is in full charge of the bus and pupils. Pupils must obey the driver.
- H) The driver has the right to assign pupils to certain seats if necessary, to promote order on the bus.
- I) No eating, drinking, chewing, dipping, or smoking is allowed on the bus.
- J) Pupils must be on time; the bus cannot wait for those who are tardy.
- 1) Every effort will be made for the bus to be at the assigned stop at the schedule time.
- 2) Students should be ready to board the bus 5 minutes prior to scheduled pick up time.
- K) Riding the bus is a privilege. DO NOT ABUSE IT.

PENALTY: FOR VIOLATING THESE RULES, A PUPIL MAY BE REPORTED BY THE DRIVER TO THE SCHOOL PRINCIPAL WHO HAS THE AUTHORITY TO SUSPEND THE PUPIL FROM RIDING THE BUS.

NOTE: Driver will need to announce and explain any additional rules they have on their bus.

4) Discipline Procedures:

- A) The reporting of misconduct by a student(s) should be reported to the appropriate school using the Baker County School District Administration Action Referral and following the proper disciplinary procedures.
- B) All sections should be completed before turning in the form, including the category check off list. Try to be as clear as you can in describing the conduct of the student(s), as this will facilitate school personnel in dealing with the problem.
- C) Turn in the Baker County School District Administration Action Referral to the Transportation Office as soon as possible after each incident. **After the referrals have been reviewed by the Transportation Office**, the forms will be transferred to the appropriate schools and a copy will be returned to you via the mail box system.
- D) Referrals must be turned into the Transportation Office within 48 hours (2 working days) of the date of the incident.
- E) You may request a conference with school personnel if you feel the need to further explain what happened in a certain situation.
- F) Remember: you have turned the problem over to the school to solve.
- G) For students with discipline problems, which may require the driver to intervene immediately, the following procedure will be used:
 - 1) Pull the bus off the road, in a safe position and turn on all required safety flashers and lights. Apply parking brakes and remove the key. If the incident occurs at the bus stop, do not exit the bus. Do not allow other students to get off of the bus, provide safety to students that have already exited.
 - 2) Call the bus garage and notify the bus garage of the problem, the school needed and the name of the student(s). In case of a fight on the bus, do not place yourself between the students fighting. Attempt to separate them by using the least forcible techniques and talking in a quiet and calm manner.
 - 3) The bus garage will notify the school of the problem, and the school will decide on which of the following actions to take:
 - a) Return to the school
 - b) Take the student on home
 - c) Wait where you are for a deputy to come and pick the student up and take the student home or return him/her to the school.

- H) If you have called the Transportation Office and requested a deputy, you must stay at your location until the deputy arrives. If for any reasons you no longer need the deputy to come to your location, please call the Transportation Office so that the deputy can be canceled.

Section G

Driving Procedures

DRIVING PROCEDURES

1) IPDE Method:

Drivers must develop a systematic method of seeing interpreting, and responding to the ever-changing traffic scene. One such system is known as IPDE.

- A) The "I" stands for identify. Drivers must be able to identify the relevant clues. This involves more than just seeing, it includes interpreting or giving meaning to what is seen. To identify and interpret relevant clues, drivers must know how to look, where to look, and what to look for.

To identify hazards, drivers must constantly search the traffic scene carefully. Quick glances should be taken all around - to the front, to the sides, and in the mirrors; both near and far. Since the traffic environment changes constantly, these glances must be taken continuously. One orderly visual system search pattern is known as the Smith System. This system involves five seeing habits.

- 1) Aim high in steering-look way ahead of your vehicle so that you are aware of the complete traffic scene in front of your vehicle.
 - 2) Keep your eyes moving-Use an orderly search pattern that involves glances near and far to the front, sides, in the mirrors and at the instrument panel.
 - 3) Set the big picture - Put all this information together from all the glances so that you have a mental picture of the traffic environment completely around your vehicle.
 - 4) Make sure others see you - communicate your intentions to other drivers so that you are sure they understand your plans.
 - 5) Leave yourself an out - never get boxed in. Always have an escape route. This means leave a space cushion all around your vehicle - to the front, rear and both sides.
- 2) The "P" stands for predict. Drivers must be able to predict the significance of the relevant clues. Once a hazard in the driving environment has been identified, drivers must predict how the hazard might effect their planned path of travel. "To avoid the hazard, must I speed up, slow down, turn to the right, or turn to the left." This is the type of question drivers must ask themselves. During this stage of the process drivers are interpreting the information they have identified and are judging where conflicts may occur.

- C) The "D" stands for decide. Drivers must decide what to do now that they have identified a hazard and have predicted its effect on their path of travel. Nothing is more crucial to safe driving than being able to make a wise decision, in time under these circumstances.

The options available include:

- 1) Deciding to change speed by slowing down or speeding up.
 - 2) Deciding to change directions or location by moving into some area of space cushion around your vehicle.
- D) The "E" stands for execute. Drivers now execute their decision. To carry out a decision to avoid a conflict, drivers must take one or more of the following actions:
- 1) Accelerate
 - 2) Brake
 - 3) Steer
 - 4) Communicate

2) Intersections:

- A) Controlled by Stop Light: Be prepared to stop if light changes from green to amber. Never try to "beat the light". Drive defensively in case someone on cross street is trying to "beat the light". Do not change gears in an intersection.
- B) Bus Stop (student stop): Do not block intersection to make a bus stop. Make stop either right before or immediately after the intersection.
- C) Stop Sign: At an intersection you must come to a complete stop before the stop line. After complete stop and after checking traffic you may slowly and carefully pull up and stop a second time, to check traffic, before proceeding.

3) Following Distance (4-second Rule)

Because of the difficulty in judging distance, a new following technique was devised based on counting. This technique allows drivers to determine a safe following distance by allowing a one-second interval for each ten feet of length of their vehicle. Since most buses are approximately 35-40 feet long, you should not be closer than 4 seconds from the vehicle in front of you. To determine the 4-second distance:

- A) You need a checkpoint over which you will time the passage of your vehicle. You can use a road sign or a stripe in the road, mile marker, light post, or a fixed object; and the closer to the pavement the better.
- B) As the rear of the vehicle ahead passes the check point you selected, start counting, one thousand and one, one thousand and two, one thousand and three, one thousand and four. Depending on the vehicle length you are using for the time interval, you should not pass the checkpoint with the front of your vehicle before you have completed your count.

4) Proper Lane:

When traveling on a 2 or 3 lane highway, school buses are to travel the curb lane. It is improper to travel in the middle or inside lane unless you are to make a left turn within a short distance or you are passing another vehicle. When turning onto a four-lane highway, Florida Driver's Handbook states that when turning right, you should turn into the right lane. When turning left, you should turn into the left lane, then signal and change into the curb lane. Buses should not travel side by side blocking the highway.

5) Driving Speeds for Buses

To always drive at a safe speed and never in excess of the legally posted speed limit. Drivers must also comply with any additional restrictions placed on school bus speeds as set by the State of Florida. If a driver is driving an out of state field trip, it is the responsibility of the driver to check for any additional laws pertaining to driving a school bus in that state and to abide by those laws while in the other state. In rain, fog, or wet roads, adjust your speed according to conditions.

BE LATE - BUT BE SAFE.

6) Road Courtesies:

- A) School bus drivers are to operate their vehicles safely. Particular emphasis should be placed on courtesy to other drivers in the community. Never use your school bus to force your way into traffic or to coerce other drivers.

- B) Be particularly courteous to your fellow school bus drivers. Allow him/her to pass your vehicle if you have frequent stops in his/her path. Do not hold up your fellow drivers at a loading/unloading zone at the schools served. If you are talking to your students, pull up out of the way of the buses behind you and activate your 4-way hazard lights to indicate that they may go around you.
- C) Drivers will not tailgate each other when traveling in a convoy. Use 4-second rule. Only in case of a valid emergency should one bus pass another in a convoy.

7) Backing:

- A) On school grounds:
 - 1) Backing on school grounds is not an accepted practice.
 - 2) If an emergency arises, and backing is absolutely necessary, an outside observer must be used.
- B) Other Locations:
 - 1) Backing is authorized in other locations if:
 - a) Routing requires turn around. If at a student loading/unloading point, students are to be on board while the bus is being backed.
 - b) For mechanical reasons.
 - c) Valid emergency.

YOU SHOULD ALWAYS ACTIVATE THE 4-WAY HAZARD WHILE THE BUS IS IN REVERSE.

8) Railroad Tracks:

When approaching railroad crossing, activate your 4-way hazard light approximately 100 feet before stopping. Turn off all fans, wipers, etc., and open the driver's window. Then come to a complete stop, open the door - look both ways - listen. If all is clear, shut the door and begin moving forward. Do not change gears until the bus is completely across the tracks; de-activate the 4-way hazard lights. Always use the outside (or curb) lane.

ALWAYS REMEMBER, EVEN THOUGH THERE MAY BE A CROSSING GUARD AT THE RAILROAD CROSSINGS, IT IS YOU, THE DRIVER, WHO MUST MAKE THE FINAL DECISION ON WHETHER TO CROSS THE TRACKS OR WAIT.

9) Refueling:

Drivers are to stay with their bus while in the fuel line. Do not refuel your bus every day or every other day if your fuel consumption does not require you to do so. It is your responsibility to know your fuel consumption and when you need fuel. **DO NOT** sweep sand, or paper from the vehicle on to pavement any place in the compound.

In the mornings, if possible, please try and refuel your bus after 7:00 A.M. or after secondary run.

CAUTION: For no reasons are students permitted to remain on a bus while it is being refueled, at any time or location.

10) Strobe/Headlight Use:

Headlights and strobe light will be turned on anytime a bus is in motion. The only exception to this is that when traveling in a convoy, the last bus in the convoy will use the strobe light.

11) Loading-Unloading Students:

A) The safe procedure is as follows:

1) Left to Right:

- a) Make sure the master/manual switch is on.
- b) Activate the yellow caution lights approximately 200 feet before the student stop or at such a greater distance as is necessary due to traffic speed and road conditions.
- c) As you come to a complete stop activate stop arm/red loading lights.
- d) Set the hand brake - keep your foot on the brake pedal the whole time you are stopped.
- e) Put the transmission selector in neutral position.
- f) Check mirrors. Make sure all traffic has stopped and that it is safe for students to board. If they must cross in front of the bus, motion them with your hand when it is safe for them to proceed, open the door.

2) Right to Left:

- a) After the last student is on, close the door.
- b) Look in your mirror and make sure all students are seated.
- c) Put the bus in gear.
- d) Release the hand brake.
- e) Check all traffic.
- f) As you begin to move, cancel the stop arm/red loading lights.

3) At the school, put the hand brake on and put the gearshift in neutral. It is not required

to shut the engine off, so you must keep your foot on the brake pedal until the last student is off the bus.

- a) Use no lights.
- b) Do not move the bus until all loading/unloading has been completed.
- c) The school bus driver shall be in the driver's seat or standing at the entrance door while students load or unload. However, if you do get out of the driver's seat, you must shut the engine off and have the key in your possession.
- 4) Never let a student open or close the door for you.
- 5) Once the school bus is in motion, do not stop for stragglers.

B) Students Who Must Cross A Road To Board Bus

At a stop, the children who cross in front of your bus are called crossers and they are at the most risk from their own bus. The following procedure for crossers must be followed:

- 1) The driver must know which children on his bus are crossers. You should mark these children as such on your passenger list.
- 2) At a stop where you have a mixture of crossers and non-crossers, you will discharge the crossers first. After you have carefully observed that the crossers are safely across the road, you are free to discharge the non-crosser. Count your students to be sure they are all safely away from the bus before pulling off.

C) Student Stops:

- 1) If the established stop is at a driveway or intersecting road, stop before discharging students. This allows you to see that they are safely away from the bus before pulling off.
- 2) After students have boarded, the school bus driver will see that all students are in their seats according to the seating chart. Children are to sit only in bus seats.
- 3) The school bus driver should never permit students to unload once the students have boarded the bus, except on arrival at the school in the A.M. and on arrival at their regular stop in the P.M.
- 4) Drivers must make sure that students getting off the bus do not have loose clothing caught on any of the rails, door handles or other items which may catch on the loose clothing worn by students. Before closing the door and moving the bus, make sure that all students are completely clear of the bus.

12) Bus Riders on Visitation

A student who is not regularly enrolled as a transported student, and whose name does not appear on the bus driver's roster for that bus, shall not be permitted to ride such bus while it is being operated on a regular school bus route as a bus rider on visitation except upon written request of the parent or guardian of a student, and with the written approval of the principal of the school, provided that there is adequate room on the requested bus for the student. Where the request for a bus rider on visitation exceeds three (3) days, the approval of the Superintendent shall be required.

The school bus driver shall be given written confirmation of this permission before the student will be allowed to ride the bus as a bus rider on visitation.

Section H

F.E.F.P. Reporting

Revised 7/19

F.E.F.P. REPORTING

1) F.E.F.P. Information Form:

Student Information:

- 1) Please use a dark pen in filling out this report.
- 2) Make sure the information printed at the top of the printout is correct and that the student passenger list has the correct information.
- 3) Make sure that the student is listed at the proper stop for the route.
- 4) Circle/check off the date that the student rode your bus during the reporting period. The student must ride at least one time during the F.E.F.P. counting period
- 5) Make sure that each student is correctly marked as whether the student is over or under the two mile limit. This information is of the utmost importance.
- 6) Sign and date each page of your student roster and turn in within five days of the completion of the survey dates

Section I

Driver Information

DRIVER INFORMATION

1) Assignment of Substitute Drivers:

Drivers are required to obtain their own substitutes. A list of available substitutes and their phone number will be provided. In addition, a log will be maintained in the Transportation office to document acceptance or refusal of the substitute. Notify the Transportation Secretary daily of your attempts to secure a substitute. **Only in case of a true emergency will the Transportation Department obtain a substitute for you, if possible.**

2) Substitute Driver Regulations:

- A) Substitute drivers are paid only when they actually drive. Daily rate is a minimum salary on the "0" year experience hourly rate.
- B) Substitutes are expected to:
 - 1) Meet all qualifications of a regular bus driver.
 - 2) Attend all training and safety meetings.
 - 3) Do a pre-trip inspection and turn in necessary paperwork.
 - 4) Clean bus after running route.
 - 5) Be familiar with all types of buses and all routes.
 - 6) Be professional in appearance and conduct.
 - 7) Call Transportation Office if unavailable for a length of time.

3) Spare Buses:

- A) Drivers are expected to maintain the same standard of cleanliness on a spare bus as their regular route bus.

4) Personal Use of the School Bus:

- A) Drivers are cautioned that the school buses are purchased and maintained by state and county tax funds. **Therefore, they cannot be used for personal reasons.** You are to drive your school bus from home or the bus garage on the route prescribed and to the bus garage parking space/school board property during the day.
- B) Due to insurance liability coverage and pupil safety, drivers are not authorized to transport their own non-school children or other non-school family members or non-school friends on the school bus
- C) During the school day, between the morning and afternoon runs, all district school buses should be parked on School Board Property, unless on school related business. If a driver should need to take his/her bus home at anytime for any reason, either the Director of Transportation or the Transportation Department Shop Manager must give the driver approval.
- D) Buses **should not**, at any time be parked at any place of business unless:
 - 1) The driver is on a lay over between the elementary and secondary runs.
 - 2) The driver is between the regular runs and a field trip.
 - 3) The driver is on a field trip or school related business, which requires the bus be driven to a particular place of business.
- E) After regular runs, unless on school related business, school buses should be parked at either the driver's home, School Board Property, or at the bus garage.

5) Use of Credit Cards:

- A) Credit cards may be signed out by drivers or club sponsors for their use on extra-curricular, education or non-educational trips, for re-fueling and minor maintenance when a safety hazard exists. You are responsible to insure that credit cards are used only when absolutely necessary and then only minimum expenses incurred.
- B) All credit cards and receipts must be returned to the Transportation Office on the first working day following the return from the trip. Enter bus tag number and group on the ticket before returning the cards and receipts to the Transportation Office.
- C) Those people signing out credit cards will be responsible for any expense(s) that may be incurred due to the loss of these credit cards. This expense includes, but not limited to the replacement of lost cards.

D) At no time should district credit cards be used for personal purchases or use.

6) School Line Up:

- A) Drivers will be provided with a bus line up for the order of busses.
- B) Except in emergencies, drivers are cautioned not to pass other buses during AM arrivals and PM departures. Never pass another bus while students are actively engaged in loading or unloading.
- C) In the event you have a problem, courtesy requires "pull out of the line up, turn your 4-way hazard lights on to indicate to buses behind you to go around".
- D) If you are a late arrival and students are loading, take your position at the rear of the line up. For safety sake, do not attempt to park in your regular position. Also, if possible, call the school and tell them that you will be at the end of the line so the school can help students find their bus as quickly as possible.

7) Assignment of School Buses:

- A) Normally school bus drivers will retain the bus assigned to them for the duration of the school year. New school buses will be assigned on the basis of the need, where the bus is parked at night, condition of route, and condition of bus.
- 2) Due to special needs brought on by field trips, etc., drivers may be assigned substitute buses for their regular routes. Substitute buses will be assigned only when absolutely necessary.

8) Driver Supply Items:

Drivers must submit a Driver Supply Request Form before items will be issued. A supply of the forms will be maintained in the forms supply area. The completed Request form should be turned in after your morning run when items are needed. There is a place for the form is located on the wall downstairs. The Parts Manager has been assigned to place the requested items on your bus or in your locker once the request has been turned in. Do not ask other mechanics for supply items.

