



# 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."*

<b>AGENDA</b> <b>SCHOOL BOARD MEETING</b> <b>(Open to the Public)</b> <b>Monday, August 2, 2021 - 5:00 p.m.</b> <b>District School Board Room (270 South Boulevard East, Macclenny, Florida)</b>			
SUPPLEMENTAL MINUTE BOOK #50 PAGE #3			
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 2021-2022 Student Progression Plan		
	➤ Approval of the 2021-2022 Code of Student Conduct		
V.	RECOGNITIONS / PRESENTATIONS		
VI.	APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA		
VII.	REMOVAL OF ROUTINE ITEMS		
VIII.	APPROVAL OF ITEMS FOR ACTION		
	A.	Approval of Routine Items	<b>CONTACT</b>
	A.	1. Approval of the Personnel Items List for Approval on August 2, 2021.	Sherrie Raulerson (259-0401)
	A.	2. Approval of the Minutes of the July 19, 2021, Work Session and School Board Meeting.	Sherrie Raulerson (259-0401)
	A.	3. Approval of the Grant Proposal "Title II, Part A - Supporting Effective Instruction" in the Amount of \$280,577.00. Entitlement / Federal / No Matching	Allen Murphy (259-0429)
	B.	Approval of Removed Routine Items.	N/A
	C.	Approval of the 2021-2022 Mental Health Allocation Plan.	Michael Green (259-0444)

Baker County School Board Meeting Agenda (Monday, August 2, 2021) - Page 1 of 5

Minute Book # 39

Supplemental Minute Book #50 Page #3

*"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

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

<b>IX.</b>	<b>CITIZEN INPUT</b> <i>(A Citizen Input form must be completed and submitted to the Board Secretary <u>PRIOR</u> 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>	
<b>X.</b>	<b>INFORMATION AND ANNOUNCEMENTS</b>	
<b>XI.</b>	<b>ADJOURN</b>	

### **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 MONDAY, AUGUST 2, 2021**

<b>RESIGNATION LIST FOR APPROVAL ON AUGUST 2, 2021</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>SPECIAL NOTE</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATES</b>
McLelland	Cherie			Bus Driver (186 Days)	Transportation	May 26, 2021
Raulerson	Hannah		Previously on One Year Leave of Absence (August 7, 2020 - May 31, 2021)	Paraprofessional, Elementary (187 Days)	Maccleenny Elementary School	May 27, 2020

<b>EMPLOYMENT LIST FOR APPROVAL ON AUGUST 2, 2021</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>SPECIAL NOTE</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATES</b>
Combs	Shelby		Initial Employment / Replacing Charlotte Woodward	Extended Day Enrichment Program Assistant Supervisor (181 Days)	Maccleenny Elementary School	August 9, 2021
Davis	Carley		Initial Employment / Replacing Aaron Crews Orender	Teacher, Science M/J (197 Days)	Baker County Middle School	August 2, 2021
Esterling	Sandra		Initial Employment / Replacing Herself	Teacher, Foreign Language (197 Days)	Baker County High School	August 2, 2021
Forth	Courtney		Initial Employment / Replacing Sonya Norrell	Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2021
Gaskins	Jarred		Initial Employment / Replacing Thristen Bentley	Landscape Gardener (240 Days)	Facilities / Maintenance	July 19, 2021
Harrell	Kaitlyn		Initial Employment / New Unit	Paraprofessional, Elementary (187 Days)	Keller Intermediate School	August 9, 2021
Mixon	Marina		Initial Employment / New Unit	Teacher, First Grade (197 Days)	Maccleenny Elementary School	August 2, 2021

EXTRA DUTY LIST FOR APPROVAL ON AUGUST 2, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTL	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Akins	Kristina			SPDG Summer Institute Planning	\$28.35 Per Hour / Maximum 24 Hours / Funding Source: General	July 1, 2021 - July 30, 2021
Anderson	Cathy			Back to School Breakfast 2021-2022	Regular Hourly Rate / Maximum 15 Hours / Funding Source: Federal	August 1, 2021 - August 2, 2021
Anderson	Jacob			SPDG Summer Institute Planning	\$28.35 Per Hour / Maximum 24 Hours / Funding Source: General	July 1, 2021 - July 30, 2021
Cassidy	Faith Anne			SPDG Summer Institute Planning	\$28.35 Per Hour / Maximum 24 Hours / Funding Source: General	July 1, 2021 - July 30, 2021
Crawford	Danielle			SPDG Summer Institute Planning	\$28.35 Per Hour / Maximum 24 Hours / Funding Source: General	July 1, 2021 - July 30, 2021
Davis	Carley			New Teacher Training	\$28.35 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 29, 2021
Dykes	Terry			Back to School Breakfast 2021-2022	Regular Hourly Rate / Maximum 15 Hours / Funding Source: Federal	August 1, 2021 - August 2, 2021
Harris	Pamela			SPDG Summer Institute Planning	\$28.35 Per Hour / Maximum 24 Hours / Funding Source: General	July 1, 2021 - July 30, 2021
Harvey	Jeri			Back to School Breakfast 2021-2022	Regular Hourly Rate / Maximum 15 Hours / Funding Source: Federal	August 1, 2021 - August 2, 2021
Kaiser	Monica			Back to School Breakfast 2021-2022	Regular Hourly Rate / Maximum 15 Hours / Funding Source: Federal	August 1, 2021 - August 2, 2021
Kennedy	Cheryl			CPR & First Aid Training (Facilitator)	Regular Hourly Rate / Maximum 7.5 Hours / Funding Source: General	July 28, 2021
Long	Melissa			SPDG Summer Institute Planning	\$28.35 Per Hour / Maximum 24 Hours / Funding Source: General	July 1, 2021 - July 30, 2021
Long	Shirley			Back to School Breakfast 2021-2022	Regular Hourly Rate / Maximum 15 Hours / Funding Source: Federal	August 1, 2021 - August 2, 2021
Mallett	Kim			Back to School Breakfast 2021-2022	Regular Hourly Rate / Maximum 15 Hours / Funding Source: Federal	August 1, 2021 - August 2, 2021
Mixon	Marina			New Teacher Training	\$28.35 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 29, 2021
Satterwhite	Cari			SPDG Summer Institute Planning	\$28.35 Per Hour / Maximum 24 Hours / Funding Source: General	July 1, 2021 - July 30, 2021

EXTRA DUTY LIST FOR APPROVAL ON AUGUST 2, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Snellgrove	Amanda			New Teacher Training	\$28.35 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 29, 2021
West	April Kirsty			SPDG Summer Institute Planning	\$28.35 Per Hour / Maximum 24 Hours / Funding Source: General	July 1, 2021 - July 30, 2021
Williams	Cary			Back to School Breakfast 2021-2022	Regular Hourly Rate / Maximum 15 Hours / Funding Source: Federal	August 1, 2021 - August 2, 2021
Williams	Irish			Back to School Breakfast 2021-2022	Regular Hourly Rate / Maximum 15 Hours / Funding Source: Federal	August 1, 2021 - August 2, 2021
Zavala	Bethany			SPDG Summer Institute Planning	\$28.35 Per Hour / Maximum 24 Hours / Funding Source: General	July 1, 2021 - July 30, 2021

SUPPLEMENT LIST FOR APPROVAL ON AUGUST 2, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Johnson	Gregory		Baker County High School	Vocational Agriculture	Board Approved Rate	2021-2022
Marsh	Chelsea		Westside Elementary School	Enrichment, PBS Club	Board Approved Rate	2021-2022
Marsh	Chelsea	Shared with Staci Wignall	Westside Elementary School	Yearbook Sponsor	Board Approved Rate - Shared	2021-2022
Marsh	Chelsea		Westside Elementary School	Bus Duty	Board Approved Rate	2021-2022
Mays	Kevin	Shared with Mark Hartley	Baker County High School	Athletic Director	Board Approved Rate - Shared	2021-2022
Mays	Kevin		Baker County High School	Varsity Head Football Coach	Board Approved Rate	2021-2022
Nowlen	Amanda		Westside Elementary School	Enrichment, STEAM	Board Approved Rate	2021-2022
Spivey	Samantha		Westside Elementary School	Just Say No Club Sponsor	Board Approved Rate	2021-2022

OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON AUGUST 2, 2021				
LAST NAME	FIRST NAME	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Shannon	Kelsey	Girls Junior Varsity Volleyball Coach	\$1,390 Flat Rate / Funding Source: General	August 3, 2021 - June 30, 2022



SUBSTITUTE LIST FOR APPROVAL ON AUGUST 2, 2021					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Dendauw	Dan		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 21, 2021
Gaskins	Lauren		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 21, 2021
Lee	Julian		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 21, 2021
Raulerson	Hannah		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 26, 2021
Roberts II	Kenneth		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 21, 2021
Schwien	Kimberly		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 21, 2021
Williams	Cassandra		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 21, 2021



# Baker County Public Schools

Sherrie Raulerson, Superintendent of Schools

270 South Boulevard East, Macclenny, Florida 32063

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Fax: (904) 259-1387



July 21, 2021

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

Dear Superintendent Raulerson,

I am requesting that a public hearing be held on Monday, August 2, 2021, for the 2021-2022 Student Progression Plan and the 2021-2022 Code of Student Conduct.

If you have any questions, please call me at 259-0429.

Sincerely,

Allen Murphy  
Executive Director of Teaching and Learning

"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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# BAKER COUNTY SCHOOL DISTRICT

## ~~2020-2021~~ 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.

## **SHERRIE RAULERSON, SUPERINTENDENT**

### **SCHOOL BOARD MEMBERS**

Tiffany McInarnay, Vice Chairperson	District 1
Dean Griffis, Chairperson	District 2
Paula Barton, Vice Chairperson	District 3
Charles (Artie) Burnett, III	District 4
<del>Patricia Weeks</del> Amanda Hodges	District 5

### **BAKER COUNTY SCHOOLS DIRECTORY**

District Office	259-6251
Baker County High School	259-6286
Baker County Middle School	259-2226
J. Franklyn Keller Intermediate School	259-4244
Macclenny Elementary School	259-2551
Westside Elementary School	259-2216
Pre-Kindergarten/Kindergarten Center	259-0405
Educational Services	259-7825
Family Service Center	259-6551
Transportation Department	259-2444
Vocational, GED & Adult Ed. Dept.	259-0403

**"WHERE CHILDREN ARE FIRST!"**

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**BAKER COUNTY SCHOOL DISTRICT STUDENT PROGRESSION PLAN**  
**(Applicable to All Students)**

**COMPREHENSIVE PROGRAM**

Section 1008.25(2) (a-c) mandates that the district shall establish a comprehensive student progression plan that includes standards for evaluating each student's performance on the Florida Standards. The progression plan must include specific levels of performance in English language arts, science, mathematics, and social studies for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and that considers the student's learning style. The progression plan must include appropriate alternative placement for a student who has been retained for two or more years.