9) Vehicle Maintenance Procedures:

- A) If a driver has a vehicle complaint problem, fill out the appropriate form and place in

the appropriate place downstairs. Never just "tell" the shop manager what you think is wrong with your vehicle. No matter how minor you think it is, always make sure you write it up. Let the Shop Manager take the responsibility of checking and repairing the problem, not you.

- B) Do not stop at entrance to garage and blow your horn for service. Park your vehicle and contact shop manager.
- C) Do not walk through the garage working area or try to talk to mechanics. It is noisy in the garage and in an effort to engage a mechanic in conversation; you might cause him to error and get his hand caught in a fan or rolling belt. This, of course, would be tragic.
- D) If a driver needs to talk to a mechanic, see the Shop Manager to set up a time and place.

10) Use of Radios:

- A) Radio usage is to be for business purposes only. **These radios are not toys and should be used as needed for transportation business.** Remember, the frequency that we use for the Transportation Department is in many of the home monitors around the county
- B) The following proper format should be used when using the radio:
 - 1) Key the microphone and give call sign: WNKM709.
 - 2) "This is Unit _____ (your bus number) calling Transportation base." un-key your microphone.
 - 3) Transportation Base will acknowledge your request for information.
 - 4) Key the microphone and give your message to Transportation Base. After your message, un-key the microphone.
 - 5) Transportation Base will respond to your message.
 - 6) At the end of the transmission say "WNKM709 Unit _____ clear."
 - 7) Transportation Base will do the same.
- C) Bus numbers are the driver unit numbers.

- D) The service truck is Unit A, and the white truck is Unit B.
- E) Each school has been provided with a hand held radio for direct communication between the school and the busses in the afternoon. This will allow you, as a driver to check directly with the school on whether students can ride your bus when they have lost their notes, etc. Due to the bus frequency being in many home radio scanners, please do not ask the schools about a student's disciplinary status on the radio.

11) Breakdowns:

- A) You are to notify the Transportation Department, via radio or telephone (259-2444), when either your bus fails to operate or you consider your school bus unsafe to operate. Normally, a mechanic and a substitute vehicle, if required, will be dispatched to you immediately. If you are told to go ahead and drive the bus, make a note on your pre-trip inspection form showing date, time, and who authorized you to drive the bus.
 - 1) Once you have contacted the garage and they have told you that they are dispatching assistance, do not move the bus until the mechanic arrives. Take whatever steps you need to make sure that all students and the bus are in a safe position.
 - 2) After assistance arrives and releases your bus or gives you a substitute bus, continue on with the remainder of your route. Do not assume because you are late that someone else is doing your route.
- B) On heavily traveled thoroughfares, drivers will insist that students remain on the school bus during the breakdown. In sparsely populated areas, where traffic is not a hazard, drivers may let groups of students off at a time while waiting for the mechanic/substitute bus. Careful judgment by each driver should be exercised when making this decision.

12) Payroll:

Payroll for drivers and substitutes is done every other Wednesday on a schedule set up by the Finance Office.

- A) In order to prepare for a payroll, each driver must complete the following:
 - 1) Daily time sheet.
 - 2) Absence form must be completed for **any** reason.

- 3) Any absence, **other than sick leave**, requires leave requests to be completed and approved prior to the absence.
- B) Substitutes must complete the Substitute Record Form. Be sure to record your Social Security Number under your name and sign at bottom.

NOTE: Finance Office requests that all persons being paid must sign their name as it appears on their Social Security Card; do not use initials, nickname or abbreviate.

13) **Bus Condition:**

- A) Drivers are responsible for the condition (cleanliness) of their bus. The only contact that many of the people in the county have with the school district is when your bus stops or goes by their house or they ride the bus on a field/school trip. For this reason we want this experience to be the best possible.
 - 1) The bus should be swept after each morning and afternoon run, whenever possible.
 - 2) Remember that your bus may have to be used for a field trip or other transportation needs during the day or after your route.
 - 3) Sending your bus off in good condition will enable us to better control the condition that your bus is returned in.

14) **Bus Seats:**

- A) The condition of the seats on your bus is of great importance. For this reason, we need to take extra care in keeping these seats in the best condition possible. In order to maintain the bus seats in their best condition, the following procedures would be followed:
 - 1) Assign students to seats on your bus.
 - 2) Check your seats carefully during your pre-trip and after each secondary and elementary run.
 - a) Seats should be checked before and after any field trip or other trip for damage. Any damage that occurs during a field/school trip should be reported to the person in charge of the trip and also the

Transportation Office.

- 3) Any damage found on the bus should be reported to the Transportation Office and also be reported on a Baker County School District Administration Action Referral and Report Form to the school that the students attend.
 - a) Students seen swinging on the top of the seats should be turned in to their schools for abuse of property. The swinging along the top of the seats is a major cause of the seats breaking down and having to be replaced.

15) Gate Keys

- 1) Any regular or substitute driver needing a gate key to the bus yard should see the Transportation Department Secretary in order to check out a gate key. Gate keys will be checked out to regular and substitute drivers on an **over-night basis only**.

The regular or substitute driver checking out a gate key to the bus yard will be responsible for the key and will be required to pay the \$20.00 (twenty dollar) replacement cost of any key which is lost, stolen or becomes missing. This \$20.00 (twenty dollars) must be paid before additional keys are checked out to the driver.

Drivers should not loan out checked out keys at any time.

- 2) Any driver who is driving a field trip or extra-curricular trip, and expects to arrive back at the bus yard after regular working hours (5:00 PM Monday thru Friday), will need to check out a gate key to the bus yard from the Transportation Department Shop Manager. If multiple drivers are going on the same trip, only one key will be checked out for the trip. These gate keys to the bus yard should be returned to the Transportation Department immediately following the trip. Check out gate keys may be returned with the bus keys by placing them in the key return slot on the east side of the bus garage.

The driver checking out a gate key to the bus yard for the purpose of going on a field trip or extra-curricular trip will be responsible for the key and will be required to pay the \$20.00 (twenty dollar) replacement cost of any key which is lost, stolen or becomes missing. This \$20.00 (twenty dollars) must be paid before additional keys are checked out to the driver.

Drivers should not loan out checked out keys at any time.

- 3) Drivers who are driving field trips or extra-curricular trips must make arrangements with the individual schools for keys to the school's gate lock(s). The bus yard gate key **will not** unlock individual school gate locks.

Drivers will be responsible to the individual school for any checked out gate key that may become lost, stolen or missing.

Drivers should not loan out checked out keys at any time

16) **Confidentiality of Student Information**

From time to time, drivers are provided with highly confidential information concerning students so that we, as a Transportation Department, may provide a safer means of transportation for the students. This information may range from learning disabilities, disciplinary action(s) to medical information. It is **imperative** that all drivers keep this student information confidential and not allow outside people or groups access to this information.

If for any reason an individual or group request any of this confidential information, drivers should refer this person or group to the Transportation Department. **At NO time should drivers give out this confidential information.**

Section J

Evacuation Procedures

EVACUATION PROCEDURES

1) Emergency Evacuation Drills:

It is required that each driver hold two emergency evacuation drills each school year. Submit a copy of the Completion of Emergency Evacuation Drill upon completion of the drill.

2) General Emergency Evacuation Drill Information:

A) Reasons for Actual Emergency Evacuation:

- 1) Fire or danger of fire - The bus must be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Passengers should move a distance of 100 feet or more from the bus and remain there until the driver has determined that no danger remains. Being near any fire and being unable to move the bus is considered a danger of fire, and student must be evacuated.
- 2) Unsafe position - If the bus is stopped due to an accident or mechanical failure, the driver must determine immediately whether it is safe for passengers to remain on the bus or evacuate. The driver must evacuate if:
 - a) The final stopping point of the bus is in the path of a train or any railroad tracks.
 - b) The final stopping place of the bus is near a body of water, a river, lake, or canal where the bus might move and go into the water.
 - c) The bus is stopped on a hill or a curve where there is less than 300 feet of visibility.

B) Windshields:

School bus windshields and rear windows are mounted in rubber and can usually be kicked out to provide additional emergency escape exit.

C) Escape Hatches:

Turn button, and give sharp hit with hand on the back.

D) School Bus Helpers:

- 1) The school bus driver is responsible for the safety of pupils; however, in an emergency, the driver might be incapacitated and not able to direct the students to evacuate. Reliable students on every bus should be instructed how to:
 - a) Steer the bus.
 - b) Turn off the ignition key.
 - c) Set the parking brake.
 - d) Open the emergency window/escape hatch exits.
 - e) Kick out an additional emergency exit.
 - f) Help small people off the bus.
 - g) Account for all pupils.
 - h) Set out flags and reflectors.
 - i) Summons help.
 - j) Perform other assignments.

3) Front Door Evacuation:

Personnel needed: Three (one leader and two helpers)

Student participation: All students

A) Directions:

- 1) Appoint two helpers, one for each side of the door. These helpers will count students and assist them in getting off the bus.
- 2) Appoint one student to lead the other students to a point 100 feet or 40 paces from the bus.

B) Driver Instructions:

- 1) Stop the bus in a pre-selected location on the school grounds.
- 2) Shut off the engine and secure the parking brake.
- 3) Place the transmission in first or reverse gear.
- 4) Remove the ignition key.
- 5) Stand, open the front door, face the children, and get their attention.
- 6) Give the command: FRONT DOOR EMERGENCY EVACUATION DRILL - REMAIN SEATED.
- 7) Direct the two helpers to their places beside the front door.
- 8) Stand between the first occupied seats, facing the front of bus.
- 9) Starting with the right-hand seat, ask the leaders to lead all students 100 feet or 40 paces from the bus, and instruct other occupants of the right side to follow. Warn all other students -walk - do not run - use hand rails.
- 10) Hold your hand before the occupants of the left-hand seat in a restraining gesture.
- 11) When the pupils in the right-hand seats have moved forward enough to clear the aisle, dismiss the occupants of the left-hand seats.
- 12) Continue the evacuation procedure as described, right and left seats alternately until the bus is empty.
- 13) When the last seat is empty, walk to the front of the bus and check to make sure that everyone is out.
- 14) After the driver leaves the bus, he/she should take the two helpers and join the other students.

The driver should evaluate the evacuation performance, pointing out improvements needed and commending the students on their activities well done. The purpose of this exercise is to train the students to leave the bus safely and in an orderly manner. If a driver feels he needs to repeat the drill the following day, please notify the Director of Transportation.

4) Rear Floor-Level Door Evacuation:

Personnel needed: Three (one leader and two helpers)

Student participation: All students

A) Directions:

- 1) Appoint two helpers, one for each side (outside) of the emergency door. Assistants stand on each side of the exit door with one hand held at shoulder height, palm up. Students leaving the bus place their hands on those of the assistants for support in jumping to the ground. Assistants - DO NOT grasp the jumper's hand.
- 2) Appoint one student to be the first one out and to lead the students 100 feet or 40 paces from the bus. These three students are to be seated in the left rear seat.

B) Driver Instructions:

- 1) Stop the bus in a pre-selected location on the school ground away from traffic.
Note: Be sure that ample adult supervision is at the location before the drills are held.
- 2) Shut off the engine and secure the parking brake.
- 3) Place the transmission in first or reverse gear.
- 4) Remove the ignition key.
- 5) Stand, face the children and get their attention.
- 6) Give the command: REAR DOOR EMERGENCY EVACUATION DRILL - REMAIN SEATED.
- 7) Walk to the rear of the bus and face the rear door.
- 8) Use the left hand to restrain occupants of the right rear seats.
- 9) Ask the first assistant to open the emergency door, jump out, and take his position.
- 10) Have the second assistant jump out and take his position.
- 11) Have the leader stand in the doorway to lead the rest of the students off the bus to a position of 100 feet or 40 paces from the bus.

- 12) Before the leader jumps, turn around, face the front of the bus, and explain what rotation (starting with the right rear seat, then left and so on) the students are to leave their seats, reminding them to remain seated until it is their turn to move.
- 13) Face the doorway and move between the left rear seats to clear the aisle. Command the leader to assume a semi-squat position, reach out and place his hand in top of the assistant's hands, and hop out, then go to his position away from the bus.
- 14) Tell the students seated in the right rear seat to leave the bus, then call for students in the next left seat to leave, then the next right seat, until the bus is empty.
- 15) Keep control at the rear door to prevent any shoving or pushing. Make sure each student who has jumped has cleared the area before allowing the next one to jump.
- 16) When the last student has jumped, walk to the front of the bus and check to ensure that everyone is out.
- 17) Go to the front door and join the waiting students. **NOTE:** Every precaution must be taken during the drill to prevent injury. If a student does not want to jump because of illness or physical condition (e.g. overweight, Teen Parent) or for any other valid reason, he should leave the bus with the driver through the front door and join other students when the drill is complete.

The purpose of this exercise is not to see how fast the drill can be done; the purpose is to train the students to leave the bus safely and in an orderly manner. The driver should evaluate the evacuation performance, pointing out the improvements needed and commending the students on those activities well done. If a driver feels he/she needs to repeat the drill the following day, please notify the Director of Transportation.

DO NOT USE REAR EMERGENCY WINDOWS FOR ANY DRILLS OR SIDE DOORS, WHERE APPLICABLE.

5) Simultaneous Front and Rear Door Evacuation:

Personnel needed: Four (two leaders and two helpers)

Student participation: All students

A) Directions:

- 1) Appoint helpers, one for each side of the door. These helpers will count students and assist them in getting off the bus.
- 2) Appoint two students to lead the other students to a point 100 feet or 40 paces away from the bus.

B) Driver Instruction:

- 1) Stop the bus in a pre-selected location on the school grounds.
- 2) Shut off the engine and secure the parking brake.
- 3) Place the transmission in the appropriate position.
- 4) Remove the ignition key.
- 5) Stop, open the front door, face the children and get their attention.
- 6) Give the command: FRONT AND REAR DOOR EVACUATION DRILL
- REMAIN SEATED.
- 7) Determine the approximate center of your bus. You may want to place marks or tape on your wall above these areas. Explain to your children - all persons seated from the "center point" back, will evacuate through the emergency rear door. Be sure they understand these instructions.
- 8) Select two of your older and larger students. Request that they always take seats at the rear of the bus. WHEN EVACUATION BECOMES NECESSARY the appointed students are to open the emergency door in the rear - take positions one each side of the door outside and assist students leaving the bus through the emergency rear door.
- 9) Explain to your student - no running, pushing or disorderly conduct - walk briskly a safe distance (at least 100 feet if possible) from the bus to be safe from any explosion that might occur. Listen for instructions.
- 10) Bus drivers do not leave their bus until all students have evacuated.

- 11) To aid in the evacuation of the smaller children - you might want to appoint one of the older students and instruct them to guide the smaller, younger children when exiting.
- 12) During the evacuation drill, start the drill at this point.
- 13) Fire extinguishers should be checked on a regular basis to determine that they will work when needed. They should be placed within the bus so that drivers can easily reach them when needed.

After the driver leaves the bus, he should take his helpers to join other students. The driver should evaluate the evacuation performance, pointing out improvements needed and commending the students on those activities well done. The purpose of this exercise is not to see how fast the drill can be done; the purpose is to train the students to leave the bus safely and in an orderly manner. If a driver feels he/she needs to repeat the drill the following day, please notify the Director of Transportation.

approximately 10 feet to rear of the vehicle.

- 2) Upon a divided highway, one approximately 200 feet to the rear in the center of the lane occupied by the bus, one in the center of lane 100 feet of the rear, and one to rear of the traffic side approximately 10 feet from the bus.

- J) As soon as possible, contact the Transportation Office and notify them of the incident. Remember, if you use the radio, be careful what you say, since our radio frequency is monitored by many of our student's parents and we want to avoid any mis-understanding and panic.

2) Additional Information:

In all cases where there are injuries and/or property damage, a traffic enforcement agency must be notified. Do not leave the scene until released by the investigating officer. In addition, school officials must be notified.

- A) Be careful as to what you say:

- 1) Be calm, cooperative and courteous.
- 2) Do not admit fault on your part.
- 3) Do not accuse the other driver.
- 4) Be accurate and factual when talking to the police.

- B) It is important that the bus driver obtain certain information at the scene.

- 1) Names, addresses, and driver license number of the other drivers involved.
- 2) Name, address, age, seating position, injured or not, of all students on board.
*See packet on bus for information.
- 3) Names and addresses of owners of property damaged.
- 4) License number of vehicles involved.
- 5) Make and model of vehicles involved.
- 6) Name and Address of witnesses.

- 7) Weather conditions.
- 8) Type and condition of road surface.
- 9) Visibility.
- 10) Location and time of accident.
- 11) Position of vehicles or damaged property in relationship to the bus.

- C) Give the operator of the other vehicle or the damaged property owner, complete information concerning your name, address, driver license number, your school district's address, make and model of the bus and general information needed to file an accident report.
- D) Write an accident report immediately after every accident involving damage to the bus or school bus passengers.
- E) Regardless of severity, all accidents must be reported.

3) Accidents Involving Students

If a student is injured on the bus, notify the Transportation Department as soon as possible. Parents will be notified, if so advised by the driver, and the incident will be logged in the Accident/Incident book.

4) Accidents Involving Animals:

- A) If while transporting students, a bus driver injures or kills a small animal, the driver must not stop. Report the incident to the Transportation Department at the first opportunity.
- B) A school bus driver should never swerve or make a hard panic stop to avoid hitting a small animal. The safety and well-being of your passengers and fellow motorists must come first. Should you make an emergency stop or swerve for such a reason, an on bus injury or accident may occur and human suffering could result.
- C) If while driving the bus without students present, the driver kills or injures a small animal, the driver may stop if the route schedule permits and a safe location is available. If you do stop, activate your hazard lights (4-way flashers).

5) Minor Accidents and Body Damage

During the course of driving your routes, you may experience those occasions when you inadvertently hit objects that are on your route. Regardless of how minor the incident or damage may be to your bus or other objects, these accidents must be reported to the Transportation Department. There will be an abbreviated accident form provided for this purpose. This report would also include body damage to your bus due to vandalism, etc. that does not exceed \$100.00.

Section L

Field Trip Procedures and Special Uses of School Buses

FIELD TRIP PROCEDURES AND SPECIAL USES OF SCHOOL BUSES

1) Participation:

- A) All school bus drivers employed as regular drivers are eligible to participate in extra-curricular trips. Sports trips are excluded, as all coaches should have valid school bus driver license. Rosters will be maintained listing those drivers who desire to participate.

2) Substitutes:

- A) Substitute drivers will not be scheduled for the extra trips, except in an emergency or when all full time drivers have refused the trip.

3) How to Sign Up:

- A) Drivers will be given the opportunity to sign up for extra trips at the beginning of each school year and at any time during the school year.
- B) Drivers signing up for extra trips after the school year begins shall not be assigned make-up trips to catch them up to the drivers who have participated since the beginning of the school year.
- C) Drivers who stop participating in extra trips temporarily and then begin again, shall not have make-up trips.

4) Scheduling Procedures:

- A) The names of drivers who desire to participate in extra trips will be placed on a list in alphabetical order. The list will be formed at the beginning of the school year. Trips will be assigned to drivers by using the list as a rotation. However, the driver's regular route, the number of refusals and the availability of substitute drivers may be considered when assigning trips.
- B) Drivers may also sign up to be available to drive emergency trips. Emergency trips are those that a driver has less than forty-eight (48) hours notification of the trip.

- 1) Driving emergency trips will be counted separately from the regular extra trip rotation. An emergency trip does not count as the driver's opportunity to drive an extra trip on the regular rotation.
 - 2) An attempt shall be made to equalize the number of emergency trips each driver is offered. The driver's regular route, the number of refusals, and the availability of substitute drivers may be a consideration in equalizing emergency trips.
 - 3) In the event an emergency driver is covering for a driver who "failed to show" on the regular roster, the "failed to show" driver will not receive a make-up trip.
- C) A driver who turns down an extra trip assignment will forfeit his/her turn on the rotation unless it is turned down due to illness or if the trip would require the driver to miss their regularly scheduled route. He/she will not be rescheduled until the rotation comes back to his/her name.
- D) A driver who repeatedly turns down extra trip assignments for any reason, except sickness, or fails to meet the extra trip assignment (except for mechanical reasons) will be dropped from the roster.
- 1) Repeated turn-downs shall be considered in excess of three (3).
 - 2) Failure to meet extra trip assignments shall be considered in excess of one (1).
 - 3) The driver being dropped from the roster for the above reasons, will be asked to come into the Director of Transportation's Office to sign a memo stating the effective dates and the reason for the suspension.
 - a) The first suspension shall be for a period of one month.
 - b) The second suspension shall be for the remainder of the school year.
 - c) A driver who has been suspended shall not be assigned make-up trips after the suspension is lifted.
- E) In case of trip cancellation, every effort shall be made to schedule the driver on the next available extra trip assignment.
- F) When a driver determines that he/she is unable to take the assigned extra trip, they will either call the Transportation Secretary, and/or return the trip sheet to the Secretary as soon as possible.

G) A driver who is unable to drive his/her regular route due to illness will not be allowed to do an extra trip the same day.

H) Special requests for specific drivers on bus requests from the schools shall not be granted. The rotation system shall be adhered to.

I) Drivers are not authorized to switch trips with other drivers. If a scheduling problem arises, contact the person in charge of assignments.

5) Administration:

Extra-curricular trips will be scheduled as the Transportation Department receives them. Bus Requests sheets will be issued to the driver via the mail box distribution. If you are participating, you are required to check you mail box frequently.

6) Compensation:

A) All compensation for extra-curricular trips will be paid according to the non-instructional contract in effect at the time.

Two bus driver categories will be developed for special trips.

1. Paid bus driver category - Full-time and substitute drivers
2. Volunteers - Volunteers can be citizens from the community, teachers or employees that are not full-time or substitute bus drivers. Volunteers must meet all the federal, state and district requirements to transport students on a school bus.

The sponsor of the trip will select the category and the Director of Transportation will assign the driver. If a volunteer driver is desired, it is the trip sponsor's responsibility to make arrangements with the volunteer. If a paid driver is selected, he/she will be assigned from the appropriate rotating list. The rotating list for paid drivers shall be posted in the bus garage lobby.

A Board approved driver will be paid as follows for special trips: At step 0 of the driver pay schedule per hour, not to exceed 14 hours per special trip, plus expenses (expenses include meals and lodging, if not provided, and any entry fee required) will be paid for time in excess of the five and one half hours regular contractual time.

When a trip interferes with the driver's regular contractual day, he/she may request other leave without pay and then shall be compensated by the sponsoring club at his/her regular hourly rate for up to five and one half hours. Meal expenses will be according to the state food allowance schedule which is

1. \$6.00 Breakfast - before 6:00 A.M. and extends beyond 8:00 A.M.;
\$11.00 Lunch - before 12:00 noon and extends beyond 2:00 P.M.;
\$19.00 Dinner - Before 6:00 P.M. and extends beyond 8:00 P.M.;
2. Hotel expenses will be at the single occupancy rate as receipted. Expenses will be paid on internal account checks from the school center sponsoring the special trip.
- C. Where the Superintendent for special trips assigns paid drivers during contractual time, TDA will be given. Time worked over 5.5 hours will be compensated at the approved rate only for special trips assigned by the Superintendent (e.g. Special Olympics, Brain Brawl).
- D. Paid drivers will be paid on the approved rate for special trips and/or extra trips out of the county beyond the employee's school run according to the payment schedules or \$24.00 per trip, whichever is higher.

Regular drivers shall have priority over paid substitute drivers for extra trips when the Principal and the Director of Transportation approve them.

NOTE:

- 1) Out-of-County drivers may leave the site, for not longer than one hour, to go eat if prior satisfactory arrangements can be made with the person in charge of the students. If an individual abuses the privilege, it may be revoked. Drivers may take one bus from the point of destination under this provision
 - 2) The Non-Instructional Contract will supersede any dollar amounts for driver pay or per diem, which may be different, than that found in this manual.
- 7) **Tolls and Parking Fees:**
- A) Tolls and parking fees will be paid by the sponsoring school.

8) Lead Driver:

- A) On a field trip with more than one bus, a lead driver will be assigned by the Transportation Department to act as a go between with the school personnel and other drivers, for instructions, times, etc.

9) Cleaning of Bus:

- A) Upon returning from an extra-curricular trip you are required to clean the bus you drive, as it may not be your regular route bus.

10) Availability of Field Trip Drivers

While on Field Trips, at least one (1) bus driver will always be available to the group leader for emergencies, etc., unless arrangements have been made with the group leader.

11) Extra-Curricular Student Welcome:

- A) Many students who attend extra-curricular activities do not normally ride a school bus. Some have never ridden and, therefore, are not aware of bus rules and policies. It is your responsibility as a driver to inform your students of what you expect from them. The following is a suggested talk for you to both welcome students aboard and also explain procedures to the students AND chaperones.

"Good morning (afternoon), my name is _____.

Before we get started, I would like to review with you some safety instructions:

- Please use the handrail when boarding or leaving the bus.
- Remain seated at all times while the bus is in motion.
- Keep all objects and parts of the body inside the bus at all times.
- Remain quiet at railroad crossings.
- There is to be no eating, drinking, chewing, or smoking on the bus, either by the students or adult chaperon/teachers.
- Please move immediately away from the bus when you exit.

It is difficult for the driver to see you when you are closer than 6 feet to the bus. If you do not move away from the bus, you are in a danger area.

In case of an emergency, ... (briefly explain evacuation procedures). Also, be aware of the location of the following items:

- The Emergency Exits
- The Fire Extinguisher
- The First Aid Kit
- The Road Reflector Kit
- The Two-Way Radio

- The Emergency Brake

I hope everyone has an enjoyable trip."

Special Uses of School Buses

1) General Requirements

The following shall be observed or the field trip will not be approved:

- 1) A written request stating the date, period away from school, destination, and general purpose of the trip shall be made to the principal at least ten (10) working days prior to the date of the trip.
- 2) The principal, if he/she approves the trip, shall forward the written request for the bus to the Director of Transportation at least seven (7) working days prior to the day of the trip. If not met, the trip will not be approved.
- 3) Any scheduled event that must be rescheduled because of cancellation due to weather, etc. will be allowed to resubmit their request for buses in less than seven (7) working days, provided that previously scheduled events and the availability of buses and drivers permits.
- 4) Extra-curricular events that cannot be scheduled until end of season results are in, season ending tournaments are completed or dates set by the groups governing body will also be exempt from the seven (7) working day bus request. However, request will be honored provided that previously scheduled events and the availability of buses and drivers permits.
- 5) Upon approval of the trip, the teacher in charge shall make all necessary arrangements, including scheduling, financing, chaperons, and student permit statements from parents or the guardian.
- 6) For trips of a non-educational nature, school buses may be used. However, the sponsoring group will pay all expenses.
- 7) A bus driver for a field trip must have a valid CDL with a passenger and school bus endorsements, a valid Medical Examiner's Certificate, and be in the Baker School District Drug and Alcohol Testing Program.
- 8) All field trips must be scheduled by May 1st of each school year and trips will be subject to bus and driver availability. Those programs, such as Extended Day, S.T.A.R.S., etc., shall be exempt from the May 1st deadline.

- 9) All out-of-state trips must be approved by the School Board one-month prior to the trip.
- 10) The Transportation Supervisor, at the end of each nine-week, shall send a statement of the cost to the school for the trip(s) to the finance office with a copy to the principal of the school responsible for payment. The Principal, upon receipt of such statement, shall pay to the School Board the amount due within thirty (30) days. Any payment to a bus driver shall be as prescribed in Section 6A-1.052(3), State Board of Education Rules.
- 11) The expenses for any extra-curricular, non-educational, or in-county trip shall be the sole responsibility of the school and shall be paid from the school's internal account funds and from the funds of the organization making the trip or sponsoring the activity. The hourly rate to be paid the bus driver shall be established annually by the adopted non-instructional contract.

(2) Special requirements

- 1) Educational field trips - Any trip, which is directly related to a unit of instruction being studied by a particular group of students, shall be considered an educational field trip.
 - 1) A field trip, which is taken during regular school hours, will be limited to the Baker County area. Any out of county field trip must be School Board approved. Any such trip shall be scheduled during the school day between the hours of:
8:30 A.M. and 1:00 P.M. for Secondary Schools
9:00 A.M. and 1:15 P.M. for Elementary Schools
 - 2) Special educational field trips may be requested for a Saturday or a holiday, or after 6:00 P.M. on any school day.
 - 3) A list of field trips approved by the School Board shall be on file in the district office for out-of-state trips.
 - 4) Any educational field trips shall be without cost to the students. The cost for such trips shall come from the teacher's/school's budget. Effective July 8, 2008, the fuel rate will be \$2.00 (two dollars) per mile for educational trips.
- b) Extra-curricular trips - Any trip in which the students are performing, competing, or attending required meetings/conferences for their organization or school. The group must be school sponsored.

1. School buses, when available, may be used for extra-curricular trips; provided that the school organization pays for the cost of the driver's salary and expenses at the rate established by the School Board. The principal shall file any request for such a trip on the proper form.
2. To assist in scheduling, the request for the use of buses or athletic trips shall be submitted to the Transportation Supervisor prior to the season for each sport as follows:

Football and Volleyball	September 1
Basketball	November 1
Spring Sports	February 1

3. An organization attending a required meeting/conference must attach an agenda to the travel request.
- 3) Non-educational trips - Any trip, which is for either a reward or recreational nature. The group must be school sponsored.
1. School buses, when available, may be used for non-educational trips; provided, that the school organization pays for both the cost of the driver's salary and expenses at the rate established by the School Board, and fuel used for the trip. The principal shall file any request for such a trip on the proper form.
 2. Effective July 8, 2008, the rate will be \$4.00 (four dollars) per mile.
- 4) In-county trips - Any trip which is confined to the Baker County area.
1. School Buses, when available, may be used for in-county trips; provided, that the school organization pays for both the cost of the driver's salary and expenses at the rate established by the School Board, and the fuel used for the trip. The principal shall file any request for such a trip on the proper form.
 2. The Board shall pay the fuel for in-county trips if the trip is between cost centers, or for the purpose of competing, performing, or attending an organizations required meeting/conference.

5) Summer program transportation

1. The Superintendent shall assign buses and drivers for the summer programs to any school center.
2. School buses, when available, may be used for approved trips on the basis of a cost to be paid by the school in the same amount as for extra-curricular trips during the regular school term

6) All out-of-state trips must be approved by the School Board one-month prior to the trip.

7) Where an extra-curricular trip or any other school-approved trip warrants travel in a vehicle operated by a commercial line, approval shall be obtained from the Superintendent prior to the trip being taken. The request must be made to the Superintendent at least 10 working days prior to the trip.

8) The following rules shall apply to any special use of a school bus for school trips:

1. Only a regularly employed bus driver approved by the Transportation Supervisor, or a special driver fully qualified and approved by the School Board may be used for special trips.
2. Scheduling of a bus for a special trip shall be the responsibility of the Transportation Supervisor and such a trip shall in no way alter, interfere with, or disrupt the operation of a regular bus route carrying students to and from school.
3. It shall be the responsibility of the principal of each school to provide chaperons for each scheduled special trip and to see that chaperones are properly instructed in the rules governing transportation prior to departure with special emphasis on behavior and safety rules. At least one chaperone on each bus shall be a member of the instructional staff unless otherwise approved by the principal. A paid substitute will be provided for that one chaperone. Any additional instructional staff going on the trip needing a substitute will be required to take personal leave. Non-instructional staff going on trips which are not in their assigned area will also be required to take personal leave.
4. No unauthorized person shall be permitted to ride a bus on a field trip or an extra-curricular trip. An approved chaperon shall be considered to be an authorized passenger. Children of chaperons will not be permitted to go on trips unless they are participants in activities.

5. All rules and regulations set forth in these policies shall apply to all special trips.
6. A notarized written permission and medical form signed by the parent or guardian on each student participating in a special trip shall be on file in the office of the principal of the participating school and shall be in the possession of the instructional person in charge of the special trips while on the trip.
7. The principal of the school shall be responsible for the handling of the collection for damages due to vandalism on a special trip in which the school participates.
8. Any school bus used for an extra-curricular, educational, or non-educational field trip shall be operated on the highways in strict compliance with all laws and regulations of the State Board of Education and the School Board as follows:
 1. All rules relating to student responsibilities shall be enforced.
 2. Drivers shall always drive at a safe speed on all streets or highways and never in excess of legally posted speed limit. The minimum speed on all highways which comprise a part of the National and Defense Highway and have no less than four lanes shall be forty (40) miles per hour. No school bus shall exceed the maximum speed limits provided in this paragraph.
9. The bus driver of the special bus trip shall clean the bus after each trip and shall have the bus in proper order for the regular school bus route the following morning.
10. Luggage, band instruments, ice boxes, or any package or material shall not be piled or placed in the aisle, stacked higher than the back of a bus seat, or placed in the entrance/exit of the bus.
11. Large boxes, packages or band instruments shall be secured in such a way that a sudden stop would not cause the package to move and possibly cause injury to a passenger.
12. When a special trip is scheduled to return after the regular bus run, the bus may not be used to make a special bus run to return students to their homes.

Section M

Communicable Disease/Aids

COMMUNICABLE DISEASE/AIDS

INFORMATION FOR EMPLOYEES:

1) What is AIDS?

AIDS is caused by a virus called HTLV-III or HIV. This virus attacks the immune system, the body's natural defense against disease. Damage to the immune system leaves the body vulnerable to secondary illnesses that can be fatal.

2) How is HIV Transmitted?

HIV is spread through practices or activities which involve direct contact with an infected person's blood or body fluids. There is documented evidence that blood, semen, breast milk, cervical and vaginal secretions of infected persons can transmit HIV virus through direct contact with blood or mucous membranes. Although HIV virus has been isolated in the laboratory from tears and saliva, there is not evidence to date of transmission of the virus from either of these. Congenital transmission from infected mothers to newborns is the most frequent means of HIV virus infections in children.

3) High Risk Practices for Transmission of HIV Virus Infection Are:

- A) Sharing of contaminated needles.
- B) Transfusion of contaminated blood or blood products.
- C) Sexual contact with an infected person.
- D) Congenital transmission from an infected mother to her newborn.

THERE IS NO EVIDENCE OF HIV VIRUS TRANSMISSION BY ANY OTHER MEANS.
ALL OTHER CONTACTS ARE LOW RISK, INCLUDING ALL TYPES OF "CASUAL
CONTACT".

4) There is no evidence that the HIV virus can be spread by the following:

- A) Occupying the same room with an infected person.
- B) Touching or hugging an infected person.
- C) Non-sexual body contact, such as sports.
- D) Coughing or sneezing by an infected person.
- E) Shaking hands with an infected person.

- F) Sharing bath or toilet facilities with an infected person.
- G) Eating a meal at the same table with an infected person.
- H) Traveling in the same vehicle with an infected person.
- I) Sleeping in the same room with an infected person.
- J) Using the telephone touched by an infected person.
- K) Eating food prepared by an infected person.
- L) Wearing clothing used by an infected person.
- M) Swimming in a pool or other water with an infected person.
- N) Working next to or with an infected person on a continuing basis.

REMEMBER - ALWAYS to wash your hands after coming in contact with blood or body fluids.