Each student failing to meet minimum performance expectations in the above areas, must continue to be provided remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

**GRADING SYSTEM**

The following district-wide grading system has been adopted by the Baker County District School Board. Its numerical equivalents are:

<b>Letter Grade</b>	<b>Score</b>	<b>Grade Point Value</b>	<b>Description</b>
A	90-100	4.0	"Outstanding Progress"
B	80-89	3.0	"Above Average Progress"
C	70-79	2.0	"Average Progress"
D	60-69	1.0	"Lowest Acceptable Progress"
F	0-59	0.0	"Failure"
I	0	0.0	"Incomplete"

All averaging will be done by numerical value and not by letter value. For some classes and programs, the following letter grade will be used:

E =	"Excellent" (90-100%)
S =	"Satisfactory" (70-89%)
N =	"Needs Improvement" (60-69%)
U =	"Unsatisfactory" (0-59%)

Affixing plus or minus to the letter grade is optional in the elementary schools. Kindergarten will be evaluated by its own grading scale. Conduct grades shall be awarded in the form of:

**GRADES K-5**

E = "Excellent"  
S = "Satisfactory"  
U = "Unsatisfactory"

**GRADES 6-12**

S = "Satisfactory"  
U = "Unsatisfactory"

Middle School, final semester exams are optional. If given, the worth of each exam will be determined by the classroom teacher. The value will not exceed 20% of the semester grade. A Civics end-of-course exam is required in middle school and is worth 30% of the final grade. End-of-course (EOC) exams are mandated by Florida statutes.

High School, final end of course (EOC) and semester exams are required. EOC exams given in Algebra I, Geometry, Biology I, and US History are worth 30% of the final grade. End of course (EOC) exams are tests mandated by Florida statutes. Semester exams are school administered tests used to determine student mastery of the curriculum. Semester

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.



Not less than a total of one hundred and twenty clock hours shall be spent in instruction or directed study per unit subject in the regular program.

A student may earn up to one credit in summer school at any accredited high school unless enrolled in a performance-based program. Mastery of specific skills in the summer school course will be necessary in order to pass.

Admission into the summer school program shall be for the purpose of promotion and/or credit. All other requests for admission may be approved by the principal/designee, e.g. enrollment in order to repeat a course for the purpose of improving one's GPA.

#### **GENERAL EDUCATION DEVELOPMENT**

Any candidate for a high school equivalency diploma shall be at least eighteen (18) years of age on the date of examination, except that in extraordinary circumstances as determined by the Superintendent of Schools or his/her designee in the district in which the candidate resides or attends school, said candidate may take the examination after reaching the age of sixteen (16) years.

#### **FLORIDA STATUTES AND DEPARTMENT OF EDUCATION RULES**

Any Florida Statute or Florida Department of Education rule shall take precedence over the provisions of this progression plan provided that the statute or rule contradicts or limits the requirements of this plan.

#### **PLACEMENT OF TRANSFER STUDENTS**

- 1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credit shall be validated through performance during the first grading period as outline in subsection (2).
- 2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outline in subsection (3).
- 3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
  - a) Portfolio evaluation by the superintendent or designee;
  - b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal
  - c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
  - d) Demonstrated proficiencies on nationally normed standardized subject area assessments;
  - e) Demonstrated proficiencies on the FSA; or
  - f) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety days from date of transfer to prepare for assessments outlined in paragraphs (3) (d) and (e) of this rule if required.

#### **MINIMUM INSTRUCTIONAL HOURS IN HEALTH EDUCATION, ALCOHOL AND**

### **SUBSTANCE ABUSE PREVENTION, AND HIV/AIDS EDUCATION**

Students enrolled in the Baker County School District will receive the following minimum number of hours of instruction in health education, alcohol and substance abuse prevention, and/or HIV/AIDS education:

Grades K-3	35 hours per year
Grades 4-5	55 hours per year
Grades 6-7	35 hours per year
Grade 8	30 hours per year

### **FLORIDA STANDARDS**

The schools of Baker County will incorporate the Florida State Standards into their programs of instruction at the appropriate grade levels and in the applicable courses.

### **ELIGIBILITY TO PARTICIPATE IN INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES – SECTION 1006.15, F.S.**

A 2.0 cumulative GPA on a 4.0 scale must be maintained for participation in interscholastic extracurricular student activities.

### **EXTRA-CURRICULAR ACTIVITIES**

All students will comply with the requirements of the State of Florida as well as the Florida High School Activities Association in regards to eligibility requirements for participation in extra-curricular activities.

### **ASSIGNMENT OF GRADES**

The initial and primary authority for the assessment of student performance and the awarding of student grades is assigned to the teacher responsible for the particular course or class.

### **APPEAL PROCESS**

Any request regarding a review, a modification, and/or an appeal of the Baker County School District's Student Progression Plan, and/or the consequences thereof, shall be initiated at the first level of responsibility and may progress to other levels if deemed necessary.

### **STATEMENT OF NONDISCRIMINATION**

**Nondiscrimination in Student Activities** - No student enrolled in the Baker County Schools shall, on the basis of race, gender, national origin, marital status, disability, age, or religion, be excluded from participation in or be subjected to discrimination under any curricular, extracurricular, or any other school sponsored activity. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate.

**Equity Coordinator** - The Associate Superintendent, **Robin Mobley**, is designated as Baker County School District's **Equity Coordinator**. Employees, employment applicants, students, parents, and citizens having questions concerning the Florida Educational Equity Act, or its implementation, may contact the Equity Coordinator at the Baker County School District Superintendent's Office, 270 South Boulevard East, Macclenny, FL 32063, or by phone (904) 259-0428, or via e-mail [robin.mobley@bakerc12.org](mailto:robin.mobley@bakerc12.org).

### **Multi-Tiered System of Supports (MTSS)**

All Students who take the statewide assessment test are required to score Level III or higher as required by F.S. 1008.22. A student who is not meeting the state requirement for proficiency in English Language Arts and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: a federally required student plan, such as, an individual education plan, a school-wide system of progress monitoring for all students, or an individualized progress monitoring plan. A student who scores level 4 or above in the specific subject area statewide assessment may be exempted from participation by the school principal.

Baker County uses the problem solving/response to intervention, MTSS, method of developing and implementing instruction and interventions based on a three-tiered model. Our MTSS model integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). A designated intervention coach will coordinate MTSS activities. The procedures for conducting required general education interventions are specified in our admissions and placement manual and MTSS district implementation plan. Procedures below are documented on district-developed forms. At the end of each Tier, an Intervention Plan progress report is completed to serve as written documentation of required activities, meetings, and responsible personnel.

Tier 1 – Core instruction and interventions utilize the general education staff to observe, take, and analyze student data to adjust instructional techniques and provide differentiated instruction. The focus of Tier 1 is on core instruction and universal screening data which is used to formulate interventions. The teacher may establish baseline data, complete a record review, use existing databases, and conduct curriculum-based assessments and/or behavior assessments. Parents are contacted to discuss data, possible interventions, any need for vision, and hearing or speech/language screenings. Progress monitoring data are collected to determine the effectiveness of interventions.

Tier 2 – Supplemental instruction/interventions are managed by the MTSS team. A team meeting is held with parent involvement to review the intervention referral, plan interventions, obtain consent for screening as necessary, and obtain social/developmental history data when appropriate. Intervention plans are formalized in writing, and screenings are conducted subsequent to consent, as appropriate. Designated personnel implement interventions which include progress monitoring. Post intervention measures are recorded on appropriate forms. Parents are notified of a future meeting which is held to discuss observations, review results of interventions, and rate of progress to determine if the student is making adequate gains.

Tier 3 – Intensive interventions are managed by the MTSS team and must include the ESE district or student services district level staff. Parents are invited to a meeting where the team reviews all documentation from Tiers 2 and 3, and develops targeted intensive individual interventions for academic concerns. A formal behavior intervention plan is developed for behavioral concerns. Designated personnel implement interventions which include weekly progress monitoring. Post intervention measures are recorded on appropriate forms. Parents are notified of an additional meeting which is held to determine one of three actions: (1) continue and/or modify Tier 2 or Tier 3 interventions, (2) request further information for Tiers 1, 2 or 3, before finalizing decisions, or (3) make a formal referral for evaluation to determine if the student needs exceptional education services.

#### **BAKER COUNTY GRADES K - 5 STUDENT PROGRESSION PLAN**

Pupil promotion in the Baker County Elementary Schools is based on an evaluation of each pupil's achievement in terms of appropriate instructional goals. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher, subject to review by and approval of the principal. However, students must also meet established requirements at each grade level. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in English language arts, science, mathematics, and social studies must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Students who do not satisfactorily achieve established objectives for the grade to which they are assigned, will be reassigned to the same grade for the next school year or placed in a specialized class within the regular school program. The students are to be provided instruction designed to continue their progress toward mastery of the required standards.

For uniformity, all in-coming students from other schools shall be issued grades if enrolled 20 or more days during the grading period. No grades will be given from Baker County School District for enrollment of less than 20 days. This is the only instance in which students would receive no grades.

Letter grades will be assigned to all major subject areas. These include ELA (English Language Arts - formerly known as reading, language arts, and writing), mathematics (grades 1-5), science (grades 3-5), and social studies (grades 4-5). A letter designation will be given for science (grades 1-2) and social studies (grades 1-3) as follows:

"S" = Satisfactory

"U" = Unsatisfactory

#### **RETENTION K-5**

Retention in kindergarten will be based on ~~final average~~ an "N" or a "U" on the fourth nine weeks ELA grade. Retention recommendations are possible, even though the student may have passing grades.