5) **Procedures for Preventing the Spread of Communicable Disease:**

All transportation employees will use the following procedures. These guidelines are meant to provide simple and effective precaution against the spread of communicable disease. The body fluids of all persons should be considered potentially infectious. The term "body fluids" includes blood, semen, and drainage from scrapes and cuts, feces, urine and vomit.

6) **Blood, Stool, Urine and Vomit:**

- A) Locate emergency supplies which includes paper bag, gloves, paper towels, and a plastic bag. Paper towels will be on the bus as a supply item. Other emergency supply items will be in a paper bag. Review the gloving technique so that you will be prepared in the event that an emergency occurs which will require you to handle blood, stool, urine, or vomit.
- B) If the student is bleeding, vomiting, etc., give him paper towels and tell student to press it to the wound, catch the vomit, etc.
- C) Collect needed supplies quickly, paper bag containing gloves, plastic bag.

- D) Quickly place plastic bag inside of paper bag, let the plastic bag drape over the outside edges of the paper bag.
 - E) Put on gloves to catch the soiled items and give aid to the student. Throw soiled towels, etc., in the plastic bag.
 - F) Clean body fluid spills, soiled materials, etc., with your gloves on. Put soiled items into plastic bag.
 - G) Gloves should be worn while cleaning up. Use bleach solution (1 part bleach to 10 parts water) for any disinfection.
 - H) Remove the gloves in the following manner:
 - 1) Grasp palm.
 - 2) Pull gloves off toward fingers
 - 3) Throw soiled gloves in plastic bag.
 - 4) Remove the remaining glove, run the un-gloved first finger under the cuff, pulling the inside out toward the fingertips. The inside is clean, so you can touch that part with un-gloved hand to remove it. Put the soiled glove in the plastic bag.
 - I) To close the plastic bag, (make sure all soiled items are in it) run your hands underneath the bag. Tie it at the top and keep it inside the paper bag. Roll top of paper bag over and dispose of properly.
 - J) Spray bottles of pre-mixed bleach solution will be maintained in Transportation Department. Contact shop manager if you need to spray parts of your bus (seats, floor, etc.).
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Section N

Baker School District

Drug Testing Procedures

BAKER SCHOOL DISTRICT
DRUG TESTING PROCEDURES

PURPOSE:

This drug and alcohol testing program is authorized by and being implemented in order to meet and comply with the Omnibus Transportation Employee Testing Act of 1991, regulations of the Federal Highway Administration contained in 49 CFR parts 40 and 382, et al, and Section 234.091, Florida Statutes. Further, this testing program will affirm a "zero tolerance" for alcohol and drug use in safety sensitive situations.

DEFINITIONS:

PRE-EMPLOYMENT APPLICANTS: Any person who is applying for any Baker County School District employment, in which the position applied for requires the person to hold a CDL and/or a Medical Examiner's Certificate (effective November 15, 1994), work in a safety sensitive situation and will require the applicant will drive any Board owned/leased vehicle.

PRE-TRAINING PERSONS: Any person who is enrolled in bus driver training or CDL training and will be required to drive a Board owned/leased vehicle on a public road.

PRIMARY EMPLOYEES: Any person who is a Baker County School District employee, who's primary employment requires that they perform safety sensitive duties, and who is required to possess a CDL and/or a Department of Education license to Drive a School Bus or Medical examiner's Certificate (effective November 15, 1994) in order to drive any Board owned/leased vehicle. (The area of primary employees will include all contracted drivers and substitute drivers.)

SECONDARY EMPLOYEES: Any person who is a Baker County School District employee, who's primary employment does not require that they perform safety sensitive duties as a regular part of their job, and who is required to possess a CDL and/or a Department of Education License to Drive a School Bus or Medical Examiner's Certificate (effective November 15, 1994) in order to drive any Board owned/leased vehicle.

VOLUNTEER DRIVERS: Any person who is not a Baker County District employee but is required to possess a CDL and/or a Department of Education License to Drive a School Bus or Medical Examiner's Certificate (effective November 15, 1994) in order to drive any Board owned/leased vehicle, and who is listed on a School Board's approved Volunteer list.

ALCOHOL: Any beverage, mixture or preparation including any medication or product containing alcohol.

CONTROLLED SUBSTANCES AND/OR DRUGS: Any illegal drug or substance that includes, but not limited to, marijuana, amphetamines, opiates, phencyclidine (PCP), and cocaine.

REASONABLE TIME: The time required for the notified primary employee, secondary employee, volunteer driver, non-employee, pre-employment applicant or pre-training person to travel from the notification site to the designated collection site.

ACCIDENT: For the purpose of post-accident drug and alcohol testing, an accident will be when:

1. There is a fatality as a result of the accident.
2. The driver of the Board owned/leased vehicle is given a traffic citation and a person is required to be taken away from the accident scene in order to receive additional medical attention.
3. The driver of the Board owned/leased vehicle is given a traffic citation and a vehicle is towed from the scene of the accident. (A vehicle towed from the scene due to the loss of a headlight or flat tire is not applicable to this definition.)
4. There is any property damage to either the Board owned/leased vehicle and/or any other vehicle or property, and a law enforcement officer is called to the scene of the accident.

CDL: A State of Florida Commercial Drivers License that is being used by the driver for the purpose of driving a Board owned/leased vehicle in a safety sensitive situation.

NAADAC: National Association of Alcoholism and Drug Abuse Counselors

SCOPE

This program will apply to all primary employees, secondary employees, volunteer drivers, pre-employee applicants, trainees and non-employees who are required to have a CDL for the purpose of driving for any reason or at any time, a Board owned/leased motor vehicle in a safety sensitive situation.

GENERAL STATEMENTS AND RULES

PROHIBITED BEHAVIORS:

All persons required to possess a CDL in order to drive or operate a Board owned/leased vehicle in a safety sensitive situation will not:

1. Report to the safety sensitive duty while under the influence of controlled substances and/or drugs or alcohol.
2. Use or consume alcohol four (4) hours before reporting to the safety sensitive duty.
3. Use, consume or become under the influence of controlled substances and/or drugs or alcohol while on duty in the safety sensitive situation.
4. Use or consume alcohol within eight (8) hours after any accident occurring while the driver was in a safety sensitive situation.

Any primary employee who exhibits any of the prohibited behaviors may be subject to termination. Any secondary employee or volunteer driver who exhibits any of the prohibited behaviors will no longer be allowed to drive any board owned/leased vehicle, and secondary employees may be subjected to termination.

MEDICAL REVIEW OFFICER CONTACT

Any person covered under this drug and alcohol testing program will be required to contact the Medical Review Officer as soon as possible, not to exceed 24 hours, after being notified of the request from the Medical Review Officer for this contact.

~~PREScribed MEDICINES~~

It is the responsibility of all persons in this testing program to notify their doctor(s) of their duty in a safety sensitive situation and to assure that any medicines prescribed by the doctor(s) will not cause them any adverse effects while performing in safety sensitive situations.

DRUG AND ALCOHOL TEST RESULTS

All drug and alcohol test results will be kept on file in the Transportation Department and will be considered medical records and not open to the public.

TESTING OF SPLIT SAMPLES

The testing of any split sample must be done by a lab that is certified by the Department of Health and Human Services.

SUBSTANCE ABUSE PROFESSIONAL(S)

Any employee who requires the services of a Substance Abuse Professional must use a Substance Abuse Professional that has been approved by the School Board and has NAADAC certification.

PREVIOUS EMPLOYEE TEST RESULTS

All pre-employment applicants will be required to sign off for access to previous alcohol drug test(s) results from previous employers as a condition of employment. These test results will be requested of those previous employers who are required to do drug and alcohol testing under the Federal High Way Administration and Omnibus Rules and Regulations.

SUBSTITUTE AND HOURLY REIMBURSEMENT

Any primary or secondary employees who are required to take a random or reasonable suspicion alcohol or drug test will be provided a substitute as needed. The primary or secondary employee will be placed on Temporary Duty leave for the purpose of the random or reasonable suspicion testing. Compensation for drug testing that requires drivers to stay beyond

Any primary or secondary employee requiring follow up testing or Substance Abuse Professional evaluations in order for the employee to return to safety sensitive duty must take either personal leave charged to sick leave, sick leave or leave, without pay for the purpose of this return to work testing or evaluation.

Any primary employee contracted for 5 1/2 hours per day will be paid their hourly wage for the time that the testing will take. Those drivers contracted for 8 hours per day will be paid their hourly wage for the time of testing, if the time testing requires them to exceed their contracted 8 hours.

LONG STANDING APPOINTMENTS

Bus drivers and substitute drivers who may have to make long range appointments for doctors, dentist, etc, will be asked to write the dates of these appointments in a calendar book to be located in the secretary's office. This will help in finding those dates for testing that will not conflict with long standing appointments.

Any driver or substitute that refuses to take a drug and/or alcohol test because of a long-standing appointment not found in the appointment book will be considered to have refused the drug and/or alcohol test.

NON-SCHOOL USE OF SCHOOL BUSES

Due to the restrictions and limitations placed on drivers and the district by the federally and state mandated drug and alcohol testing program, only primary employees, secondary employees, and volunteer drivers, as defined above will be allowed to drive any Board owned/leased school bus.

Groups and organizations outside the school system will be required to use only primary employees, secondary employees or volunteer drivers for trips that involve school buses. The cost of the driver for the required trip will be negotiated between the organization and the driver.

TESTING

IMPLEMENTATION

This drug and alcohol testing program will become effective January 1, 1995. The School Board will contract testing services from an outside firm, which has testing facilities that meet the requirements set in the Omnibus Transportation Employee Testing Act of 1991 and in accordance with the Federal Highway Administration, 49 CFR, Parts 382, 391, 392, and 395, to administer this testing program.

All primary and secondary employees, volunteer drivers and non-employees who drive Board owned/leased motor vehicles will be placed into a pool for the random alcohol and/or drug testing. The primary and secondary employees, volunteer drivers and non-employees placed into the testing pool will be offered training prior to the implementation of this program.

The type of testing this program will provide:

1. Post-accident testing required due to an accident as defined in this policy.

(The alcohol testing following a traffic accident will be performed within two (2) hours after accident. Testing for controlled substances will be performed within thirty-two (32) hours following the accident. If the test for alcohol cannot be performed within eight (8) hours following the accident, or the test for controlled substances cannot be performed within thirty-two (32) hours of the accident, the Director of Transportation will be required to maintain a record stating the reasons

(*why tests were not promptly administered.*)

2. Pre-employment testing, where the applicant must pass drug and alcohol tests prior to having their name submitted to the School Board for approval.
3. Pre-training testing, where the trainee must pass a drug and alcohol test prior to being allowed to drive a Board owned/leased vehicle on a public highway.
4. Random testing, which will cover all primary and secondary employees, volunteer drivers, and non-employees that drive Board owned/leased vehicles. The percentage of the employees randomly tested will be no less than the percentage stated by the Federal Highway Administration and Omnibus Transportation Employee Testing Act of 1991.
5. All persons covered by this testing program may be subject to drug and alcohol testing without notice if reasonable suspicion of alcohol and controlled substances use exists as provided for in the FHWA Regulations.
6. Return to work testing, where the primary employee has been absent from their driving duties for a period of more than ten (10) consecutive days for any reason.

All persons tested will be tested for alcohol and controlled substances as defined above.

TESTING NOTIFICATION

1. Pre-employment testing and pre-training testing will be scheduled by the Director of Transportation with the contracting testing agency. All pre-employment applicants must take and pass the drug and alcohol test before their names will be submitted to the School Board. All trainees must take and pass the drug and alcohol test before they will be allowed to drive a Board owned/lease vehicle on public roads. All pre-employment applicants and pre-training persons will have a reasonable time as defined above to report to the collection site.

The pre-employment applicant and/or pre-training person will be required to sign that they have received written notification of their selection for drug and alcohol testing. A copy of this form will be kept on file.

2. In the area of random testing, the Director of Transportation will provide the contracted testing company with a list of all primary and secondary employees and volunteer drivers to be tested. The contracted testing company will provide the Director of Transportation with a monthly list of those primary and secondary employees, and volunteer drivers to be tested. The Director of Transportation will notify the selected employees and volunteer drivers of their selection. Those selected to be tested will have a reasonable time as defined above to report to the collection

site.

The primary and secondary employee and volunteer driver will be required to sign that they have received written notification of their selection for drug and alcohol testing. A copy of this form will be kept on file.

3. In post-accident testing, the drug and alcohol testing will occur as soon as possible after any accident, as defined in the definitions section above. Should the accident occur while on a field trip outside the district, the district in which the accident occurs will provide a collection point location. Phone numbers for district contacts and emergency contacts in case of accident will be placed on each bus, along with an emergency collection kit.

It will be the responsibility of the driver to notify the Transportation Department of any accident and also to take what ever steps are needed to meet the post-accident testing procedures.

4. Reasonable suspicion testing may occur when a supervisor or designee outside the bargaining unit, who has been trained in accordance with the requirements, of FHWA Regulations shall require a driver to submit to an alcohol or drug test when the employer has reasonable suspicion to believe that a driver has violated the prohibitions contained in the FHWA Regulations.

Reasonable suspicion must be based on documented objective facts and circumstances which are consistent with the long- and short-term effects of alcohol or substance abuse including but not limited to physical signs and symptoms, appearance, behavior, speech and/or body odor.

The required observations for alcohol and/or controlled substance reasonable suspicion testing shall be made by a supervisor or designee who has been trained for at least 60 minutes on alcohol misuse and an additional 60 minutes on controlled substance misuse.

**FAILURE OF THE EMPLOYEE TO SUBMIT TO ANY REQUIRED
DRUG OR ALCOHOL TEST IS CONSIDERED A POSITIVE TEST
RESULT IN ACCORDANCE WITH FHWA REGULATIONS.**

TESTING PROCEDURES

The procedures for testing any primary or secondary employee, volunteer driver, non-employee, pre-employment applicant, or pre-training person for drugs and/or alcohol will follow the procedures found in the Federal Highway Administration, 49 CFR, part 40 and carried out by the contracted certified lab.

Testing for alcohol may occur before, during, or after the period of time that the person being tested is in a safety sensitive situation.

TEST RESULTS

Upon notification by the contracted testing company, the Director of Transportation will notify the primary or secondary employee, volunteer driver, employment applicant or trainee of the test result(s). The primary or secondary employee, volunteer driver, employment applicant or trainee who tests positive for the use of controlled substances, will have the right to ask that the split sample be tested by another lab. The Substance Abuse and Mental Health Services Administration and the Department of Health and Human Services must approve this lab.

CONSEQUENCES OF POSITIVE DRUG AND ALCOHOL TEST:

1. Pre-employment Applicants:

1. Any pre-employment applicant who test higher than .00 and less than .02 on a breath alcohol test given by the contracted lab will not be considered for employment by the School Board in a safety sensitive situation until the pre-employment applicant can provide test results from a follow-up breath alcohol test that are .00. The follow-up test with a test result of .00 must be taken at least 24 hours after the primary test and before the pre-employment applicant will be considered for employment.
- b. The School Board will not employ any pre-employment applicants who test .02 or higher for alcohol or test positive for controlled substances.
- c. Any employee applicant who fails to report for testing within the one (1) hour prescribed time limit or alters the test in any way will not be hired by the School Board regardless of the test results.

2. Pre-training Persons

- a. Any pre-employment applicant who tests higher than .00 and less than .02 on a breath alcohol test given by the contracted lab will not be allowed to drive any Board owned/leased vehicle on public roads until the pre-training person can provide test results from a follow-up breath alcohol test that are .00. The follow-up test with a test result of .00 must be taken at least 24 hours after the primary test and before the pre-training person will be allowed to drive a Board owned/leased vehicle on a public road.
- b. Any trainee who tests .02 or higher for alcohol or tests positive for controlled substances will not be allowed to drive any Board owned/leased vehicle on any public road and training for this person will be terminated immediately.
- c. Any trainee who fails to report for testing within the one (1) hour prescribed time limit or alters the test in any way will have their training terminated immediately regardless of the test results.

3. Random Testing for Alcohol:

Primary Employees

- a. Any primary employee who has a breath alcohol test with a result that is higher than .00 and less than .02 will be required to stand down from any safety sensitive duty for a period of 24 hours. The primary employee will be placed in non-safety sensitive duty for the 24-hour stand down period. In order to return to the safety sensitive duty, the primary employee will be required to produce results from a return to work alcohol test, from a certified lab, that is .00. If the primary employee fails to bring in a test result of .00 after the 24 hours stand down, the primary employee will be required to take either personal charged to sick leave, sick leave, or leave without pay.
- b. Any primary employee with a test result between .02 and .039 for alcohol will be required to stand down for 10 days without pay. Before being allowed to return to work in the safety sensitive situation, the primary employee will be required to be evaluated by an approved Substance Abuse Professional, provide an evaluation from the Substance Abuse Professional clearing the primary employee, and a return to work breath alcohol test with a result of .00. Failure on the part of the primary employee to provide the required Substance Abuse Professional evaluation and breath alcohol test result of .00 will result in the primary employee being put on leave without pay until the evaluation and test results can be provided.

- c. A second alcohol test with a test result of .02 or higher will result in the primary employee being placed on suspension until termination by the School Board.
- d. Any primary employee with a breath alcohol test of .04 or higher will be placed on suspension until termination by the Board.