Retention in Grade 1 will be based on ~~failing year-end grades~~ a failing final grade in either ELA or mathematics. Retention recommendations are possible, even though the student may have passing grades.

Retention in Grade 2 will be based on ~~failing year-end grades~~ a failing final grade in either ELA or mathematics. Retention recommendations are possible, even though the student may have passing grades.

Retention in grade 3 will be based on ~~failing year-end grades~~ failing final grades in two subject areas with one of those subject areas being ELA or math. Also, if a student receives a level 1 score on the Florida Standards Assessment (FSA) ELA, he/she will be retained. Retention recommendations are possible, even though the student may have passing grades.

Promotion or retention in Grades 4 and 5 will be consistent with Florida Statutes and the Florida Standards (FSA). The appropriate teachers will certify mastery of these standards. In grades 4 and 5, the principal will review and consider the student's previous performance record, including ESE status and previous retentions, before determining retention or promotion. The principal may, based on review of individual circumstances, consider mid-year promotion for students who have been retained in grade 4.

#### **REMEDIATION K-5**

Each student who does not meet specific levels of performance as determined by the district school board 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 need. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with MTSS, the student may be retained. Parent notification will be sent each nine weeks for students who are identified as "at risk" of failing.

The final decision regarding promotion, retention, or recommendations for special instruction will be made during the last two weeks of the school term, when second semester grades can be evaluated along with other test and performance data including the Florida Standards Assessment. Each "at risk" student will be evaluated prior to making a final determination on promotion or retention. Promotion or retention will be noted on the child's report card and cumulative record at the end of the year. Parents of students being retained will be notified by the principal or their designee.

### **REQUIREMENTS FOR KINDERGARTEN ADMISSION**

Any child five (5) years old on or before September 1st, of the school year may be admitted any time during the school year. Any out-of-state transfer, underage for Florida, must meet the age requirement for his/her state. At the beginning of each school year, students entering kindergarten will be assessed using the Florida Kindergarten Readiness Screener (FLKRS).

### **REQUIREMENTS FOR FIRST GRADE ADMISSION**

Any child who has attained the age of six (6) on or before September 1st, of the school year and who has satisfactorily completed the requirements for kindergarten in a public school in accordance with the District's Student Progression Plan or in a non-public school from which the District School Board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall be admitted or promoted to the first grade. (F.S. 1003.21)

### **ASSESSMENT AND REMEDIATION**

The school in which the student in need of remediation is enrolled will develop and implement, in consultation with the student's parent, a Multi-Tiered System of Supports Plan designed to assist the student in meeting state and district expectations for proficiency.

For a student identified with a deficiency in English language arts, a MTSS plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, vocabulary, the desired levels of performance, and the instructional and support services to be provided during the regular school in addition to the regular English language arts instruction. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. The district school board will assist schools and teachers to implement research-based English language arts activities that have been shown to be successful in teaching English language arts to low-performing students.

The district will provide a state-identified English language arts curriculum that has been reviewed by the Florida Center for Reading Research at the Florida State University and meets, at a minimum the following specifications: assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level; provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, provides scientifically-based and reliable assessment, provides initial and on-going analysis of each student's reading progress, is implemented during regular school hours, provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

An MTSS plan will be developed in consultation with the parents for all students identified as struggling readers. The district will conduct a review of the MTSS plan for all students who score Level 1 on the ELA portion of the FSA and do not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to: small group instruction, class size reduction, differentiated instruction, more frequent progress monitoring, tutoring or mentoring, extended school day, and summer reading camps. The district will provide in writing the criteria and policies for a portfolio and the evidence for a student to demonstrate mastery of Florida's grade 3 English Language Arts standards (ELA). The district may require a student portfolio to be completed for each student. A parent of a student that is identified at risk for retention at any time during the school year may request the school to begin collecting evidence for a portfolio.

Students with substantial reading deficiency in Grades K-5 will receive intensive reading instruction. The intensive reading instruction will include an educational program different from the previous year and consider the student's



learning style. Students who score below 40% PR on the initial STAR Reading Assessment may receive the services described above. Those services will be detailed in an MTSS plan developed in consultation with the student's parent to assist the student in meeting state and district expectations for proficiency. Frequent monitoring of the student's progress in meeting the desired levels of performance shall be provided.

At any time during the school year, retained students in Grade 3, demonstrating an independent reading level at or above grade level, may be promoted to Grade 4. Tools used to demonstrate independent reading include: subsequent assessments, alternative assessments, and portfolio reviews, in accordance with the rules of the State Board of Education.

The district will provide these students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. Supplemental tutoring in scientifically researched-based English Language Arts instruction will be offered to qualifying students. The district will also provide at-home activities and strategies for parents to help remediate reading deficiencies with their child.

### READING DEFICIENCY

Any student, who exhibits a substantial deficiency in reading, based upon Florida Standards and locally determined or statewide assessments conducted in kindergarten through fifth grade, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. At the beginning of grades K through 5, students will be assessed in English language arts. Based upon the results of the assessments and/or based on teacher recommendations, students who are substantially deficient in reading will be given intensive remediation. The student's reading proficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied.

If the student's reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Florida Standards Assessment (FSA) in English language arts for Grade 3, and does not meet good cause, the student must be retained. 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. Students retained under this provision must be provided intensive interventions in English language arts to address the student's specific reading deficiencies as identified by a valid and reliable diagnostic assessment to determine the nature of the student's difficulty and areas of academic need. This intensive intervention must include but not be limited to: effective instructional strategies, participation in the school's district summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

The district will implement the following to meet the needs of 3rd grade students identified with a reading deficiency who have not been previously retained in 3rd grade:

Teacher Student Ratio	Same as other students
Reading Instructional Time	90-minute reading block in a smaller group size setting or one-on-one Rule 6A-6.054, F.A.C.

Materials	<p><b>Core/State Identified</b> Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C.</p> <p><b>Differentiated Materials</b> Research-based materials that reinforce the initial instruction.</p> <p><b>Intervention Materials</b> Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 &amp; 6A-6.053 F.A.C.</p>
Screening	<p>Options may include, but are not limited to, program-based materials, teacher observation or a screening/progress monitoring tool. Rule 6A-6.053 F.A.C.</p>

Progress Monitoring	<p>Students identified with a reading deficiency must be progress monitored. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C.</p>
Diagnostic	<p>A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S.</p>
Progress Monitoring Plan (PMP)	<p>A PMP may be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4) (b), F.S.</p>
Data Reporting	<p>In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still Required at the district level.</p>

The district will implement the following to meet the needs of 3rd grade students identified with a reading deficiency who have been retained in 3rd grade and do not meet good cause:

Teacher Student Ratio	Reduced Student-Teacher Ratio. Section 1008.25(7)(b)1.c., F.S.
Reading Instructional Time	Minimum of 90 minutes of daily uninterrupted reading instruction which includes small group instruction. Section 1008.25(7) (b) 1. F.S. Intervention in addition to 90-minute reading block. Rule 6A-6.054 F.A.C.
Teacher Quality	Provide students with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. Section 1008.25(7)(b)4., F.S.
Materials	<b>Core/State Identified</b> Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C. <b>Differentiated Materials</b> Research-based materials that reinforce the initial instruction. <b>Intervention Materials</b> Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C. <b>Differentiated Instruction</b> Should be treated as immediate intensive intervention with prescribed materials for the students' deficits. <b>Immediate Intensive Intervention (iii)</b> Materials should continue to be used during iii after the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.
Screening	Options may include, but are not limited to, program-based materials, teacher observation or Screening/progress monitoring tool. Rule 6A-6.053 F.A.C.

Progress Monitoring	<p>Progress monitoring should be more frequent for these students than for non-retained students and should be ongoing. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplemental Reading Program (SRP) weekly test, timed readings or teacher observations. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment.</p> <p>Rule 6A-6.054 F.A.C.</p>
Diagnostic	<p>A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S.</p>
Progress Monitoring Plan (PMP)	<p>A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.</p>
Summer Reading Camps	<p>Districts will provide access to Summer Reading Camps for students scoring Level 1 on the FSA-ELA. Districts may extend summer reading camp services to other students.</p> <p>Section 1008.25(7) (b) 1. F.S.</p> <p>School districts will provide written notification to the parent of any student who has not met the proficiency level required for promotion and therefore is retained. Section 1008.25(7)(b)2., F.S.</p>
Data Reporting	<p>In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required at the district level.</p>
Strategies prescribed by school district which may include, but are not limited to:	

Tutoring and Mentoring	A trained volunteer or mentor may be assigned to each student and/or someone may be assigned to tutor each student on deficit areas. Section 1008.25(7)(b)1.e., F.S.
Transition Classes	The school district has the option of placing students who have been retained in grade 3 and have received intensive instructional services but are still not ready for promotion, as determined by the school district, in a transitional instructional setting. Section 1008.25(7)(b)1.f., F.S.
Extended School Day	Provide an after-school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students. Section 1008.25(7)(b)1.g., F.S.

#### **PARENTAL NOTIFICATION**

The parent of any student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be notified in writing of the following:

- 1) That his or her child has been identified as having a substantial deficiency in reading
- 2) A description of the current services that are provided to the child.
- 3) A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- 4) That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- 5) Strategies for parents to use in helping their child succeed in reading proficiency.
- 6) That the Florida Standards Assessment (FSA) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- 7) The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

The school in which the student is enrolled must develop and implement an MTSS plan in consultation with the student's parents. This plan will be designed to assist each student who has been identified as not meeting state or



district expectations for proficiency in English Language Arts, science, social studies, or mathematics.

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 the parent/guardian informed may consist of the following: conferences, phone/email contact, samples of student's work, test results, letters, and informal notes.

#### **Physical Education Requirement**

Pursuant to Florida Statutes 1003.55, all students, including students with disabilities, in grades K-5 will receive 150 minutes of physical education each week. Physical education is defined as the development of knowledge and skills regarding teamwork and fairplay; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle.

This requirement will be waived if: a student is enrolled in a remedial course; the parent requests that the student enroll in another course; 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.

A new request in writing from the student's parent is required for each year that a student is eligible and requests to waive physical education.

### **BAKER COUNTY GRADES 6-8 STUDENT PROGRESSION PLAN**

The required program of study for the Baker County Middle School reflects federal, state, and district requirements. Each student must participate in statewide assessment tests. The following requirements are pursuant to Florida Statutes. **If you need further assistance please contact Baker County Middle School Guidance Office at (904) 259-2226.**

Middle grades students enrolled in high school Algebra I must pass the course and must take and pass the statewide standardized EOC assessment to earn high school credit towards a standard diploma. The results of the EOC assessment will constitute 30 percent of the student's final course 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 8<sup>th</sup> grade Algebra I course grade recalculated, upon passing the EOC, through their junior year.

Middle grades students enrolled in high school Algebra I must pass the statewide standardized EOC assessment to qualify for a standard high school diploma. However, if the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment.

Middle grades students enrolled in high school Geometry or Biology I (offered via Virtual School) must take the statewide, standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student's final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit.

Middle grade students and high school students enrolled in high school geometry (offered via Virtual School) are required to pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

Middle grade students and high school students enrolled in high school Biology I (offered via Virtual School) must pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

Students who score Level 1 on the statewide, standardized assessments for English language arts must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

One of the middle grades' courses must be at least a one-semester civics education course. Each student's performance on the statewide, standardized EOC assessment in civics education must constitute 30 percent of the student's final course grade. A student does not have to pass the statewide, standardized civics EOC assessment to be promoted to high school; however, a student must receive a passing grade in Civics to be promoted. A middle grades student who transfers into the state's public-school system from out of country, out-of-state, a private school or a home education program after the beginning of the second term of eighth grade is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education. If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC and the results of the EOC must constitute 30 percent of the course grade.

Promotion from middle school requires that a student must successfully complete 3 middle school or higher courses in English, 3 middle school or higher courses in mathematics, 3 middle school or higher courses in social studies, 3 middle school or higher courses in science, 1 course in Civics, to be completed in grade 7 or 8.

The following areas of study are offered and/or required for each grade:

- Remedial Reading (Grades 6-8 for identified students who scored a level 1 on the Florida Standards Assessments (FSA))
- English Language Arts (Required, Reading, Spelling, Writing, English)
- Mathematics (Required)
- Science (Required)
- Social Studies (Required)
- Civics (At least one semester required.) Student must receive passing grade in Civics to be promoted to ninth grade.
- Pre-Vocational Exploratory Wheel (Offered Grade 7 & 8 Only)
- Physical Education (Offered)
- Band (Offered)
- Units of Drug Education, Consumer Education, Health Education, Computer Literacy, Character Education and other mandated state programs will be integrated throughout the curriculum.

Students are involved in a variety of electives. These include: Agriculture, Health, Computer Science, Digital Information Technology, Science Lab, Art, Physical Education, and Band. Each student will take the required program, plus an elective(s), unless assigned to a special program. If the individual schedules allow, students in grades 6, 7, & 8 are encouraged to enroll in physical education classes that stress physical fitness as a significant healthy benefit and encourages healthy, active lifestyles. Students may be pulled from Vocational, Band, and/or Physical Education classes to fulfill remediation requirements. (See Item G page 18, under "Physical Education Requirement" for additional information.

#### **A. Grade Placement:**

- 1) Students failing no more than two subjects in the areas of English language arts, Math, Science, and/or Social Studies will be retained unless they attend and successfully complete summer school (if offered) and/or successfully complete a credit recovery course. For students in sixth grade, Reading is also categorized as a core subject, and unsuccessful completion of this course may contribute to a student's retention or inclusion in either summer school or credit recovery. Any student that fails three or more of the previously mentioned subjects will be required to repeat their present grade. Summer school students must meet strict attendance

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 2<sup>nd</sup> and 3<sup>rd</sup> 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 1<sup>st</sup> 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 9<sup>th</sup> 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 8<sup>th</sup> 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

average of the student's four nine weeks grades is given a weight of 70% and the state mandated EOC (End of Course Exam) is given a weight of 30% to determine the student's final grade for the Algebra I course. This assessment process includes state mandated end of course exams, teacher exams, unit tests, teacher observations and evaluations of student work, classroom assignments, and other requirements or evaluative criteria as established for that course. **The student must also meet the requirements of the Baker County High School Attendance Policy regarding course credits. Middle grade students enrolled in high school Algebra I must pass the course and the statewide standardized EOC assessment to earn course credit and qualify for a standard high school diploma.** However, if the middle grades student does not pass the course and/or EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment. Florida Standards for all high school courses taught at Baker County Middle School have been adopted by the School Board.

## **BAKER COUNTY GRADES 9-12 STUDENT PROGRESSION PLAN**

**A student attending Baker County High School is subject to the following:**

### **Number of Hours Required to Earn Course Credit**

A credit for high school graduation is defined as a minimum of 135 hours of instruction in a 50 - minute class in a designated course which contains student performance standards as adopted by the Baker County School District (1/2 credit is defined as 1/2 of these requirements).

A student's credit **will be withheld** if their attendance does not meet the 135-hour requirement. This rule means that students may have no more than nine unexcused absences per 18-week term. For attendance purposes, a student will be considered absent if he/she misses more than half of a class period (more than 25 minutes).

The high school principal, at his/her discretion, may use for non-instructional extra-curricular activities, the difference between the 135-hour minimum requirement and the 150-hour full credit definition in a 50-minute class.

### **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 projects and/or exams. However, **this is not to be done at the educational expense of other students.** The student who has been absent will arrange to make up work at times when it will not interfere with normal class activities.

### **Grade Requirement for Course Credit**

In order for a student to receive credit for a course taken at Baker County High School, he/she must demonstrate mastery of the Florida 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. For those courses with an EOC, the semester average will consist of each nine weeks grade (35% each) and an end of course (EOC) assessment (30%). All other courses will consist of 2 nine weeks grades (each 40%) and a semester exam that is worth 20% to earn a semester grade equivalent to one-half credit. The same is to be true of the second semester in year-long courses. This assessment process will include state mandated end of course assessments, teacher exams, unit tests, teacher observations and evaluations of student work, classroom assignments, and other requirements or evaluative criteria as established for that course. The student will also meet the requirements of the Baker County Attendance Policy. Florida State Standards for all courses taught at Baker County High School have been adopted by the School Board. Copies of these standards are available at <http://www.fldoe.org/bii/curriculum/sss/>.

### **Definition of "Credit"**

Florida Statutes, Section 1003.436(2), provides the definition of "credit" – In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year

basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grade obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grade obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

### **Student Classification**

All students will progress annually with the cohort in which they entered 9<sup>th</sup> grade. The grade placements for high school students are designed as freshmen, sophomores, juniors, and seniors based on the criteria listed below:

- 9<sup>th</sup> Grade – Freshmen – student is in their first year of high school.
  - 10<sup>th</sup> Grade – Sophomore – student is in their second year of high school.
  - 11<sup>th</sup> Grade – Junior – student is in their third year of high school.
  - 12<sup>th</sup> Grade – Senior – student is their fourth or more year of high school. 12<sup>th</sup> grade students who do not meet graduation requirements will be **retained** in 12<sup>th</sup> grade.
- \*\*12<sup>th</sup> grade students who are not meeting graduation requirements will not be allowed to participate in Senior activities including graduation.**

**\*\*\*Transfer students will be entered in the grade that contains students from their 9<sup>th</sup> grade cohort.**

### **Student Enrollment Criteria**

If a currently enrolled student is seeking a standard diploma and is twenty (20) years of age or older by September 1 of the current school year, enrollment of the student at Baker County High School will be at the discretion of the principal. If a student is eighteen (18) years of age or older and seeking enrollment at Baker County High School, his/her enrollment will be at the discretion of the principal or his designee.

### **Participation in Interscholastic Extracurricular Activities**

A cumulative GPA of 2.0 or above is required for participation in interscholastic extracurricular activities. Students in the 9<sup>th</sup> or 10<sup>th</sup> grade must maintain a GPA of 2.0 or above. If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association, and the student's parent(s). The contract must require that the student attend summer school, or its graded equivalent, between the 9<sup>th</sup> and 10<sup>th</sup> grades, or the 10<sup>th</sup> and 11<sup>th</sup> grades, as necessary. Home education students may participate in extracurricular activities at the school to which they would have been assigned according to district school attendance policies or which the student could have chosen to attend pursuant to district controlled open enrollment provisions. Students and parents should note that Florida Senate Bill 228 requires suspension of students from extracurricular activities for multiple dress code offenses.

Ninth grade students are allowed to satisfy the one credit in physical education requirement by taking personal fitness and any other 0.5 credit physical education course or by participating in two full seasons of junior varsity or varsity sports. However, they cannot be given a credit on the transcript. All students that choose to satisfy their physical education requirements by playing an interscholastic sport must complete additional credits in elective courses to meet the 24 credits required by the state for graduation.

### **Elective Credit for Military Training**

One elective credit toward graduation will be awarded to any student who successfully completes military basic training during the summer between the 11<sup>th</sup> and 12<sup>th</sup> grades. A grade of "A" will be assigned to the credit. The course will be identified by course code number 1800990 or its replacement. Prior to participating in this military training, the student

has the responsibility to notify the school in writing of his/her intentions to seek credit for the activity. At the conclusion of the military summer training, the student will present adequate documentation of his/her successful completion of the program.

#### **Level One Courses**

No student may be granted credit toward a high school graduation for enrollment in any Level 1 course. **Students with a disability may earn credit toward graduation for a Level 1 course if it was taken during the 2013-14 school year or prior, and was noted on the IEP as an appropriate course for the student.**

#### **Assistance with Cumulative Grade Point Average (CGPA) Required for Graduation**

Students, who have a 2.0 or less Cumulative Grade Point Average (CGPA) in Grades 9-12, will be identified through the academic progress reporting system. These students will be afforded assistance by such means as counseling, tutoring and/or summer school. Tutorial assistance may be provided after school and/or on Saturdays as a means of assisting students in meeting the requirements of Florida Statute 1003.43.