Secondary Employees or Volunteer Drivers

- a. Any secondary employee or volunteer driver who has a breath alcohol test with a result that is higher than .00 and less than .02 will be required to stand down from any safety sensitive duty for a period of 24 hours. The secondary employee or volunteer driver will be placed in non-safety sensitive duty for the 24-hour stand down period. In order to return to the safety sensitive duty, the secondary employee or volunteer driver will be required to produce results from a return to work alcohol test, from a certified lab, that is .00. If the secondary employee or volunteer driver fails to bring in a test result of .00 after the 24 hours stand down, the secondary employee or volunteer driver will not be allowed to drive a Board owned/leased vehicle in a safety sensitive situation.
- b. Any secondary employee or volunteer driver with a test result between .02 and .039 for alcohol will be required to stand down for 10 days from any safety sensitive situation. Before being allowed to return to work in the safety sensitive situation, the secondary employee or volunteer driver will be required to be evaluated by an approved Substance Abuse Professional, provide an evaluation from the Substance Abuse Professional clearing the secondary employee or volunteer driver, and a follow up breath alcohol test with a result of .00. Failure on the part of the secondary employee or volunteer driver to provide the required Substance Abuse Professional evaluation and breath alcohol test result of .00 will result in the secondary employee not being allowed to drive any Board owned/leased vehicle in a safety sensitive situation with pay until the evaluation and test results can be provided.
- c. A second alcohol test with a test result of .02 or higher will result in the secondary employee or volunteer driver no longer being allowed to drive any Board owned/leased vehicle in a safety sensitive situation.
- d. Any secondary employee or volunteer driver with a breath alcohol test of .04 or higher will be placed on suspension until termination by the Board.

4. Random Testing for Controlled Substances:

- a. Any employee that tests positive for controlled substances will be placed on leave, with pay, until termination be the School Board. Substitute bus drivers who test positive for controlled substances will be terminated immediately.
- b. Any volunteer driver who tests positive for controlled substances will no longer be allowed to drive any Board owned/leased vehicle.

5. Post Accident Testing for Alcohol:

Primary Employees

- a. Any primary employee who has a breath alcohol test with a result that is higher than .00 and lower than .02 will be placed on suspension until action is taken by the School Board.
- b. Any primary employee with a test result higher than .02 will be placed on suspension until termination by the school board.

Secondary Employees or Volunteer Drivers

- a. Any Secondary employee or volunteer driver who has a breath alcohol test with a result that is higher than .00 will no longer be allowed to drive any School Board owned/leased vehicle. Secondary employees may face disciplinary action, including termination, by the School Board.

6. Random Testing for Controlled Substances:

- a. Any primary employee that tests positive for controlled substances will be placed on leave, with pay, until termination be the School Board. Substitute bus drivers who test positive for controlled substances will be terminated immediately.
- b. Any secondary or volunteer driver who tests positive for controlled substances will no longer be allowed to drive any Board owned/leased vehicle. Secondary employees may face disciplinary action, including termination, by the School Board.

7. Failure to Report to Collection/Testing Site:

- a. Any primary employee, including substitute drivers, that does not report to the collection site in a reasonable time of notification or refuses to take a drug or alcohol test for any reason will be considered to have failed the test and will be placed on suspension, until termination by the School Board.
- b. Any secondary employee or volunteer driver that does not report to the collection site in a reasonable time after notification or refuses to take a drug or alcohol test for any reason will be considered to have failed the test and will no longer be allowed to drive a Board owned/leased vehicle.
- c. Any pre-employment applicant or pre-training person that does not report to the collection site in a reasonable time after notification or refuses to take a drug or alcohol test for any reason will be considered to have failed the test and will no longer be allowed to drive a Board owned/leased vehicle.

Payment of Test(s) and Evaluation(s)

The school Board will pay for the following test(s):

1. Random alcohol breath test for all primary and secondary Baker County School District employees in the testing pool.
2. The primary random test for controlled substances for all primary and secondary Baker County School District employees in the testing pool.
3. Post accident alcohol and controlled substance testing.
4. Reasonable suspicion test.

The school will pay for the following test:

1. Random alcohol breath test(s) for all volunteer drivers for that school.
2. The primary random test for controlled substances for all volunteer drivers for that school.

(The employee, both primary and secondary and the volunteer driver will pay for the following test(s) and evaluation(s):

1. Any test for the split sample after the primary random sample.
2. Any return to work test(s) for breath alcohol, for the purpose of returning to safety sensitive duty.
3. Any evaluation(s) by a Substance Abuse Professional for the purpose of returning to safety sensitive duty.

Pre-employee applicants will pay for all tests before being hired by the Board.

All persons in training programs which involve driving Board owned/leased vehicles on public roads will pay for all tests prior to driving Board owned/leased vehicles on public roads.

Section O

Safe Driver Plan

SAFE DRIVER PLAN

INTRODUCTION:

Statistics indicate the School Board can significantly reduce the potential for injuries and lawsuits by initiating a plan that assures we do not hire or allow any person to drive a bus who does not have an acceptable driving record. Persons who have poor driving records will not be hired to drive a school bus for the Baker School District.

PLAN:

In order to qualify for and remain employed by the Baker District School Board, every bus driver must establish and maintain an overall driving record which exemplifies careful driving habits and meets the criteria prescribed by this plan. The Director of Transportation or Designee is responsible for monitoring all driving records, and all bus drivers will be required to report the following to the Director of Transportation or Designee:

1. All accidents and violations in which they are involved as the driver of a school board owned/leased vehicle.
2. All accidents and violations in which they are cited or charged as the driver of non-school owned/leased vehicles.
3. All evidence of damage to assigned vehicle(s).
4. Suspension or revocation of drivers license. No driver shall be allowed to drive a vehicle belonging to or leased by the Baker School District without proper license or when such as license is under suspension or revocation.

Failure to report as required above, or making false misleading report(s), may be grounds for termination of employment.

Drivers shall not be assigned points until court action is taken. The effective date of the points assigned shall be the date of the first meeting following the date of the conviction.

For monitoring purposes, driving records will be checked by using the bi-annual driver records check, required by the Department of Education and the, "exceptions report" which is provided the Transportation Department on a weekly basis.

EFFECTIVE DATE:

The effective date of the Safe Driver Plan and Program will be the date of School Board approval of the plan.

APPLICATION:

This plan will be applicable to all those employees who are listed on the District's Drug/Alcohol Testing Program pool and prospective school bus drivers. No primary employee, as defined in the Drug/Alcohol Testing program, will be terminated based on his/her driving record prior to the original effective date of this plan which is 6/01. Points accrued during the last three years of the prior Safe Driver Plan carry over with this plan. Prospective employees (drivers) will not be hired if, according to this plan, they have more than five points in the last year or more than ten points in the last three years, or convicted of DWI, DUI, or DUBAL in the last seven years. If an employee is terminated as a driver due to his/her driving record, and desires re-employment he/she may reapply for employment and will be considered under the prospective employee criteria. If a driver is terminated due to excessive points, he/she may be considered for employment in a non-driving position.

No secondary employee or volunteer driver, as defined in the Drug/Alcohol Testing Program, whose driving record does not meet the point criteria described in the previous paragraph will be allowed to drive a bus, after the original effective date of this plan.

THE DISTRICT IMPOSED POINT SYSTEM:

The driving record of all Baker School District bus drivers (primary employees, secondary employees and volunteers) will be reviewed at least twice annually. The Transportation Director shall assign points as convictions occur according to the following schedule. A driver involved in a single accident or event and convicted for more than one violation will receive no less than the maximum points assigned to the highest violation category.

VIOLATION CATEGORIES	MAXIMUM POINTS TO BE ASSIGNED
1. Conviction of driving while impaired (DWI), driving under the influence (DUI), or driving with unlawful blood alcohol level (DUBAL) will result in mandatory recommendation for termination as a driver	10
2. Speeding 15 MPH or less over the posted limit	3
3. Speeding more that 15 MPH over posted limit	4

4.	Careless driving	4
5.	Reckless driving	4
6.	Failure to observe stop sign	4
7.	Failure to observe red light	4
8.	Failure to observe traffic instruction sign	1
9.	Operating without a valid driver's license or improper (revoked, suspended, etc.) license	10
10.	Improper lane change	4
11.	Failure to have vehicle under control	4
12.	Crossing private property to avoid traffic light or stop-sign	2
13.	Driving on wrong side of road	2
14.	Improper turn	2
15.	Failure to yield - entering through highway	4
16.	Failure to yield - right of way	4
17.	Improper backing	2
18.	Following too close	2
19.	Improper passing	4
20.	Leaving the scene of an accident	10
21.	Failure to stop at railroad crossing (when you are required to do so)	5
22.	Fleeing or attempting to elude police officer	10
23.	Failure to observe any other established driving law. Points will be established 0-10 by the Director using the above schedule as a guide.	0 to 10
24.	Not at fault	0
25.	Unable to determine	0
26.	Any accident indicating evidence of driver negligence, results in injuries, causes damage to vehicles or property, or	0 to 10

demonstrates unsafe driving practices, may be charged in this category. These points are in addition to points accumulated from categories 1-25.	
--	--

An accumulation of points shall result in the following administrative action:

Number of Points	Time Period	Primary Employee Action	Secondary Employee Action	Volunteer Driver Action
1-2 points within	12 month period	verbal warning/ corrective action	verbal warning/ corrective action	verbal warning/ corrective action
1-4 points within	12 month period	documented warning and/or corrective action	documented warning and/or corrective action	documented warning and/or corrective action
5-6 points within	12 month period	1 day suspension without pay	1 day suspension from driving	1 day suspension from driving
7-9 points within	12 month period	3 day suspension without pay	3 day suspension from driving	3 day suspension from driving
10 points within/ or any violation resulting in the suspension of CDL	12 month period	termination of employment as a driver	will not be allowed to drive school owned/ leased vehicle	will not be allowed to drive school owned/ leased vehicle
15 points within/ or any violation resulting in the suspension of CDL	24 month period	termination of employment as a driver	will not be allowed to drive school owned/ leased vehicle	will not be allowed to drive school owned/ leased vehicle
20 points within/ or any violation resulting in the suspension of CDL	36 month period	termination of employment as a driver	will not be allowed to drive school owned/ leased vehicle	will not be allowed to drive school owned/ leased vehicle

ADMINISTRATION:

This plan will be administered by the Transportation Director. Using this plan, the director will:

1. Determine if an incident was preventable in accordance with the definition found in the National Safe Driver Award Rules and Guidelines. A preventable accident is "any occurrence involving an employer owned or leased vehicle which results in property damage regardless of who was injured, what property was damaged, to what extent, or where it occurred, in which the driver in question failed to do everything reasonable to prevent it.
2. Determine positive corrective actions to be taken.
3. Review any convictions for driving violations.
4. Assess points in accordance with the attached schedule to this plan.
5. Acting in accordance with the *Agreement Between the Baker County School District and the Baker County School Related Personnel Association, FEA*, a driver may be suspended with or without pay for just cause.

The Director of Transportation or Designee shall establish a schedule for review of driver records. An employee has the right to appeal assessment of points and/or administrative actions relating thereto in accordance with the District and *Agreement Between the Baker County School and the Baker County School Related Personnel Association, FEA*.

Each employee shall be given an opportunity to read this plan and have all his/her questions answered. Each employee shall sign a form indicating that he/she has read this plan.

**BAKER DISTRICT SCHOOL BOARD
TRANSPORTATION DEPARTMENT
SAFE DRIVER PLAN COMMITTEE**

Driver's Name _____

On _____ I reviewed your vehicle accident or citation which
occurred on _____

The following actions are to be taken:

Violation Category	Points Possible	Points Assigned

Comments:

The driving record of all persons who drive Board owned/leased vehicles and are required to be in the District's Drug/Alcohol Testing Program will be reviewed at least twice annually. Points will be assigned as convictions occur according to the following schedule. A driver involved in a single accident or event, but convicted for more than one violation, will receive a minimum of the points in the one category receiving the highest number of points.

An accumulation of points shall result in the administrative action(s) as found in the district's Safe Driver's Plan, which is found in the Baker School District Transportation Department Standard Operating Procedures and School Bus Procedures.

An employee has the right to appeal assessment of points and/or administrative actions in accordance with the *Agreement Between the Baker County School District and the Baker County School Related Personnel Association, FEA*.

Signature, Transportation Director Date

Signature, Employee Date

Section P

DISTRICT OWNED MULTI-PURPOSE VEHICLES

DISTRICT OWNED MULTI-PURPOSE VEHICLES

USE OF DISTRICT OWNED MULTI-PURPOSE VEHICLES:

District owned multi-purpose vehicles will be used for the following purposes:

1. The primary use of District owned multi-purpose vehicles will be for the transporting of handicapped students to and from Duval County, when practical.
2. The picking up of equipment and parts for the Transportation Department.
3. The transporting of District personnel to meetings and conferences.
4. The transporting of small groups of students, not to exceed five (5) to activities which take place outside of Baker County.

USE OF MULTI-PURPOSE VEHICLES:

Any Baker County School Board employee wishing to use a District owned multi-purpose vehicle must turn in a completed Bus Request at least seven working days prior to the date that the multi-purpose vehicle will be needed. Use of the District owned multi-purpose vehicle will be based on availability of the multi-purpose vehicles on the requested date(s). If a District owned multi-purpose vehicle is needed for transporting special needs students, for any reason, all previously scheduled use of the District owned multi-purpose vehicles for those dates will be canceled.

GENERAL GUIDELINES:

1. A Trip Log sheet will be given to the driver of any trip using a District owned multi-purpose vehicle. This Trip Log will be for listing the starting and ending odometer reading. This Trip Log sheet must be turned in upon return of the multi-purpose vehicle to the Transportation Office.
2. Any trip using a District owned multi-purpose vehicle to transport students will require the driver to complete a standard ☐ Pre-Trip ☐ form prior to the trip. Those items not applicable to a multi-purpose vehicle should be marked ☐ N/A ☐.
3. All riders, including the driver, must use the seat belts found in the District owned multi-purpose vehicles while the multi-purpose vehicle is in motion.
4. There should be no more passengers in a District owned multi-purpose vehicle than there are seat belts. (At no time should more than seven (7) people, including

the driver, be transported in the District owned multi-purpose vehicle. The passenger front seat *may not be occupied by a student.*)

5. At the conclusion of any trip, it is the driver's responsibility to clean the interior of the District owned multi-purpose vehicle, prior to its return to the Transportation Department.
6. There shall be **NO SMOKING** at any time in a District owned multi-purpose vehicle.
7. The reimbursement for a trip using a District owned multi-purpose vehicle will be the same as the reimbursement for using a school bus.

DRIVER'S REQUIREMENTS FOR DRIVING MULTI-PURPOSE VEHICLES:

TRIPS INVOLVING STUDENTS:

Any use of a District owned multi-purpose vehicle which involves the transporting of students will require the driver to meet all Bus Driver qualifications including having a current, valid CDL, with a Passenger Endorsement and "S" endorsement; a current Medical Examiner Certificate; be actively engaged in the District's drug and alcohol testing program; and be up to date in the required Inservice hours for Bus Drivers.

TRIPS NOT INVOLVING STUDENTS:

Any use of a District owned multi-purpose vehicle, which involves the transporting of non-students, will require the driver to have a current valid drivers license. A copy of the driver's valid drivers license will be kept on file in the Transportation Office.

Baker School District Transportation Department

544 Baker Bus Drive
Macclenny, Florida
32063

Phone (904) 259-2444

Fax (904) 259-9173

July 11, 2022

Sherri Raulerson

Superintendent

Baker County District Schools

270 South Boulevard East

Macclenny, Florida 32063

Dear Superintendent Raulerson,

I am requesting permission for the Baker County Transportation Department and its drivers to have permission to cross into Georgia in times of emergency. This access to using Georgia roads will help in alleviating lengthy times of wait in the occurrence of accidents or other unforeseen circumstances. The drivers will understand the policy of this being for emergencies only and that it may only be done through the Director of Transportation or the Transportation Manager prior approval.

Respectfully yours,


Pamela D Taylor

Director of Transportation
Baker County School District



Baker County Public Schools

Title I and Special Programs District Office

312 South Boulevard East
Macclenny, Florida 32063
(904) 259-6776



July 11, 2022

Sherrie Raulerson, Superintendent
Baker County School Board
270 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

I respectfully request that the Baker County School District English Language Learners (ELL) Plan for 2022-2025 be placed on the July 25, 2022, School Board Meeting Agenda for review and approval. A copy of the plan is attached.

If you or any of the board members have any questions, please contact me.

Sincerely,

A handwritten signature in cursive script that reads "Traci Wheeler".

Traci Wheeler
Director of Accountability and Special Programs



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

DIVISION OF PUBLIC SCHOOLS
Highest Achievement...Every Student, Every Day.

June 30, 2022

Ms. Traci Wheeler
Director of Accountability and Special Programs
Baker County School District

Dear Ms. Wheeler,

The English Language Learner (ELL) Plan for Baker County School District has been approved for implementation. This approval applies from July 1, 2022, through June 30, 2025. The approved plan must be implemented as approved. The plan may be revised through an amendment; however, such a revision may not be implemented until the amendment has been approved by the Florida Department of Education. Amendment requests may be emailed to SALA@fldoe.org.

Please share this approval letter with your district's leadership team and other interested personnel. Thank you for your continued commitment to student achievement through language acquisition. If you have any questions, please feel free to contact me.