In the computation of the CGPA for graduation, when considering those students who are below the 2.0 CGPA requirement of Florida Statute 1003.43, only 24 credits will be utilized. These 24 credits must include all courses specifically required by the State and the District, and the number of elective courses necessary to total 24 credits. Lower grades in electives or non-required courses beyond the 24 credits may be excluded from the computation. However, the grades earned for all courses taken in Grades 9-12 and Grade 8 (if a high school course) will be used when computing overall CGPA's for class rankings.

#### **Grade Forgiveness Policy**

A student may be allowed to retake a course in which a grade of D or F has been earned. The district's grade forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in the same or comparable course. A maximum of one credit may be earned for a repeated course and all grades will be a part of the student's permanent record. These requirements regarding the 2.0 CGPA requisite may apply only to credits earned in the State of Florida. 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 8<sup>th</sup> grade Algebra I course grade recalculated, upon passing the EOC, through their junior year.

#### **CLASS RANK**

Student's Cumulative Grade Point Average (CGPA) used for the purpose of determining class rank, valedictorian, salutatorian, college admissions scholarships, financial aide, National Honor Society Bright Future, etc. will be calculated at the end of the seventh semester, for all students in programs earning a standard high school diploma. This GPA will include weighted dual-enrollment courses.

#### **GPA Calculation**

Advanced Placement and Dual Enrollment courses will earn 1 quality point. For the purpose of graduation ceremony, letter grades will be converted to quality point as follows:

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.

#### END-OF-COURSE ASSESSMENT AND ONLINE COURSE REQUIREMENTS

The Florida Legislature has mandated, through Senate Bill 4, the implementation of End-of-Course (EOC) assessments. The following charts highlight the diploma designations and requirements for students entering ninth

grade in the 2014-2015 school year. The Florida Legislature has also mandated that each student entering ninth grade during the 2011-2012 school year or thereafter must enroll and successfully complete one online course. For additional information about EOCs and online courses, please contact a high school administrator or guidance counselor. Parents and students should note that these assessments and requirements are subject to change by the legislature and the Florida Department of Education. **Any student wishing to take an EOC before completing the course must take the subject area exam and demonstrate at least 70% proficiency in order to sit for the EOC.**

The graduation requirements for public high school students in the State of Florida were revised as of July 1, 2013. **If you need further assistance, please contact the BCHS guidance office (904) 259-6286. What follows on the next few pages is a year-by-year description of the graduation requirements.**

## GRADUATION REQUIREMENTS

**The following charts will be deleted:**

# Students Entering Grade Nine in the 2014-2015 School Year and Forward

## Academic Advisement Flyer—What Students and Parents Need to Know

### Frequently Asked Questions

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

#### What are the state assessment requirements?

Students **must pass** the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses **must participate** in the EOC assessments, which constitute 30 percent of the final course grade:\*

- Algebra 1
- Geometry
- Biology 1
- U.S. History

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program (CAP)).

#### What is the CAP?

The CAP program allows a student to earn high school credit if the student passes an Advanced Placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

#### What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statutes (F.S.)).

### 24-Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4.</li> <li>• ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
4 Credits Mathematics
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry.</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry).</li> <li>• An identified rigorous computer science course with a related industry certification may substitute for up to one mathematics credit (except for Algebra 1 or higher-level mathematics).</li> </ul>
3 Credits Science
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses.</li> <li>• Two of the three required course credits must have a laboratory component.</li> <li>• Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1).</li> <li>• An identified rigorous computer science course with a related industry certification may substitute for up to one science credit (except for Biology 1 or higher-level science).</li> </ul>
3 Credits Social Studies
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics with Financial Literacy</li> </ul>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
8 Elective Credits
1 Online Course
<ul style="list-style-type: none"> <li>• Students must meet the state assessment requirements (see Frequently Asked Questions).</li> <li>• Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years.</li> </ul>

\* Eligible courses are specified in the Florida Course Code Directory.

### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC\*
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same world language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.

### Merit Diploma Designation

- Meet the standard high school diploma requirements.
- Attain one or more industry certification from the list established (per section 1003.492, F.S.).

### What are the graduation requirements for students with disabilities ?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit the [Office of Student Financial Assistance](#) website.

### Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit the [Florida Bright Futures Scholarship Program](#) website.

### State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per [Board of Governors Regulation \(BOG\) 6.008](#)
- 16 credits of approved college preparatory academic courses per [BOG Regulation 6.002](#)
  - 4 English (3 with substantial writing)
  - 4 Mathematics (Algebra 1 level and above)
  - 3 Natural Science (2 with substantial lab)
  - 3 Social Science
  - 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

### The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who have earned a standard high school diploma, an equivalent diploma or have successfully earned college credit.

[Florida College System](#)

### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Secondary Career and Technical Education Directors](#)



## Replaced New Graduation Requirements:



# Standard Diploma Requirements

## Academic Advisement – What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade\*:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

### What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

### 24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement</li> </ul>
4 Credits Mathematics*
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> <li>• An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
3 Credits Science
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</li> <li>• An identified computer science** credit may substitute for up to one science credit (except for Biology 1)</li> </ul>
3 Credits Social Studies
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

\* Eligible courses are specified in the [Florida Course Code Directory](#).

\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.



### Scholar Diploma Designation

In addition to the requirements of section (s.) [1003.4282](#), Florida Statutes (F.S.), a student must satisfy the following requirements (per s. [1003.4285](#), F.S.):

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC\*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

### Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. [1003.492](#), F.S.)

### What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

### What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



### State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

### The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

August 2020



## Students will be required to take the state Civics Literacy exam.

### **Section 1003.428, F.S., General Requirements for High School Graduation, as amended and as modified by SS. 1003.4282 and 1003.4285, F.S.**

The following additions were made to the current general requirements for high school graduation:

- The 24 credits required for a standard diploma can be earned through career education courses.
- The one-half credit required in economics shall include financial literacy.

### **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.

### **FLORIDA BRIGHT FUTURES SCHOLARSHIP INFORMATION**

Due to the continually changing requirements and dispersment of the Florida Bright Futures Scholarships, it is recommended that students and parents contact or visit the following for the most up to date information.

Information for Florida Bright Futures is available at:

TOLL-FREE: 1-888-827-2004 E-MAIL: [OSFA@fldoe.org](mailto:OSFA@fldoe.org)

Office of Student Financial Assistance WEB SITE: [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org)

Bright Futures WEB SITE: [www.FloridaStudentFinancialAid.org/SSFAD/bf/](http://www.FloridaStudentFinancialAid.org/SSFAD/bf/)

Public high school students should visit

<http://www.floridastudentfinancialaid.org/ssfad/PDF/BFEligibilityAwardChart.pdf> to review their academic progress toward meeting Florida Bright Futures Scholarship Program eligibility requirements and State University System course requirements for college admission. Evaluations will be based on current program requirements and the most recent transcript received from a student's school district.

### **VOLUNTEER SERVICE PROGRAM REQUIREMENTS FOR THE FLORIDA BRIGHT FUTURES SCHOLARSHIPS AND 150 HOURS GUIDELINES FOR THE SILVER CORD PROGRAM**

Volunteer Service is defined as identifying *and* addressing a social issue in the community. These hours will meet the requirement for the Florida Academic Scholars, Florida Medallion Scholars or Gold Seal Vocational scholarships. The completed hours will be recorded on the student's transcript.

To be eligible to receive one of the Florida Bright Futures Scholarship Awards a student must complete a program of volunteer service work that includes a "minimum" of hours:

**Florida Academic Scholarship – 100 hours**

**Florida Medallion Scholarship – 75 hours**

**Gold Seal Vocational – 30**

Upon graduation, students who have served 150 hours of volunteer service qualify for an honorary silver cord, which symbolizes their commitment to service. This cord will be worn during graduation.

Hours earned as part of the Volunteer Service Program must be documented on the Volunteer Service Record Log Sheet. These forms must be submitted to the community service designee. Students should turn in service records during the school year in which the service occurred and should keep a duplicate copy of all forms for their records.

General guidelines for the student volunteer service program are as follows:

1. All services must comply with the policies of the School Board of Baker County, Florida.
2. Student volunteer service hours may be earned in both the school and/or the community.
3. Participation in and travel to theatrical musical performances, festivals or community events will count as service hours if both (A) and (B) below are met:
  - A. The performance meets an identified community service need.
  - B. The performance is not a fundraiser for the organization nor the student is paid, or receives academic credit. For example, students participating in a BCHS drama or school band may receive hours for performing at a retirement home, charitable, and civic events or for a non-profit agency.
4. Rehearsal and practice time will count for volunteer service projects to be performed or conducted specifically to meet a community service need.
5. Fundraising activities for non-profit charities will count as community service hours as long as the activity complies with Baker County School Board Policies providing the student is not volunteering for an organization that benefits the individual directly (i.e. raising money to go on a field trip or pay for personal equipment). For example, a high school class may have a booth at the county fair and use those funds to pay for things that benefit the entire school. The hours earned would count as community service.
6. Serving at events or programs sponsored by governmental agencies will count.
7. Time out of class may not be used for community service hours; however a maximum of five (5) volunteer hours per week can be earned by participation in an organized, supervised and approved peer tutoring program in which the tutoring takes place when school is in session. However, the tutoring sessions cannot take place during any of the tutor's academic classes.
8. Service hours will be awarded for students volunteering on political and issue campaigns. To receive service hours, a student cannot be paid for working on the political campaign. A student is not eligible to receive service learning hours for volunteering on the political campaign of a school board employee or in school board elections. Students are not eligible to receive service learning hours for campaigning or being engaged in political activities during the school day and on school campuses.
9. Students may receive community service hours for helping at religious institutions as long as those hours do not include participation in a religious service, teaching religion or proselytizing. For example, a student is not eligible for service learning teaching Sunday school, singing in the choir, playing an instrument, or serving as an altar server. However, a student may receive service hours for assisting in landscaping, clean up days or volunteering in the day care center. In addition, students serving as teen aides (i.e. copying materials, walking kids to bathrooms, assisting with supervision) are eligible for service learning credit as long as the student is not teaching religious studies.
10. Volunteer service hours completed at a hospital or nursing home will count if the service benefits the patients of the facilities.
11. Volunteer hours shall not be granted to students who volunteer at for profit summer camps. Students who volunteer at governmental sponsored or not for profit summer camps shall be eligible to receive Service Learning Hours for their work. Please note that the collection of a fee does not determine the "Not For Profit" status. The State of Florida issues a 501(c) (3) certificate to "Non-Profit" organizations.

12. Service for a student's family or family business will not count.
13. Service performed as the result of disciplinary action taken by the school or the courts will not count.
14. Participation in campus or competitive activities such as athletics, plays, debate meets, etc. will not count.
15. Service performed as an academic requirement, other than that performed as part of the approved volunteer service learning courses will not count.
16. Babysitting, or similar services, performed for an individual family, will not count.
17. Volunteer Service hours may not be certified by a family member or fellow student.
18. The donation of canned foods, toy collections, toys, or monetary donations will not count as volunteer service hours. The time spent collecting the donated items (as long as it does not occur during the school day) can count.
19. The number of service hours that are earned cannot be doubled or in any way increased by any agency or school for student participation in a specific project. Agencies found to be practicing the doubling of hours will be removed from the list of those agencies approved by the programs.
20. Participation in self-improvement workshops, clinics, conferences or conventions will not count for volunteer hours. If workshops, clinics, etc. have a specific service component, the hours spent on that activity can count.
21. Hours spent helping others (not family members) in disaster preparations or clean up may count. A letter from the parent or guardian indicating that the volunteer service was performed with their permission must be submitted with the log sheet. For example, students volunteering their time to assist neighbors in putting up and taking down hurricane shutters will count towards service learning.
22. A student may receive service hour's credit for the time donating blood at an off-campus facility or after school. Donation of blood during the student's school day does not qualify for service learning. However, a student who donates blood at a church blood drive is eligible for service learning credit.

### **APPEALS PROCESS FOR VOLUNTEER SERVICE PROGRAMS**

If a student's hours have been denied by the school-based student volunteer service designee the student may appeal that decision to the BCHS Activities and Athletic Director. The appeal must be in writing and a copy of the Log Sheet referencing the hours in question must be attached. The letter must contain a telephone number and address at which the party initiating the appeal can be reached.

### **BAKER COUNTY HIGH SCHOOL AND FLORIDA GATEWAY COLLEGE DUAL ENROLLMENT PROGRAM**

#### **Academic Dual Enrollment**

In order to be eligible for participation in the Academic Dual Enrollment program, a student must:

1. Have a minimum of 3.0 unweighted High School GPA based on a 4.0 scale.
2. Have a minimum ACT/SAT/PERT/TABE test score as established by the College. As specified in Section 1008.30, Florida Statutes, students who do not achieve the minimum test score in basic computation

(math) and communication (English and reading) skills areas cannot take college credit courses in mathematics and English respectively or any courses for which college credit English, reading or math is a prerequisite. **Eligible test scores for all three (3) sections are required to participate in Dual Enrollment.**

3. Take the college experience SLS 1501 as the first online course.

**Note: Before accumulating more than 12 college credit hours, students must meet established minimum scores on ALL sections of the ACT/SAT/PERT.**

**NOTE:** Students may only take ENC 1101 and 1102 during their Senior year unless doing the 18 credit 3-year early graduation plan. If a student does not graduate in 3 years, he/she must return and meet all high school graduation requirements.

If a student is registering for a Dual Enrollment Course and it is offered at BCHS the student must take the course offered at the BCHS campus.

A Senior student's schedule must combine for at least 6 FTE courses. This can be a combination of High School courses and College Courses.

### **Vocational Dual Enrollment**

In order to be eligible for participation in Vocational Dual Enrollment, a student must:

1. Have a minimum 2.0 unweighted GPA based on a 4.0 scale.
2. Meet all specific program entrance requirements as stated in the college catalog.

### **Academic Dual Enrollment – Early Admission**

In order to qualify for the program, a student must comply with these requirements:

1. Complete the following number of courses:

English 3 credits	Math 3 credits
Science 3 credits	Social Studies 3 credits
Physical Education 1 credit	Performing Arts 1 credit
2. Maintain a 3.0 or better cumulative grade point average.
3. Obtain the written approval of legal guardian.
4. Obtain the written approval of the principal or a designee of the high school.
5. Must have been a full-time student during the previous school year.
6. Have a passing score on the grade 10 FSA or the equivalent score on the ACT or SAT.
7. Complete six semesters in grades 9-11.
8. Have minimum ACT/SAT/CPT test score as required by the college.
9. The student must have successfully completed at least one previous academic dual enrollment course. In this instance, success is defined as earning a grade of B or higher.

### **Guidelines for Dual Enrollment Participation:**

1. Credit for dual enrollment vocational and academic courses will be determined by the articulation agreement with Florida Gateway College.
2. Any student earning a D or F in a course will need to sit out one major term (Fall/Spring) and will be required to repeat the course the next eligible term and will only be permitted to take this one course. All grades, including "W" for withdrawal, count as course attempts and become part of the student's college transcript; they may affect subsequent postsecondary admission. If the student receives a second "W" or "F" in any course, dual enrollment eligibility will end. No late withdrawals will be accepted if they were not received in the Dual Enrollment office by the deadline stated in the Academic Calendar for Dual Enrollment Students.
3. High school credit will not be awarded for college credit earned by examination (CLEP).
4. Home Education students may participate in dual enrollment, vocational dual enrollment, and credit by

- examination through home school services.
5. For all college courses taken under this section, the following weighted grade point average scale shall be used: A=5.0, B=4.0, C=3.0. No grade below a "C" will be recognized for the weighted factor. The weighted GPA is to be used for class ranking only.
  - 6 Must follow the Dual Enrollment Code of Academic ethics and Code of Conduct.

### **VIRTUAL INSTRUCTION PROGRAM**

Pursuant to Section 1001.41 (3), Florida Statutes, school districts are responsible for prescribing and adopting standards and policies to provide each student the opportunity to receive a complete education. Education methods to implement such standards and policies may include the delivery of learning courses through traditional school settings, blended courses consisting of both traditional classroom and online instructional techniques, participation in a virtual instruction program (VIP), or other methods. A course offered on BCHS campus will not be allowed to be taken through virtual online during the same semester.

"Virtual Instruction Program" means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time or space, or both. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technologies in the nontraditional classroom. (F.S. 1002.45)

Virtual courses are offered online to all eligible students in affiliated school districts throughout the State of Florida. Eligible students can enroll in part-time classes or a full-time program. The goal is to make instruction available and convenient for the student. Full-time virtual instruction programs, My District Virtual School and Florida Virtual School, are available for students who qualify and enroll during the open enrollment period. Credit for successful completion of courses will be awarded. Students may contact a guidance counselor for more information. Students graduating from My District Virtual School will receive a Baker County Virtual diploma, not a Baker County High School diploma, and will not participate in Baker County High School's graduation ceremony. Refer to the following link for enrollment: <https://www.nefec.org/virtual/student-registration/2/> (F.S. 1002.45).

**Student Eligibility** (F.S.1002.45) for K-12 virtual instruction.

1. School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1) (b)
2. Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school District or to students in other school districts throughout the state pursuant to s.1002.31
3. Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.
4. Florida Virtual School instructional services authorized under s. 1002.37.

#### **Student Participation Requirements**

Student attendance will be monitored and verified by the school district. Each student enrolled in a virtual instruction program will take state assessment tests within the school district. The district will provide student access to testing facilities.

In order to be eligible as a full-time virtual instruction student, Baker County School District students must:

- 1) Have been successfully promoted to the next grade level at the end of the previous school year. For mid-year entrance, students must have demonstrated success in the first semester courses (grades of C or better) and have recommendation from their previous school guidance or administrations.

- 2) Attain one of the following minimum scores on previous year standardized tests:
  - a) FSA English Language Arts or equivalent Level 3 or higher
  - b) STAR Reading or equivalent at 50<sup>th</sup> percentile or above (1<sup>st</sup> through 3<sup>rd</sup> grades)
  - c) Grade level proficiency on an official standardized test administered by another public-school system
- 3) Must meet all of Baker County criteria as specified in the Baker County School District Student Progression Plan in order to participate in our full-time program.
- 4) Such criteria include meeting minimum FSA scores, course requirements, immunization, Code of Conduct acknowledgement, etc. Students who meet these requirements must submit the online prospective full-time student application.

In order to be a successful full-time virtual instruction student, Baker County School District Students should:

- 1) Have consistent parent/guardian supervision of student
- 2) Maintain pace in all courses (1 hour per day per course) and submit required work
- 3) Be daily engaged in course activities/enrolled in 6 courses
- 4) Establish regular communication with all teachers via email, phone, and/or text
- 5) Earn and maintain passing grades of C or higher
- 6) Earn appropriate credits/standards for end of year grade promotion
- 7) Participate in all district standardized testing
- 8) Honor all rules and procedures established by Baker County School District for student conduct, academic integrity, and etiquette.

### **Enrollment Periods**

Parents and students may apply to this program during the open enrollment periods. The specific dates of the enrollment periods may be found on the district website at: <http://www.bakerk12.org/Page/480>. Parents can access the Baker County School District website to review the enrollment process throughout the year. Students applying during the application period are notified by email regarding the applicant status during the school's open enrollment period.

### **Applicant Status:**

1. Parents and students should review this document to determine if they are eligible and understand the commitment necessary to successfully implement this program.
2. The parents and students are required to submit the online application at <https://www.nefec.org/virtual/student-registration/2/> indicating their reasons for choosing My District Virtual School as their school of choice. Upon completion, the account specialist from North East Florida Educational Consortium will inform Baker County School District that your application is ready to move to Candidate Status.

### **Parent Responsibilities**

Parents must monitor their student's assignments and assessments. In lieu of the daily presence of a face-to-face teacher, parents should take the lead in guiding the students through the curriculum, submission of work samples, assignments, practicing FSA assimilations, online class sessions, producing projects, reviewing for quizzes and tests, as well as making sure they participate in the state assessments. **Students who do not participate in required testing will not be allowed to enroll in My District Virtual School for the following year.**

### **Academic Integrity**

A full commitment to academic integrity is expected and required from Baker County School District Virtual Instruction students. Students must commit to the following requirements associated with academic integrity:

- Your work on each assignment will be completely your own
- Your collaboration with another classmate on any assignment will be pre-approved by your instructor
- You will not practice plagiarism in any form
- You will not allow others to copy your work
- You will not misuse content from the internet
- You will not aid anyone scheduled to take the same course semester/final exams in the future

In addition, parents must attest to the fact that student work is completely the effort of their child.