Sincerely,

Arlene Costello

Arlene Costello, Ed.D.
Bureau Chief, Student Achievement – Language Acquisition
Florida Department of Education
325 West Gaines Street Suite 1324
Tallahassee, FL 32399
850-245-0628 Office


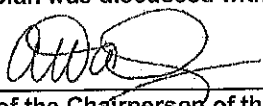
Baker County School District English Language Learners (ELL) Plan 2022-2025

Contact Person: Traci Wheeler
LEA: Baker County School District
Email: traci.wheeler@bakerc12.org
Phone: 904-259-6776

Original signatures on Signature Pages are to be submitted to:

Bureau of Student Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turlington Building
 Tallahassee, Florida 32399-0400

FDOE INTERNAL USE ONLY


(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Baker County School District	Traci Wheeler, Director of Accountability and Special Programs	904-259-6776 traci.wheeler@bakerc12.org
(4) MAILING ADDRESS: Title I and Special Programs Office 312 South Boulevard East Macclenny, Florida 32063		(5) PREPARED BY: (If different from contact person)
(6) CERTIFICATION BY SCHOOL DISTRICT		
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.		
I, Sherrie Raulerson , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.		
 Signature of Superintendent or Authorized Agency Head		<u>2/14/2022</u> Date Signed
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
Name of Chairperson representing the District ELL PLC: Everett Murphy		
Contact Information for District PLC Chairperson: Mailing address: 270 South Boulevard East, Macclenny, FL 32063		
E-mail Address: Everett.murphy@bakerc12.org Phone Number: 904-259-6251		
Date final plan was discussed with PLC: February 10, 2022		
 Signature of the Chairperson of the District PLC		<u>2/14/2022</u> Date Signed by PLC Chairperson

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in *Castañeda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Plyler v. DOE*, 1982;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, **Sherrie Raulerson**, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.



Superintendent's Signature

2/14/2022

Date Signed

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

REGISTRATION: Upon registration in a Baker County Public School, a Home Language Survey (HLS) is completed for all Pre-K* through grade 12 students as the first step in identifying a potential ELL (English Language Learner) student. (Pre-K students are not addressed for formal ELL services until entry into kindergarten. Pre-K students are flagged for possible services in kindergarten.

Upon completion of the Student Enrollment/Registration form, the school Data Processor enters in the District student database all student demographic information, including native language, country of birth, immigrant student and date of entry into a US school, provided by parent/guardian during the registration process.

How do LEA procedures compare to those followed for non-ELLs?

The same procedure is completed for all students, non-ELLs and ELLs. At the time of registration, all parents/guardians complete a Student Enrollment/Registration form at their child's school, which contains the Home Language Survey:

- (a) Is a language other than English used in the home?
- (b) Did the student have a first language other than English?
- (c) Does the student most frequently speak a language other than English?

If any of the three questions are answered "yes", the school's ESOL contact is notified by the registrar and the student is administered the WIDA Screener within first twenty days of school.

Into what languages are the Home Language Surveys translated?

English and Spanish

How does the LEA assist parents and students who do not speak English in the registration process?

Provisions to communicate in the home language of parents and students will be implemented using school personnel in the District, if possible. Where available, community language facilitators can also assist with translating or interpreting registration documents, as well as transportation and other pertinent school information. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian's home

language may be utilized to facilitate communication between the parties. Home communication forms including, but not limited to, report cards and periodic progress reports will be provided in the student/parent/guardian's home language, unless clearly not feasible. Documentation of all communication with the parent/guardian(s) should be maintained in the student's ELL folder.

How do you identify immigrant students?

Immigrant students are identified through the registration process. The term immigrant children and youth means individuals who:

- (A) are ages 3 through 21; and
- (B) were not born in any State, the District of Columbia or Puerto Rico; and
- (C) have not been attending one of more schools in any one or more States for more than three (3) full academic years.

Based on this definition, the student's immigrant code is Y and data element number is 131785.

How is Date Entered US School (DEUSS) obtained in the registration process?

At the time of registration, parents complete the Home Language Survey, as well as questions regarding birth date of student, country of birth, and the DEUSS date---the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system-data element 197237.

Double click the icon below to access the LEA's Registration Form with HLS.



Baker Registration
Form with HLS.pdf

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA?

ESOL Coordinator, ESOL School Designee, School Counselor or Instructional Coach

1. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA and procedures followed to determine if a K-12 student is an ELL.

WIDA Screener

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

Each school's ESOL/ELL designee is responsible for coordinating or actually testing, grading assessments, and recording the ELL data. If feasible, students with affirmative answers should be administered the WIDA Screener on the first day of registration. If not feasible, students with an affirmative answer to question #1 only (Is a language other than English used in the home?), should be identified as a temporary ELL student and can be placed in a basic class. The WIDA Screener should be administered within 20 days to determine appropriate placement. Students with affirmative answers to more than one question are identified as temporary ELL students and assigned to qualified ELL personnel. These students should also be evaluated for English proficiency within 20 days through administration of the WIDA Screener. All students who are not proficient on the Listening and Speaking L/S assessment qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the (L/S) assesment are determined as non-ELL (ZZ). Students in grades 3-12 who score proficient in L/S are then administered a reading and writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment.

Not testing within the required timelines would only occur for circumstances beyond the LEA's control (i.e., student illness, excessive absences), the period is extended for an additional 20 days and parents are notified in writing in their native language, if feasible.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA and procedures followed to determine if a student is an ELL in grades 3-12.

WIDA Screener

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

Students in grades 3-12 who score proficient in L/S are then administered a reading and writing assessment, as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment.

Not testing within the required timelines would only occur for circumstances beyond the LEA's control (i.e., student illness, excessive absences), the period is extended for an additional 20 days and parents are notified in writing in their native language, if feasible.

2. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

The ELL Committee utilizes the criteria from the Florida Consent Decree, I.B.2 survey, I.C.1, and I.C.2. for entry placement. The ELL Committee may determine a student to be ELL or not to be ELL according to consideration of home language survey, test results, and at least two of the following;

- 1) Extent and nature of prior educational/social experiences; and student interview;
- 2) Written recommendation and observation by current and previous instructional/support services staff;
- 3) Level of mastery of basic competencies or skills in English and heritage language; according to local, state or national criterion-referenced standards,
- 4) Grades from current or previous years;
- 5) Test results other than the entry assessments.

ELL students who meet criteria for Exceptional Student Education must have an IEP (Individual Education Plan). The necessity of the student having an IEP does not negate the need for students to also have an ELL plan. Both plans should be coordinated to best serve the needs of the student with accommodations made as necessary. The IEP must be reviewed at least annually with parent notification documented in accordance with Federal, State, and District policies. The ELL plan should be reviewed at this time also.

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

Programmatic Assessment of all potential ELL students is conducted prior to placement in the ESOL/ELL program. Steps are taken to determine the academic level(s) of the student independent of the student's English language proficiency. Comprehensive parent/guardian/student interviews, students might be assessed for skills and school-readiness competencies in addition to English language assessments, and review of

prior school records should be used in determining the appropriate grade placement of ELL students. Academic success is to be monitored to ensure that accurate placement decisions were made. All decisions regarding ELL student Programmatic Assessment and academic placement must be documented in the appropriate section of the student's ELL folder.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Per 6A.6.0902 section 3 part b, "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States." Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible.

Students must have documentation of completed courses in order to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experiences. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

Students are then placed by the ESOL/ELL School Designee and School Administration based on the available information and age/grade appropriateness. The Guidance Office continues to follow any leads for prior school records. All official transcript review determinations are captured in our student information database. For High School credit, determinations are made to match, as closely as possible, courses taken in other countries, to courses within the Course Code Directory in order to award credits toward graduation requirements. For example, Spanish I taken in Mexico will count toward English I high school credit, since language arts standards would have been taught, not Foreign Language standards. English taken in Mexico as a foreign language can be transferred as a foreign language waiver.

The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken may be transferred as waivers.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

Students are placed by the ESOL/ELL School Designee and School Administration based on the available information and age/grade appropriateness. The Guidance Office continues to follow any leads for prior school records. All official transcript review determinations are captured in our student information database.

Per Rule 6A-6.0902, the school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. The final approval of course credit review is verified by the school principal.

1. Interview parents regarding the student's previous schooling
2. Generate a general profile of the student using target questions such as:
 - a. What grade was the student in during the previous year?
 - b. What courses did the student take?
 - c. How did the student perform in the prior school setting?
 - d. At what age did the student start school?
 - e. What is the total number of years the student has been in school?
 - f. Was the student ever retained?
 - g. Were there excessive absences or special circumstances affecting achievement?
3. Check the age of the student to determine approximate grade placement.
4. Administer placement tests to assess student's academic skills.

School counselors receive training periodically throughout the school year on transcript evaluation resources, such as acceptable websites and guides. When school staff have questions or need clarification, they will contact the District ESOL Office.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll. Specify the length of time between the ELL's withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Students who re-enroll in our District or come from another Florida school district will automatically be placed in the same ELL status/program as time of withdrawal unless review of prior school records support a different status. If a review of prior school records indicates a change in status with proper exit or re-entry criteria, the student will be classified accordingly and be monitored.

Any ELL student who has been absent longer than 18 academic weeks with no intervening assessments will be assessed within 20 school days to verify current placement. An ELL Committee will be convened to develop the Student ELL Plan. The original student data, including DEUSS stays the same.

Students from other countries are assessed within 20 days and a DEUSS is determined, along with entry classification data.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

Students identified as ELL are assigned to classes taught by teachers who have the ELL endorsement or are in the process of attaining the ELL in-service requirements for their grade level/subject area. The student's teacher(s), with assistance from the ELL committee as needed, develops the most appropriate programming to meet the student's needs. Information from the Programmatic Assessment Checklist will also be utilized while planning and providing the ELL student's instruction. Consideration will be given to insure equal access to all programs in the district. Appropriate accommodations will be provided in the instructional programming to assist the student in achieving the Florida State Standards Benchmarks and will be documented in the ELL Plan. This plan is included in the ELL folder.

All ELL plans are updated as needed and reviewed annually through the ELL Committee meeting with the invited parent. Assessment data (includes state test), class performance, grades and academic proficiency are considered when conducting the

review. The documentation of the recommendation of the annual review is part of the student ELL folder. The School ESOL/ELL designee is responsible for updating this folder.

An ELL student plan is developed with input from the guidance counselor, classroom teacher(s), and administrator (or designee) and other interested participants. The guidance counselor or designated ELL contact, along with the classroom teacher(s), is responsible for completing the student ELL plan.

The plan will reflect the student's instructional program or schedule designated by the Program 130 code which will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as initial WIDA Screener scores and current state assessment data is included on the ELL plan.

The plan will be updated annually at the beginning of the school year and when services change and must reflect the most current ELL plan and service. It will be updated annually and maintained in the student information system and/or cumulative record folder.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Florida State Standards and NGSSS benchmarks and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade. School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELL students document the ESOL/ELL strategies used for each lesson in their plan book.

The elements of the student plan will include the student's name, date of entry, and current ACCESS for ELL scores and state assessment data. The plan will reflect the student's instructional program of 130, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the WIDA Screener. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

Double click the icon below to access LEA's Student ELL Plan.



Baker ELL Student
Plan.pdf

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

- ☐ Sheltered English Language Arts
- ☐ Sheltered Core/Basic Subject Areas
- ☒ Mainstream-Inclusion English Language Arts
- ☒ Mainstream-Inclusion Core/Basic Subject Areas
- ☐ Maintenance and Developmental Bilingual Education
- ☐ Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Mainstream Inclusion. Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned to the appropriate Sunshine State Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade. School Site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence may be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELL students document the ESOL/ELL strategies used for each lesson in their plan book. ELLs in mainstream-inclusion Language Arts and core subject areas receive comprehensible instruction through ESOL strategies, supplemental materials and language support in classes with both ELLs and non-ELLs.

Teachers must have the appropriate training requirements, document ESOL strategies and monitor ELLs language acquisition progress.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained on the student record system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. Equal access evidence will be observed by school site administrators through classroom visits, lesson plans and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy.

Furthermore, ELLs cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Teachers can use alternative assessments, portfolios and native language assessments to determine if content standards have been met. School-based administrators, guidance counselor and district staff are responsible for monitoring and ensuring comprehensible instruction.

How does the LEA determine if the instructional models are positively affecting student performance?

ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELL. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model may be considered.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The district ELL Coordinator serves as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual paraprofessionals regarding equal access to all programs and services for ELLs.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Teachers' lesson plans document instructional strategies for ELL students. Evidence may be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELL students document the ESOL/ELL strategies used for each lesson in their plan book. Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned to the appropriate Florida State Standards, Next Generation Sunshine State Standards, and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade.

Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, in order to target specific weaknesses identified by the ACCESS for ELL, WIDA Screener, FSA, EOC and SAT10. Instructional strategies are further monitored through detailed notes on classroom observations and teacher interviews, and individualized student support and data from STAR and/or i-Ready.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

All teachers of ELL students document the ESOL/ELL strategies used in their lesson plans. School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence may be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned to the appropriate Florida State Standards, Next Generation Sunshine State Standards, and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade. Additional ESOL support materials are available for classroom teacher utilization. The LEA monitors ELL progress by reviewing ELL plans, assessment data, and meeting with the ESOL Coordinator/ Administrator.

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans that are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the Copeland Teacher Evaluation System

School administrators, counselors and ESOL designee will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

- A. Reviewing of the student's grades in all subject areas.
- B. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools.
- C. Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.
- D. Classroom observations

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

School administrators will meet with the teacher(s) of ELL students to ensure equal access. Classroom observation and teacher interviews will be conducted, as well as instructional material evaluation for the purpose of monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL staff also conducts monitoring visits and provides modeling and curriculum development support.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? (Check all that apply)

- ☒ Student Portfolios
- ☐ Other Criterion Referenced Test (Specify) _____
- ☐ Native Language Assessment (Specify) _____
- ☒ LEA/school-wide assessments(Specify) STAR and/or i-Ready
- ☐ Other (Specify) _____

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)?

☒ Yes Please provide a link to the LEA's Student Progression Plan with specifics to ELLs highlighted.

Double click the icon below to access the LEA's Student Progression Plan.



2021-2022 Student
Progression Plan.Flt

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

Per the district student pupil progression plan, page 4, ELLs who have been enrolled for less than two years of instruction (based on DEUSS) in an ELL Program are exempted from mandatory third grade retention for good cause. Parents are notified and informed about the Good Cause Exemption by their school's ESOL Coordinator/Administrator.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

ELLs cannot be retained based solely on his/her language proficiency. Promotion and retention of ELL students is based on measurements of the student's ability to read, write, and perform mathematical functions, not whether the ability is shown in English or in the student's home language. The ELL Committee reviews the student's entire portfolio and assessments of the student's academic ability to determine if the student should be retained or promoted. The committee makes a recommendation to the principal.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

The District Assessment Director, along with the MIS director, generate and disseminate digital rosters of all ELLs who will be assessed at the school sites, as well as, guidelines and materials that school-based testing supervisors use to cross reference and ensure that all ELLs are appropriately assessed. Train-the-trainers workshops provides for testing supervisors who, in turn train all school-based personnel who will administer assessments to ELLs with a specific emphasis on testing accommodations. A designated school counselor is the testing supervisor at the schools. The District Assessment Coordinator provides recording documents for schools to maintain and document ELL accommodations, as well as procedural policies and accountability data.

ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests may be offered the accommodations. However, the exact combination of accommodations to be offered to any particular student shall be individually determined, considering the needs of the student and recommendations of the student's team. Accommodations for ELLs in the administration of FSA, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

The LEA informs all schools of which students are required to participate in statewide content area assessments and ACCESS for ELLs assessment.

The District Testing Coordinator is responsible for informing each school's administration, school ESOL/ELL Designee and testing coordinators of the ELL statewide requirements. The school's ESOL/ELL Designee is responsible for all required testing to be addressed in the ELL Student Plan and for monitoring the proper administration. School ESOL/ELL Designee and testing coordinators notify parents and answer any questions they may have regarding state assessments and allowable accommodations.

The District Testing Coordinator is responsible for training each school's administration, school ESOL/ELL Designee and testing coordinators of the ACCESS for ELLs and other applicable statewide assessments including allowable accommodations, proper documentation, security agreements, seating charts, and any other required to properly serve our ELL students.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ESOL Director works with the District Assessment Coordinator, school-based assessment coordinators and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.

The ESOL teacher ensures that the accommodations for statewide assessment which are indicated in the Test Administration Manual and include flexible setting, flexible scheduling, flexible timing, and the use of the English-to-Heritage language dictionaries are offered. Additionally, these accommodations may be used within the ESOL classroom and with regular classroom assessment. The parents are notified of the different testing accommodations in a letter sent by the ESOL school designee. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:

Students coded LY by the first day of the ACCESS for ELL test administration window are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12: Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher. Alternate ACCESS for ELLs is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a teacher.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

School counselors
School-based testing administrators
ESOL school designee
Teachers administering assessments

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

A testing calendar is available on the district's website. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting during testing.

Parents are notified of outcomes on assessments through individualized student score reports, which indicates the performance level of the student, as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, and results.

The LEA uses the English and Spanish Parent Notification Letters for all State Assessments provided by the Bureau of K12 Assessment which are then customized and printed on school letterhead. If other languages are required, the LEA seeks assistance from other school districts that may have the letters in the needed language or pays a translation service to provide the letter, if feasible.

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

For students in grades 1-2, the language proficiency level on the ACCESS for ELLs 2.0 assessment for language proficiency must be a 5.0 overall composite score or greater and at least a 4.0 in all four individual domains.

For students in grades 3-12, the following benchmarks must be met to consider student exit from the district's ESOL program. Students' language proficiency level on the ACCESS for ELLs 2.0 assessment for language proficiency must be a 5.0 composite score or greater and at least a 4.0 in all domains and Level 3 or above on FSA ELA.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- ☒ School/LEA based testing administrator
- ☒ ESOL Teacher/Coordinator
- ☒ Other (Specify) Guidance Counselor/School ESOL Designee

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

The School ESOL/ELL designee, with assistance from the student's ELL committee, will conduct annual reviews of the ELL student's progress and academic program. Documentation of monitoring is maintained in the ELL folder. Any ELL student's ELL committee members may request the reconvening of the ELL committee to review the student's progress in attaining subject area competencies, mastery of the Florida State Standards or overall achievement.