#### **Availability of Virtual Options**

- FLVS and MDVS courses shall be available to students during or after the normal school day and through summer school enrollment [F.S. 1001.42(23)]. A student may not enroll in the same course (face-to-face classroom course and/or online course) more than once in the same semester. Students may not drop a course after the drop/add deadline in order to enroll in an online course with FLVS or MDVS. Students may move between a virtual or brick-and mortar classroom in a yearlong course after the end of the first semester, provided that the student continues to meet the requirements for full-time enrollment. Any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active.
- Students who have been previously unsuccessful in a virtual school course (Withdraw/Failing or Complete Failing) will need to meet with their guidance counselor before the course request is approved. Students will not be allowed to re-enroll in a virtual school course in which they have previously been unsuccessful or dropped.
- Part-time virtual school students requesting to take a course offered by FLVS must have counselor and caregiver approval [F.S. 1002.20(6)]. Students taking a course outside of the school day must maintain a "C" average throughout the Grace Period of 14 days for FLVS in order to remain enrolled in the course. Students who do not complete at least 10% of the course and do not have an average of "C" or higher will be withdrawn from the course (WNG).
- Part-time virtual school students requesting to take a course offered by MDVS must have counselor and primary caregiver approval. Students who do not complete at least 20% of the course and do not have an average of "C" or higher throughout the Grace Period of 28 days for MDVS may be withdrawn from the course (WNG). Students will not be allowed to re-enroll in a course in which they have previously been unsuccessful or dropped.
- Students have until **the end date of Survey 4 (June 12, 2020)** to complete a virtual course. Students may remain enrolled beyond this date if: the course is needed for credit recovery, on-time graduation, or for course completion until **the amendment of the final enrollment survey (4), August 15, 2020.**

#### **Drop-Add Procedures (continuing students)**

- Florida Virtual School (FLVS) Courses

While FLVS may have institutional drop/add procedures and timelines, all district students must carry a course load of at least six (6) active courses. While students await acceptance to FLVS courses, they must

remain enrolled full-time.

- *Dropping a course in the Physical School of Record and Adding a FLVS Course*

A student may not drop a physical school course and add an FLVS course after the 5<sup>th</sup> day of the semester.

- *Dropping a FLVS course and adding a Physical School Course*

A student may drop a FLVS course up to the 14th day of the semester and add a course on their school campus. FLVS drop/withdraw grade and credit guidelines still apply.

If a student is dropped from a FLVS course, the student may enter a course with My District Virtual School or on their school campus at the beginning of the following semester. Florida Virtual School "W/F" (Withdraw/Failing) and "CF" (Complete Failing) codes will be treated as a grade of "F" on the student transcript. Students who have been withdrawn from a course will not be allowed to enroll in the same course.

- **My District Virtual School Courses**

While My District Virtual School may have drop/add procedures and timelines, all full-time district students must carry a course load of at least six (6) active courses and must comply with the school district's drop/add time requirements.

While students await acceptance to My District Virtual School courses, they must maintain an enrollment that meets full-time status.

- **Exiting Online Courses**

Students who are exited from an online course during the drop/add dates may add the same course at their school site only if the drop/add date falls within the first 14 days of the semester. Students will not be allowed to enroll in the same course in My District, or be transferred to FLVS, for the same course.

### **Exceptional Student Education**

Baker County Virtual Instruction Program will accept any student who meets the requirements in Section 1002.45, Florida Statutes. Since the school district VIP is a public K-12 school (Section 1000.04(1), Florida Statutes), the district cannot restrict participation to only those students who do not have specialized educational plans [i.e., individual educational plan (IEP) or Section 504 plan for students with disabilities; or an educational plan (EP) for gifted students].

Section 1003.57, Florida Statutes, Exceptional Student Instruction, requires full-time virtual instruction programs authorized by Section 1002.37 or Section 1002.45 Florida Statutes, to fulfill "the obligation of a school district for public school exceptional students who are enrolled in full-time virtual programs."

Ultimately, the district is responsible for the development and implementation of IEPs and EPs and responsibilities related to Child Find and identification of ESE students. However, the contractual agreement between the school district and the virtual provider may establish specific requirements with regard to the role and responsibilities of the virtual provider for some or all of these activities.

Special Note to applicants currently enrolled and receiving services in an Exceptional Student Education program (ESE): Baker County School Board ESE Special Programs and Procedures state, "The district assures provision of full educational opportunity to all children with disabilities, aged three through twenty-one, using the kind and number of facilities, personnel, and services necessary to meet this goal. A free appropriate public education (FAPE) is available to all students with disabilities upon determination of need." Therefore, all ESE students must have an IEP



review prior to enrollment. The ESE Director or designee will attend this review. This means that the special education or related services which were provided to your child at his or her previous school of enrollment may not be provided to him/her at Baker Virtual School.

### **Personnel Responsibilities**

Program and Statute Compliance – Executive Director of Teaching and Learning

My District VIP – Exceptional Student Services Director

Part-time Virtual Instruction – Principal/Guidance Counselor

Financial Reporting – Director of Finance

### **District Expectations and Evaluation of Virtual Instruction Program**

The Baker County School District will use the following criteria to assist in evaluating the Virtual Instruction Program and to make necessary adjustments in an effort to continuously improve.

- The amount of courses completed compared to the amount attempted.
- The course grades for those courses completed.
- Student feedback

District expectations will be met when at least eighty percent (80%) of students complete courses compared to the amount attempted. Although 80% completion is used as an evaluation measure, Baker County School District will continuously strive for a higher percentage. This expectation will be monitored each semester. If the 80% threshold is not met, the district will study possible variables effecting completion rate, including input from student feedback forms. Each student that attempts a virtual course will complete a student feedback form at time of completion or course withdrawal.

District expectations will be met when at least eighty percent (80%) of students completing courses receive a final course grade of “C” (2.0) or higher. If threshold of 80% is not met, district will consult with virtual instruction provider as well as study other possible variables including student feedback.

District’s expectations of key personnel are to adhere to Virtual Instruction Program Guide and Procedures Manual. Baker County School District is committed to an effective virtual instruction program and the support necessary to ensure program success.

### **Process to Ensure Compliance**

The Executive Director of Teaching and Learning will meet with ESE Student Services Director, Director of Finance, school principals, and Guidance Counselors as necessary to monitor and evaluate program effectiveness, key employee expectations, ensure proper training of staff including personnel changes, and to ensure statutory compliance.

### **CREDIT BY CORRESPONDENCE**

To be accepted for credit, study by correspondence shall be characterized by the following:

1. The principal shall approve the course in writing.
2. The course shall be taken under the direction of an accredited institution, which has an accredited extension division.

3. The correspondence course may not duplicate a course, which is presently available to the student or where credit has already been received in the same or a similar course.
4. The student will be permitted to receive only one credit during an academic year.
5. For the correspondence credit to be used to fulfill graduation requirements, the student must be currently enrolled in high school. If the correspondence credit is earned during the summer, the student must have been enrolled during the second semester of the previous year.
6. Correspondence courses must be taken in addition to a full-time schedule. Courses must match the Course Code Directory, State Curriculum Frameworks, and Florida State Standards. The courses must be from a Southern Association of Colleges and Schools approved agency for elective credit only, and have prior approval of the principal.

#### **CREDIT FROM NON-ACCREDITED SCHOOLS**

Work or credits earned in a non-accredited school shall be validated through the use of standardized tests or other tests as determined by the principal of the individual school program. **No credit shall be allowed for work done under a private tutor.**

#### **ENROLLMENT TERMINATION**

Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The student is informed that terminating school enrollment is likely to reduce the student's earning potential and signed by the student and the student's parent. The student's guidance counselor or other school personnel will conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student will be informed of opportunities to continue his or her education in a different program.

#### **DISTRICT DROPOUT PREVENTION PROGRAMS**

Students enrolled in the Baker County School District's Dropout Prevention Programs will experience an individualized educational program. This program will be based upon an evaluation of the student's particular needs and past experience. Those high school students participating in such intervention and recovery programs may progress towards graduation in a variety of ways as determined by the dropout prevention staffing committee and/or the program coordinator.

#### **OPPORTUNITY SCHOOL PROGRAM**

This program is designed to provide basic skills, career training, and an opportunity to acquire the credits necessary to successfully complete a high school program of study. The basis for this program is credit recovery. The participating student is eligible to recover credits that were not obtained during their original participation in the course. In a few cases, the program may accelerate the student through a particular course on first impulse. In such, the staffing committee may waive the 135-hour rule. The Opportunity School Program is a strictly voluntary dropout prevention program. Parent permission is required in order to enroll a student in the program.

Example criteria used to place a student in the Opportunity School Program include:

- a. A lack of accumulated credits to permit graduation within 4 years of entering high school.
- b. A minimum of 13 earned credits
- c. Retention in a grade 9-12
- d. A lack of success during the most recent or current academic year

Once enrolled in the program, a student may be removed for any of the following reasons:

1. **Unsatisfactory Attendance:**

Students will sign an Attendance Agreement at the beginning of the school year, verifying their understanding of the Opportunity School Attendance Policy. The policy states that the student is allowed no more than nine unexcused absences per semester. Once a student reaches eight unexcused absences, they along with their parent/guardian, will meet with the attendance committee and be placed on probation for the rest of the semester. After ten unexcused absences, the student along with their parent/guardian, will meet with a waiver committee to determine awarding of credit. If their credit is withheld students may be removed from the Opportunity School Program at the end of the semester.

2. **Academic Difficulty:**

If a student receives a grade of less than a 60, in three or more courses, at the end of a nine-week grading period, they will be placed on academic probation for the following grading period. If the student's grades do not improve to passing during that time, they will be removed from the Opportunity School Program.

3. **Unsatisfactory Discipline:**

Students who receive a referral resulting in five or more days of out of school suspension or they receive more than five referrals of any kind will be removed from Opportunity School at the end of the subsequent semester.

\*The principal and/or the program coordinator reserve the right to remove any student from the Opportunity School Program at any time if it is deemed that their participation has a negative impact on the program or other participating students.

\*Conscious efforts must be made to assure that the educational integrity of this program is maintained. The eight-semester rule is also applicable to students in the Opportunity School Program. Students should never consider this program a short cut to graduation.

### **ALTERNATIVE PLACEMENT PERFORMANCE BASED CREDIT**

Students (in all areas) may earn credit(s) toward graduation when properly scheduled and enrolled in the computer-assisted program of instruction while participating in the alternative placement program at Baker County High School. In order to earn such credits, students shall demonstrate mastery of the performance standards as established by the school district for the particular course or courses in which they are enrolled. The individualized programs of instruction shall be supervised and coordinated by a teacher as assigned by the principal.

### **COURSE OFFERING**

All course offerings are in accordance with the Florida Course Code Directory.

## **BAKER COUNTY PK-12 EXCEPTIONAL STUDENTS PROGRESSION PLAN**

### **A. ADMISSION**

Students requiring special adaptations to the regular school program and qualifying for Exceptional Student Education (ESE) programs through the Multi-Tiered Systems of Support (MTSS) process (see general section) shall be admitted through an appropriately executed eligibility staffing and shall maintain a current Individual Education Plan (IEP) or Education Plan (EP) for gifted.

An eligible exceptional student may be enrolled in one (1) or more of the following programs:

Autism Spectrum Disorders	Language Impaired
Deaf or Hard of Hearing	Orthopedically Impaired
Developmentally Delayed (0-5)	Other Health Impairments
Dual-Sensory Impaired	Traumatic Brain Injured
Emotional/Behavioral Disability	Specific Learning Disability
Gifted	Speech Impaired
Hospital/Homebound	Visually Impaired
Intellectual Disability	

Students who become three (3) years of age may be eligible for pre-kindergarten exceptional student programs if eligibility requirements are met in any of the above programs.

A student with a disability may also receive speech/language, physical and/or occupational therapy as a related service if eligibility requirements are met.

## **B. PROMOTION**

Students participating in ESE programs must meet the grade level promotion requirements for general education unless otherwise stated on the IEP.

As provided in 1008.25, F.S., an exceptional student may be retained in grade three, when English language arts scores, after remediation, are below level two. Refer to Elimination of Social Promotion and Good Cause Exemptions section. Good cause exemption may be used at grades 3-12.

General education standards apply, but factors to consider are:

1. Successful completion of IEP goals and objectives,
2. Chronological age,
3. Grades earned in all courses, and
4. Attendance.

Students with disabilities must meet the school district proficiency levels, unless the student's IEP indicates that the disabling conditions impact the student's progress in the general curriculum.

## **C. REQUIREMENTS FOR STANDARD DIPLOMA FOR EXCEPTIONAL STUDENTS**

All students who enter ninth grade in 2015-16 and beyond will work toward a standard diploma through one of the standard diploma pathway options or any applicable diploma designation. For a detailed explanation of requirements for graduation with a standard diploma, refer to the section on Graduation Requirements for Non-Exceptional Students.

Exceptional students should be awarded credit toward a standard diploma under the following conditions:

The exceptional student has taken a course (regular course code directory number) and passed the course taught by a highly qualified teacher under No Child Left Behind (NCLB).

For regular credit to be earned, exceptional students are to master the content to the same extent required of non-exceptional students. Accommodations to regular courses may include:

1. Flexible setting: changes to the physical setting, grouping arrangements, classroom behavioral

- expectations, and/or classroom management procedures.
2. Flexible scheduling: changes to the daily/weekly schedule, increase or decrease in instructional time, changes to assignment timelines, chunking material, etc.
  3. Flexible presentation: variations in instructional techniques or strategies, changes to the instructional format or materials, flexibility in how information is presented (e.g. visual/tactile/auditory, sign language), assistive technology (e.g. FM system, computer-based learning.), etc.
  4. Flexible responding: use of alternate response modes, alterations to test or assignment formats, and assistive technology for responding (e.g. communication system, computer output).

On Statewide Assessments, ESE students are allowed appropriate accommodations as determined by the IEP team which will demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking or psychological process skills.

ESE students may enroll in Level 1 English and Math courses to prepare them for the General Education course requirements; however, Level 1 courses do not count as credit toward a standard diploma.

Based on Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES), our district assures that it provides instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. A student with a disability for whom the Individual Education Plan (IEP) Team determines that the FSA cannot accurately measure the students abilities, taken into consideration all allowable accommodations, shall have the FSA requirement of paragraph (4)(6) waived for the purpose of receiving a standard high school diploma, if the student:

- 1) Completes the minimum number of credits and other requirements in s. 1003.428 (1), (2) and (3) F.S.
- 2) Does not earn passing scores on one or both parts of the FSA or on a standardized test that are concordant with passing scores on the FSA after one opportunity in 10<sup>th</sup> grade and one opportunity in 11<sup>th</sup> grade.

Under s. 1003.433(1), F.S., a student who transfers from another state in the 12<sup>th</sup> grade must pass the grade 10 FSA or an alternate assessment that is concordant with the FSA; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he or she is transferring or meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the waiver.

Through a formal IEP meeting (not reevaluation review), the IEP team is required to determine and document on the DOE prescribed form, "Waiver of FSA Graduation Requirement for Students with Disabilities," that the FSA cannot accurately measure the student's abilities, taking into account all allowable allocations.

In addition, the Superintendent/Designee shall review the IEP team decision and sign-off on all cases where the FSA is waived (Principal's and Superintendent's signatures required).

Factors the IEP team would consider may include, but not be limited to:

- Has the student been enrolled in courses leading to a standard diploma and has had multiple opportunities to demonstrate proficiency of the Florida Standards that are assessed by the Grade 10 FSA?
- Has the student taken the Grade 10 FSA with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11, or if not continuously enrolled in a public school in Florida, at least once during each year of enrollment in grades 10 and 11?
- Has the student earned a passing score on the English language arts portion of the Grade 10 FSA and the Algebra 1 EOC?
- Has the student demonstrated proficiency of the Grade 10 Florida Standards as assessed on the Grade 10

FSA?

Additionally, to ensure that each student has had every opportunity to pass the FSA, participation in the spring administration of the FSA during the senior year is recommended.

A student with a disability, for whom the IEP team determines that an End of Course exam (EOC) cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the EOC assessment requirement waived for the purpose of determining the student's course grade required.

The awarding of a special diploma or special certificate of completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education until the student reaches age 22. The IEP Committee will determine whether continued specially designed instruction and/or additional instruction in transition is required beyond the senior year of high school. In accordance with the IEP process and district and state laws, a student must agree to defer the receipt of his/her diploma in order to continue to receive specially designed instruction until the age of 22.

Only during the 2014-2015 school year, students had the opportunity to switch from a Special Diploma option to a Standard Diploma option and receive elective credit toward a Standard Diploma for passing exceptional student education courses.

#### **D. REQUIREMENTS FOR A SPECIAL DIPLOMA**

If a student's IEP plan was written prior to June 20, 2014 and contains a statement that the student is pursuing a special diploma, the student may continue on that plan until he/she reaches graduation.

The Florida Standards for special diploma describe what certain students with a disability should be able to do at various levels of access to the standard curriculum. These standards are herein incorporated into this Student Progression Plan.

Mastery of the Florida Standards through access points for students with significant cognitive disabilities shall include demonstration of proficiency by completing the minimum number of course credits.

Students with disabilities may choose from two additional standard diploma options: The Standard Access Pathway option (open to students with significant cognitive disabilities) and the Standard Academic/Employment option. Both options require the same 24 credits listed for other standard diploma plans. Both options allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science, and social studies (excluding Algebra 1, Geometry, Biology 1, and US History).

- Students with significant cognitive disabilities may earn credits via Access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

A student with a disability is not restricted or limited to any particular diploma option, and in accordance with the IEP process, shall be afforded the opportunity to work toward any diploma pathway that is appropriate to his/her ability.

The Individual Education Plan (IEP) Committee shall document the individual student's course of study leading toward a standard diploma on the IEP developed during the year or the year prior to the student's

14<sup>th</sup> birthday. This decision shall be reviewed annually.

A student with a disability who earns all the required credits for graduation, but does not have a 2.0 cumulative GPA, and/or does not pass the required state assessments for graduation, will receive a certificate of completion. A student with a disability may continue working toward graduation requirements until the age of 22. **In order to do so, the procedures for deferring receipt of the high school diploma must be followed.**

#### **ENHANCED NEW NEEDED OPPORTUNITY FOR BETTER LIFE AND EDUCATION FOR STUDENTS WITH DISABILITIES (ENNOBLES) PROVISION**

ENNOBLES provisions for transition to post-secondary education allow for the following to take place for students with disabilities:

A student who has been awarded a special diploma or a certificate of completion is eligible to enroll in certificate career education programs, and a student with a documented disability may be eligible for reasonable substitutions as prescribed in § 1007.264 and 1007.265.

Additionally, any student with a disability shall be eligible for reasonable substitutions for any admissions requirements, when documentation is provided that the person's failure to meet the admissions criteria is due to the disability. Any student with a disability shall be eligible for reasonable substitutions for graduation, for admission into a program of study, or for entry into the under division, where documentation is provided that the person's failure to meet the admissions criteria is related to the disability, and where failure to meet the graduation requirements or program admission requirements does not constitute a fundamental alteration in the nature of the program. \*

\*The requirements of § 1003.49, Accelerated high school graduation options, are applicable to students with disabilities working towards a standard diploma.

#### **GUIDELINES FOR PARTICIPATION IN STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES**

This section is related to procedures for student participation in statewide assessments, as required by Rule 6A-6.03411, FAC. (Students who are identified solely as gifted are not eligible for state assessment accommodations.)

The school district shall ensure that:

1. Each student with a disability has the opportunity to participate in any state or district assessment of student achievement with appropriate accommodations if determined appropriate by the individual educational plan