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers and support staff is considered and placement decisions made. An ELL Committee may recommend that the student be exited from the program with consideration of other data than statewide assessment such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results other than the entry assessments

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

Although ELLs usually exit the ESOL program when exit criteria is met through assessment, ELLs can be referred for exit at any time during the school year. Since ACCESS for ELLs and FSA ELA data is normally used as the instruments to make the exit decisions, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an ELL committee decision based on a current data analysis and student evaluations. A current listening, speaking, reading, and writing English proficiency assessment will be given, as well as review of report card grades, benchmark test scores and portfolio data. Stakeholder input from parents, teachers and support staff will also be requested.

All schools in our District use inclusion model ESOL/ELL strategies, therefore the student could remain in the same classes utilizing the current recommendations. The ESOL/ELL school designee updates the reclassification and exit information on the student's ELL folder, completes the appropriate sections of the ELL folder with the assessment data used to determine eligibility to exit the ESOL/ ELL Program, and provides the school data processor with required exit data to update our Skyward Student database. The exit code will be L, and the student code will change from LY to LF.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs? Classroom teachers, ESOL Designee, School Counselors

Updating the student ELL plan? ESOL Designee, School Counselors, Data processors

Reclassification of ELL status in data reporting systems? ESOL Designee, School Counselors, and School/District MIS staff

- A. The student's progress is monitored on an on-going basis for eight grading periods and is documented on the ELL folder at four specific times after exiting: first report card after exit date; second report card after exit; first year exit date (four complete grading periods) and second year after exit date (eight complete grading periods). Classroom teachers evaluate student's performance based on classroom observations, grades, and/or tests results and report this information to the ESOL/ELL designee who documents the results in the ELL folder.
- B. At the end of the two-year monitoring process, if the student's academic performance is satisfactory, the student's ELL code is changed from LF to LA. The school data processor will be provided the data information.

What documentation is used to monitor the student's progress? (Check all that apply)

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☐ Teacher Input
- ☒ Other (Specify) _____

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

The performance of former ELLs (LF) will be reviewed to ensure academic progress.

Per Consent Decree guidelines, reviews will occur as specified below:

1st report card after exiting the ESOL program;
at the end of the 1st semester;
at the end of the first year; and
at the end to the second year.

If the student's performance is unsatisfactory, the ESOL/ELL designee convenes an ELL committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL/ELL Program. If the student re-enters the Program all post-reclassification information is documented in the student's ELL folder.

The procedures followed when the academic performance of former ELLs is not on grade level is:

- a) Student is referred to the ELL Committee.
- b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and language acquisition proficiency.
- c) ELL Committee may determine that the student continues in the regular program.
- d) ELL Committee may determine that the student needs to be reclassified as an ELL, coded LY and re-entered into the program or be referred for further evaluation.

The ESOL Designee or school counselor is responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the district student database and ensuring the appropriate placement after the student has been assessed. Original student data stays the same. The student may be reported in the ELL program for an additional year, or extended annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district beyond the six years of state ELL program funding.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

ESOL Teacher/Coordinator. Student progress is monitored in the ESOL folder and is based on the targeted skills identified during initial testing, ACCESS for ELL and academic assessment. Assessment results and targeted skills are kept in the ESOL folder and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ESOL Designee, ELL teacher or school counselor.

Teacher training records are monitored for compliance with ESOL requirements by the district-level personnel or certification specialist.

Student ELL plans and schedules are updated annually and monitored by the ESOL administrator to ensure that ELLs are being provided the appropriate program 130.

Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

ELL plans are available on the district's website. All schools inform ELL parents of the District ELL Plan as well as informing the District Parent Advisory Council (DPAC/PLC). Parents may request copies of the ELL Plan at any time. Although the District ELL Plan is in English, bilingual school district staff will help translate components of the plan.

How does the LEA ensure that schools are implementing the District ELL Plan?

District ESOL administrators responsible for implementation of the District ELL Plan meets with school-based administrators at each school to make certain that appropriate instructional practices and procedures are in place. The District conducts meetings and in-service for the ESOL/ELL School Designees to assist in proper implementation of our District ELL procedures.

The District ensures that schools are implementing the District ELL Plan by requiring all schools to notify of any and all ELL student services. The District monitors data reporting, periodically reviews ELL Plans, has frequent contact with the ESOL/ELL School Designee, and makes visits to the school sites for observation of implementation of ELL plans. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the district plan is discussed during District Parent Advisory Council (DPAC/PLC) meetings, where parent input and feedback is encouraged.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

For children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders and monitored by Title I. All letters, as well as all home-school communication must be provided to parents in a language that they can understand unless clearly not feasible.

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

Provisions to communicate in the home language of parents and students will be implemented using school personnel in the District if possible. If a local translator is not available at the time of the registration and/or all other times needed, efforts will be made to schedule an over-the-phone translator knowledgeable in the parent/guardian's home language, if feasible.

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parents/guardians home language, i.e. pre-recorded messages with time sensitive information sent directly to the parents/guardians phones, information interpreted at school functions and community venues. Translation services, specifically in less commonly spoken languages, are also provided through third-party providers, university personnel and community volunteers.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

All district schools hosts various events throughout the school year to involve parents, including Open House, AR Family Reading Nights, FSA Family Night, Safety and Drug

Prevention Awareness. In addition, District Parent Advisory Council (DPAC/PLC) meets quarterly to ensure that ELL parents' needs and concerns are being addressed. The district ESOL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies, to provide additional services that may include English Language classes and assistance with immunization and healthcare information.

Each school and the District offer multiple opportunities for parental and community involvement. Provisions to communicate in the home language of parents and students will be implemented using school personnel in the District if possible. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian's home language may be utilized to facilitate communication between the parties. Home communication may be provided in the student/parent/ guardian's home language, unless clearly not feasible.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply):

- ☒ Results of language proficiency assessment
- ☒ Program placement
- ☐ Program delivery model option(s)
- ☐ Extension of ESOL instruction
- ☐ Exit from ESOL program
- ☐ Post-reclassification of former ELLs monitoring
- ☐ Reclassification of former ELLs
- ☐ State and/or LEA testing
- ☒ Accommodations for testing (flexible setting)
- ☒ Annual testing for language development
- ☐ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change
- ☒ Invitation to participate in an ELL Committee Meeting
- ☐ Invitation to participate in the Parent Leadership Council (PLC)
- ☐ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- ☐ Free/reduced price lunch
- ☐ Parental choice options, school improvement status, and teacher out-of-field notices
- ☐ Registration forms and requirements
- ☐ Disciplinary forms
- ☐ Information about the Florida Standards and the English Language Development (ELD) Standards

- ☐ Information about community services available to parents
- ☐ Information about opportunities for parental involvement (volunteering, SAC)
- ☐ Report Cards*
- ☐ Other (Specify) _____

***If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.**

Because of our limited number of ELLs, our report cards are only available in English, but bilingual staff will assist teachers in interpreting grades and student expectations. Provisions to communicate in the home language of parents and students will be implemented using school personnel in the District if possible. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian's home language may be utilized to facilitate communication between the parties.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- ☒ LEA Level
- ☐ School Level

Please address the functions and composition of the PLC:

A District Parent Advisory Council representing parents of ELL students has been formed. Representatives from each school and the parent/ guardian(s) of all ELL students are invited annually by the Director of Accountability and Special Programs to become members of the council.

The role of the District Parent Advisory Council may include, but not be limited to the following:

1. assisting with the development of the District's ELL plan;
2. reviewing and approving the ELL plan prior to its submission to the Department of Education;
3. assisting with the educational programming for the ELL students;
4. promoting parent involvement;
5. participating in the development of meaningful student/parent activities; and
6. facilitating program awareness activities.

Due to the small number of ELLs in our district, there are no current ELL parents that are members of our District Parent Advisory Council (DPAC) but other district staff serve as advocates for our ELLs.

When the District's ELL student enrollment warrants the development of a separate council specifically for parents of ELL students, a majority of its membership will consist of ELL parents, when feasible. This council will assist with the development and implementation of the Baker County School District's ELL plan, will be consulted prior to the submission of the plan to the Department of Education, and also participate in the duties of the District Parent Advisory Council.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

At this time, the District has less than twenty ELL students from six different school locations. The parents are invited to participate in the District Parent Advisory Council (DPAC), but none have taken a position on the council. Currently the DPAC does have district staff that serve as advocates for our ELL students.

When the District's ELL student enrollment warrants the development of a separate council specifically for parents of ELL students, a majority of its membership will consist of ELL parents, when feasible. This Council will assist with the development and implementation of the Baker County School District's ELL plan, will be consulted prior to the submission of the plan to the Department of Education, and also participate in the duties of the District Parent Advisory Council.

How does the LEA involve the PLC in other LEA committees?

The District Parent Advisory Council develops an environment that encourages two-way communication between the home and the school and meets quarterly, to discuss issues that promote school involvement and provide parents with leadership training and opportunities to be represented on existing school and district advisory councils. District Parent Advisory Council members are actively involved in School Advisory Committees, Textbook Adoption Committees, ELL District Plan Committee, as well as, ad hoc school-based committees.

How is the LEA PLC involved in the development of the District ELL Plan?

The role of the District Parent Advisory Council may include, but not be limited to the following:

1. assisting with the development of the District's ELL plan;
2. reviewing and approving the ELL plan prior to its submission to the Department of Education;
3. assisting with the educational programming for the ELL students;
4. promoting parent involvement;
5. participating in the development of meaningful student/parent activities; and
6. facilitating program awareness activities.

Parental and district ELL advocate feedback is encouraged and will be addressed. Upon completion of the review by the members of the DPAC, the Chairperson signs and approves the District ELL Plan.

The Director of Accountability and Special Programs shall provide opportunities for leadership and other training to the parent/guardian(s) of ELL students. This training shall include information concerning the District's ELL program and parental involvement opportunities. The parent/guardian(s) shall also be offered the opportunity to be trained in ways to help improve their child's acquisition of English and in ways to assist their child in meeting the challenging State academic content achievement standards.

The Director of Accountability and Special Programs shall provide opportunities for leadership and other training to the parent/guardian(s)

Does the LEA PLC approve of the District ELL Plan? ☒ Yes ☐ No

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Personnel who will be the primary providers of English or Language Arts and reading courses to an ELL must be appropriately certified for the ESOL teaching assignment. Teachers can be in compliance through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment. Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300 hour in-service of: a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation. Teachers may also pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training may be used and documentation is maintained in the teacher's personnel file. The District Certification Specialist will assist personnel who have completed the requirements for the ESOL Endorsement, through preservice, to file for the ESOL Endorsement through the Bureau of Educator Certification. The District Certification Specialist will assist Staff who have passed the ESOL K-12 subject area exam and individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification. The ESOL endorsement must be added to existing teaching certificate. Teachers following

these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

All new teacher postings indicate requirement of ESOL training within a limited time. The District ESOL Designee is on every school's pre-planning agenda to inform of requirements, timelines, training opportunities, and contacts for more information. The Executive Director of Teaching and Learning regularly informs personnel of all training opportunities, including ESOL. The District ESOL Designee along with District HRMD verify ESOL training and/or certification status. All school administration is provided training on the requirements and notified of all personnel's ESOL status. The teachers' IPDP reflect any outstanding ESOL training needed and is monitored by the school administration.

The District ESOL Designee along with District HRMD verify ESOL training and/or certification status. All school administration is provided training on the requirements and notified of all personnel's ESOL status. School administration monitors all their staff for meeting training and/or certification requirements and verifies ESOL status with District HRMD.

The District HRMD keeps track of all in-service, endorsement, and certification additions using our Master ESOL List. Per in-service protocol, the school level administration must pre-approve and then verify completion of in-service. The Master ESOL list is updated and verified additions are given to the appropriate school administration for their records and use.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

All new teacher postings indicate requirement of ESOL training within a limited time. The District ESOL Designee is on every school's pre-planning agenda to inform of requirements, timelines, training opportunities, and contacts for more information. The Executive Director of Teaching and Learning regularly informs personnel of all training opportunities, including ESOL. The District ESOL Designee along with District HRMD verify ESOL training and/or certification status. All school administration is provided training on the requirements and notified of all personnel's ESOL status. The teachers' IPDP reflect any outstanding ESOL training needed and is monitored by the school administration.

Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy,

teachers are not considered out of field and no notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The District ESOL Designee is on every school's pre-planning agenda to inform of requirements, timelines, training opportunities, and contacts for more information. The Executive Director of Teaching and Learning regularly informs personnel of all training opportunities, including ESOL. The District ESOL Designee along with District HRMD verify ESOL training and/or certification status. All school administration is provided training on the requirements and notified of all personnel's ESOL status. The teachers' IPDP reflect any outstanding ESOL training needed and is monitored by the school administration.

All instructional staff are notified of training requirements and opportunities by District Staff email notifications and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators by email who, in turn notify teachers. The district ESOL certification specialist is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels. The process is documented through NEFEC TRACK electronic files and maintained in the teacher's personnel file.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

The Principal reports Category I teachers who are out of field to the Certification Specialist of the Human Resources Department who are then reported to the School Board for approval. A letter notifying parents of out of field status is sent to ELL parents in native language, unless clearly not feasible. Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

The District has rarely had to place an ELL student with any teacher who does not meet the required ESOL training. If this did happen, the parents would receive immediate notification that the teacher was out-of-field for ESOL. The notice would give an anticipated date the teacher would meet the required ESOL training. The teachers' IPDP reflect any outstanding ESOL training needed and is monitored by the school administration. Category I teachers are considered out of field until the ESOL endorsement or certification is completed. Districts may claim weighted FTE 130 for English and content teachers is (Category 1 and 2) if teachers are within the required training timeline.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

The LEA notifies school administrators of the 60-hour ESOL training requirements and secures the appropriate on-line training opportunities through The Schultz Center or The Northeast Florida Educational Consortium. NEFEC and Schultz Center provide certificates of completion of the ESOL training. The ESOL Designee along with the Human Resources Department are responsible for coordinating, issuing, and monitoring the notifications of the training for school-based administrators. Administrators, including principals, assistant or vice principals, school-based curriculum and behavior supervisors have three years from school leadership assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented NEFEC TRACK electronic records and maintained in the personnel file.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

The LEA notifies school counselors of the 60-hour ESOL training requirements and secures the appropriate on-line training opportunities through The Schultz Center or The Northeast Florida Educational Consortium. NEFEC and Schultz Center provide certificates of completion of the ESOL training. The ESOL Designee along with the Human Resources Department are responsible for coordinating, issuing, and monitoring the notifications of the training for school counselors. School counselors have three years from assignment to complete the 60 hours, but prior ESOL coursework may be used. The process is documented through Skyward in-service electronic files and maintained in the personnel file.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

The District ESOL Designee is on every school's pre-planning agenda to inform of requirements, timelines, training opportunities, and contacts for more information. During this pre-planning meeting, the District ESOL Designee references the English

Language Development Standards and contacts for best practices. If any supplemental professional development needs are identified, then the District ESOL Designee will schedule desired professional development.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

Not applicable.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

We do not have 15 or more ELLs speaking the same language at a school site at this time. In the event we do, we would require that the bilingual paraprofessional is highly qualified and is proficient in English and in the students' language. Bilingual paraprofessional applicants must have an AA/AS degree or pass the ParaPro test. They must be fluent in English and in the appropriate native language as determined by interview, district screening and/or an oral and written exam. The job description will include but is not limited to: participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; actively participate in developing the student plan; assisting the ESOL School Designee and the ESOL Teacher with native language support; working with small groups of students, under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

Teachers provide on the job training for their paraprofessionals to ensure that instruction is comprehensible, as well as school and district-based training opportunities. The Teacher training would be documented in the Paraprofessionals' Individual Professional Development Plan and captured in NEFEC TRACK Inservice records.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

Although we do not have any bilingual paraprofessionals, if needed in the future

applicants for Bilingual Education Paraprofessional positions at school sites must pass an oral and written screening or show English language and heritage language fluency through an interview.

Double click the icon below to access an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.



Assurance
Letter.pdf

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

For any of the following criteria, extension of services will be considered:

For students in grades 1-2, the proficiency level on the ACCESS for ELLs 2.0 assessment for language is below a 5.0 overall composite score and all four individual domains are below 4.0.

For students in grades 3-10, the proficiency level on the ACCESS for ELLs 2.0 assessment below a 5.0 overall composite score and all four individual domains are below 4.0 and level 2 or below on the FSA ELA.

For students in grades 11-12, the proficiency level on the ACCESS for ELLs 2.0 assessment below a 4.0 overall composite score and all four individual domains are below 4.0 and meets high school graduation requirements.

The procedures followed when determining extension of services is:

- a) Student is referred to the ELL Committee.
- b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program and language acquisition proficiency.
- c) ELL Committee may determine that the student continues in the regular program.
- d) ELL Committee may determine that the student be referred for further evaluation.
- e) ELL Committee may determine that the student needs extension of services.

The ESOL School Designee and School Counselor are responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the student database and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry date stay the same.

Listening, Speaking, Reading, and Writing Proficiency Assessment

List the Language assessment(s) used in the LEA to determine if a student is English proficient or requires an extension of ELL services.

Listening, Speaking, Reading, and Writing Assessment Composite score of the four domains	CUT SCORE USED FOR DETERMINATION OF ELL EXTENSION OF SERVICES			
	Grade Level	Composite Overall	FSA ELA Level	
WIDA ACCESS SCREENER	K -2 nd	4.0 or below	N/A	
WIDA ACCESS SCREENER	3 rd -10 th	4.0 or below	2.0 or below	
WIDA ACCESS SCREENER	11 th -12 th	4.0 or below	N/A	

Today's Date: _____



Student Registration

Complete both sides of the forms.
Please answer all questions that apply.

OFFICE USE ONLY

School #	Student #	Student Entry Date
Grade Level	Teacher	Birth Certificate <input type="checkbox"/> Yes <input type="checkbox"/> No
Immunization Certification <input type="checkbox"/> Full <input type="checkbox"/> Temp <input type="checkbox"/> Exempt		Physical <input type="checkbox"/> Yes <input type="checkbox"/> No
Transportation: <input type="checkbox"/> Walker <input type="checkbox"/> Car <input type="checkbox"/> Ext. Day <input type="checkbox"/> Day Care <input type="checkbox"/> Bus.#		

Student Legal Name (first, middle, last)		Suffix (Jr., Sr., II, III, IV, V)	Student Date of Birth (mm/dd/yyyy)	
Grade Level This School Year	Grade Level Last School Year	Student Soc. Sec. # (requested) *	Student City, State of Birth	Student County of Birth

*As per Florida Statute 1008.385, each school board shall request each student's social security number (SSN), which will be used as a standardized identification number in the management information system maintained by the school district. A student is not required to provide his or her SSN. The school district shall include the SSN in the student's permanent records and indicate if the student identification number is not a SSN.

Has the student attended public school in Baker County before? <input type="checkbox"/> Yes <input type="checkbox"/> No	Student Country of Birth <input type="checkbox"/> USA <input type="checkbox"/> Other: _____
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Is the student from a multi-birth (twin, triplet, etc.)? ☐ Yes ☐ No

School-age Sibling(s)- Names and Schools:

Primary Student Ethnic Origin (Must check Yes or No)
☐ Yes, Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South Central American, or other Spanish culture or origin, regardless of race)
☐ No, not Hispanic or Latino

Primary Student Race (if desired, check all that apply)

- ☐ American Indian or Alaskan Native - I (origins in any of the original peoples of North or South America [including Central America] and who maintains tribal affiliation or community attachment)
- ☐ Asian - A (origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, (e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam)
- ☐ Black or African American - B (origins in any of the black racial groups of Africa)
- ☐ Native Hawaiian or Other Pacific Islander - P (origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
- ☐ White - W (origins in any of the original peoples of Europe, Middle East, or North Africa)

Student Gender <input type="checkbox"/> M <input type="checkbox"/> F	Student Address House number and street name, apartment #, city, state, zip code, Housing Development Name (if applicable)
Student Home Phone #	Residence County (if other than Baker County): _____

What date did the student first enroll in a K-12 US school? (MM/DD/YYYY): _____

ONLY STUDENTS NEW TO BAKER COUNTY PUBLIC SCHOOLS

1. Is a language other than English used in the home?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Did the student have a first language other than English?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Does the student most frequently speak a language other than English?	<input type="checkbox"/> Yes <input type="checkbox"/> No

If yes, what language? _____

If Yes is checked, school personnel fax this page to ELL office at 259-6847. Date of Fax: _____ Initials of Agent: _____

Baker County ELL Student Plan

Date _____ Student # _____
Student Name _____ Date of Birth _____
Grade _____

Current Course(s) Schedule (see attached)

Current Academic Performance Level

Plan of Action/Instructional Strategies:

Testing Accommodations

_____ Participate in District Tests	_____ Flexible Setting	_____ Use of English to heritage
_____ Participate in State Tests	_____ Flexible Timing	_____ language dictionary
	_____ Flexible Scheduling	
	_____ Exempt (Enrolled in ESOL 12 months or less)	

Additional Programs/Services

Person(s) Responsible

Signature/Title

Signature/Title

Signature/Title

BAKER COUNTY SCHOOL DISTRICT

2021-2022

STUDENT PROGRESSION PLAN



In accordance with Florida Statutes 1008.25, the School Board shall adopt a Student Progression Plan.

The Baker County Student Progression Plan will be reviewed annually by a reviewing committee made up of the building principals, guidance counselors, classroom teachers, district instructional staff and the Superintendent.

exams are given at the end of each semester and are worth 20% of the semester grade. Parents/guardians will be notified of their child's progress during the school year by means of formal report cards at each nine weeks interval and by progress reports during the fifth week of each quarter. Other means of keeping parents/guardians informed may consist of the following: conferences, samples of student's work, test results, letters, informal notes, Skyward Parent Portal, etc.

ASSESSMENTS

Each student must participate in the statewide assessment tests. Section 1008.22, Florida Statutes, states "participation in the assessment program is mandatory for all school districts and all students attending public schools." Additionally, Section 1008.34, Florida Statutes, states; "each school must assess at least 95% of its eligible students". Section 1008.32, Florida Statutes, states that the Commissioner of Education may investigate allegations of non-compliance with law by school districts. Each student who does not meet specific levels of performance in English language arts, science, mathematics, and social studies for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic needs. A student's course enrollment may be influenced by statewide assessment and diagnostic test performance. This includes enrollment in honors courses and English language arts and math intervention classes.

PROGRESS REPORTING AND ANNUAL REPORT

Each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English language arts, science, mathematics, and social studies. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

The district will annually publish in the local newspaper, and report in writing to the State Board of Education by September 1* of each year, the following on the prior school year: the provisions of F.S. 1008.25(8) relating to public school student progression and the district policies and procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the Florida Standards Assessment English Language Arts (FSA ELA); the number and percentage, by grade, of all students retained in grades 3 through 10; the total number of students promoted for good cause, by each category; and any revisions to the district school board's policy on retention and promotion from the prior year.

*This information will be published once it has been released by the Florida Department of Education.

ALLOCATION OF RESOURCES

Remedial and supplemental instruction resources will be allocated as follows: First, to students who are deficient in English language arts by the end of grade 3, and second to students who fail to meet performance levels required for promotion.

ELIMINATION OF SOCIAL PROMOTION AND GOOD CAUSE EXEMPTIONS

- a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- b) The school board may only exempt students from mandatory retention for good cause. Good cause exemptions for students in grade 3 shall be limited to the following:
 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) program)

2. Students with disabilities whose individual education plan (I.E.P.) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
 3. Students, who demonstrate an acceptable level of performance on an alternative, standardized reading assessment approved by the State Board of Education.
 4. Students, who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a Level 2 performance on the FSA.
 5. Students with disabilities who participate in the FSA and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1 or grade 2.
 6. Students who have received two or more years of intensive reading intervention and were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years meet the criteria for good cause exemption. Students may not be retained in grade 3 more than once. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
- c) Requests for good cause exemptions for students from the mandatory retention shall be made consistent with the following:
1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan, individual educational plan, if applicable, report card, or student portfolio.
 2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

REQUIREMENTS FOR ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

During the adjustment period, the English Language Learner (ELL) student's English skills progress and content area efforts will be evaluated on a "satisfactory" or "needs improvement" basis until it is determined that the assignment of letter grades is appropriate. The student will be evaluated accordingly once he/she has demonstrated an understanding of learning activities and assignments. Comments will be made on progress reports/report cards concerning the student's level of performance. Instruction must be understandable, equal, and comparable in scope, sequence, and quality to that which non-ELL students receive. The ELL student is expected to participate in all learning activities appropriate for that individual's level.)

Promotion and retention of ELL students is based on measurements of the student's ability to read, write, and perform mathematical functions, not whether the ability is shown in English or in the student's home language. Further description:

is provided in the District's approved ELL Plan.)

REQUIREMENTS FOR HOME EDUCATION STUDENTS RE-ENTERING A PUBLIC SCHOOL

Grades K-8

Upon re-entry into public school from a Home Education program, the home education student will be given a norm referenced achievement evaluation (Kindergarten Readiness Checklist, STAR Early Literacy Assessment, STAR, and/or SAT-10) as part of the re-enrollment process. The appropriate school for the student's previous grade will make the promotion decision.

Grades 9-12

6A-1.09941 State Uniform Transfer of High School Credit (see page 6, Placement of Transfer Students)

PATRIOTIC PROGRAM

Florida Statute 1003.44 recognizes the last full week of classes in September, in the state's public schools, as "Celebrate Freedom Week." The students in each social studies class shall be presented at least 3 hours of appropriate instruction, as determined by the school district, on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

Students will be excused from participating in the recitation of the Declaration of Independence, upon written request by a student's parent submitted to the principal.

The American Flag will be displayed daily in each classroom and flag education, including proper flag display and flag salute will be taught. The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all," shall be rendered by students standing with the right hand over the heart. The pledge of allegiance to the flag shall be recited at the beginning of the day in each elementary, middle and high school. Upon written request by his or her parent, a student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing the headdress, except when such headdress is worn for religious purposes.

IMMUNIZATION POLICY

Prior to admittance to or attendance in a Baker County school, grades kindergarten through 12 or any other initial entrance into a Florida school, each child must present or have on file with the school a certification of immunization for the prevention of those communicable diseases, for which immunization is required by the Department of Children and Families (F.S. 1003.22).

SUMMER SCHOOL

A pupil attending summer school shall have a preliminary registration form approved by the principal of the school, which he/she attends. Pupils in Grades 6, 7, and 8 will be limited to two full years of subjects, consisting of new or make-up work or remediation. Pupils in Grades 9-12 will be limited to one credit or the equivalent thereof per summer unless enrolled in the performance-based program. In order to participate in summer school, a student must spend no less than a total of one hundred and thirty-five clock hours participating in instruction or directed study per subject in the regular program. Due to limited space and numbers, the principal will consider grades/GPA, behavior, school attendance, and other individual student circumstances when assigning students to summer school. The principal reserves the right to accept or deny entrance to a summer school program.

and academic requirements in order to pass and advance to the next grade level. Only one absence is allowed during summer school session. Due to limited space and numbers, the principal will consider age, grades, behavior, standardized test scores, attendance, previous retentions, and other individual student circumstances and reserves the right to accept or deny entrance to a summer school program. The curriculum in all classes will reflect the Florida Standards and grade level expectations. Students are expected to have passing scores of 60% or higher, which is in accordance with the state grading scale.

- 2) Students who score a level 1 on the English language arts and/or math sections on the state required Florida Standards Assessment (FSA) may be required to attend and successfully complete an after-school remediation program, in-school remediation program or summer school (if available). These identified students will be referred to the MTSS Team for progress monitoring and strategy development to best meet the students' needs. Diagnostic assessments and progress monitoring will be utilized to determine the nature of the student's learning difficulty, academic needs, and progress. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment test in English language arts and/or mathematics must continue to be provided with remedial or supplemental instruction.
- 3) All students scoring a level 1 in the area of English language arts may be placed in a remedial class for supplemental instruction the following year.
- 4) A student in danger of being retained may be considered for promotion under the following "good cause" conditions: Limited English Proficient (LEP) students having less than 2 years of English for Speakers of Other Languages (ESOL) instruction; students with disabilities whose Individual Education Plans (IEP) indicate that participation in the statewide assessments is not appropriate, consistent with State Board of Education rule; students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education rule; students who demonstrate through a student portfolio that the student is reading on grade level.)
- 5) Students who score a Level 1 on FSA ELA will be placed in an intensive reading course the following year. Students who score a Level 2 on FSA ELA may be placed in an intensive reading course the following year. This intensive reading course provides a core reading program as well as supplemental reading programs, diagnostic testing, and regular monitoring of progress for each individual student.
- 6) A student who has been retained for two or more years will have a Multi-Tiered System of Supports (MTSS) Plan which may include placement in an alternative educational setting for academic remediation and intervention, or other academic/behavioral interventions.

B. Notification:

Parents/Guardians will receive a progress report during the fifth week of each grading period. At the end of each nine weeks grading period, the parent/guardian will receive a report card of their child's level of achievement. After the 2nd and 3rd nine weeks, notification will be mailed to the parents/guardian of those students who are in danger of failing. After the completion of the fourth grading period and all assessment scores are received from the state, the final grading report will be ready for pickup. This official reporting document will give notification if a student is retained in present grade, must attend summer school (if available) for promotion, must complete credit recovery course(s), or if the student is promoted to the next grade level. Parents will receive the results of the Florida Standards Assessments (FSA) as soon as the individual student scores are made available to BCMS from the Florida Department of Education. Parents with a student who is in danger of failing any subject for the year will receive a letter informing them of such at the completion of the 1st semester and after the third nine weeks.

C. High School Courses Taken in Grade 8 or Below:

With the approval of administration and school staff, a student below the 9th grade may enroll in a course designated

as a 9-12th grade course. Any such student shall be classified as a high school student during the period that he/she is enrolled in a 9-12th grade course. Credits earned while enrolled in high school courses taken below Grade 9 level may simultaneously be used to meet high school graduation requirements as well as for promotion to the next grade level. Beginning with the 2012-2013 school year, a middle school student must pass the Algebra 1 course and the end-of-course (EOC) assessment to earn the high school credit. According to Florida Statute 1003.4282, the score of this end-of-course exam (EOC) will count 30% of the student's final grade. Grade 8 students who do not pass the Algebra I EOC may retake the EOC. If the EOC retake passing score changes the final course grade by at least a letter grade, the Algebra I course grade will be recalculated to reflect the EOC retake score. Students may have their 8th grade Algebra I course grade recalculated, upon passing the EOC, through their junior year.

D. Student Participation:

Students failing any class may be ineligible to participate in activities during and/or after the school day. These include, but are not limited to extra-curricular activities, field trips, assemblies, and dances. Students with excessive absences and/or disciplinary referrals may be denied participation in said events.

E. Personalized Academic and Career Plan

A personalized academic and career plan will be developed for all middle school students. This plan will assist the student in meeting district, state, and federal educational expectations, including career planning and academic course requirements. The plan will include high school graduation requirements, high school assessments, college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and opportunities through which a high school student can earn college credit.

F. Allocation of Resources:

District school boards shall allocate remedial and supplemental instruction resources to students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.

G. Physical Education Requirement:

Students must have the equivalent of one class period per day of physical education for one semester of each year. This requirement will be waived if: a student is enrolled in a remedial course, such as reading and/or math; the parent requests that the student enroll in another course (such as student aide requests); or the student is participating in physical activities outside the school day which are equal to, or in excess of, the requirements of the mandate. Counseling pertaining to the benefits of physical education is also available.

H. Make-Up Work Due to Attendance

A student who has been absent from school will be given the opportunity to make up class work that has been missed, provided that such work is made up within the same number of days as the student was absent. The first day upon returning to school will not count as one of those days except for **pre-announced exams**. The student who has been absent will arrange to make up work at times when it will not interfere with normal class activities. IT IS THE RESPONSIBILITY OF THE STUDENT TO REQUEST MAKE-UP ASSIGNMENTS FROM THE TEACHERS AND RETURN THE COMPLETED WORK. (This is the procedure on excused as well as unexcused absences.) Tardies and check-outs are considered an absence for missed classes.

I. Grade Requirement for Course Credit (Algebra I Students)

In order for an Algebra I student to receive a passing course grade and credit for the course taken at Baker County Middle School, he/she must demonstrate mastery of the State Standards and intended outcomes by earning a final score of 60% or better for that course as prescribed by the school district's grading system. The

Standard Course		Advanced Course*	
A	4	A	5
B	3	B	4
C	2	C	3
D	1	D	2
F	0	F	0

* Advanced Placement, and Dual Enrollment
Semester classes are calculated at half the point value.

REQUIREMENTS FOR PARTICIPATION IN GRADUATION CEREMONIES

The graduating class of students must have completed **all requirements** necessary for graduation to participate in graduation exercises (i.e., Baccalaureate and Commencement ceremonies) as set forth in the Baker County School District's Student Progression Plan. Home education and full-time virtual school students are not permitted to participate in graduation ceremonies. Students not meeting graduation requirements, such as credit and GPA requirements and all required test scores, **will not be allowed to participate in graduation exercises. A student with a disability who elected to defer receipt of the diploma in order to continue to receive transition and/or educational services, may participate in graduation ceremonies.**

CERTIFICATE OF COMPLETION REQUIREMENTS

The school district will award a Certificate of Completion to those students who have not fulfilled the requirements set by the State Board of Education and meet the criteria listed below. All students must maintain a 2.0 on a 4.0 grade point scale for courses that apply to the 24 credits required for high school graduation.

Also, a student must complete the following in order to receive a certificate of completion:

1. Earn the minimum number of credits required by the District School Board.
2. Attend high school (grades 9-12) on a full-time basis for a minimum of eight semesters. Any exceptions to the eight-semester requirement shall be initiated at the principal level and submitted to the Superintendent for approval.

ASSESSMENT AND REMEDIATION

Students enrolled in the English for Speakers of Other Languages (ESOL) program for less than two school years who meet all graduation requirements except for passing the Grade 10 Florida Standards Assessment (FSA) may receive Immersion English language instruction during the summer following their senior year. These students will earn a standard diploma upon successfully passing the Grade 10 FSA.)

Remedial instruction provided may not be in lieu of English and Mathematics credits required by graduation.

Students scoring a Level 1 or Level 2 on FSA ELA may be placed in an intensive reading class for remediation.



Baker County Public Schools

Sherrie Raulerson, Superintendent of Schools

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February 14, 2022

Florida Department of Education
Bureau of Student Achievement through Language Acquisition
325 W. Gaines Street
Tallahassee, FL 32399

To Whom It May Concern:

This letter confirms that the teachers in Baker County Public Schools are in compliance of applicable English for Speakers of Other Languages (ESOL) training requirements or are working towards them within the mandated timeframe.

Sincerely,

A handwritten signature in cursive script that reads "Sherrie Raulerson".

Sherrie Raulerson, Superintendent
Baker County Public Schools

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McNarnay, District 1 🐾 Richard Dean Griffis, District 2 🐾 Paula T. Barton, District 3 🐾 Charlie M. Burnett, III, District 4 🐾 Amanda Hodges, District 5

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION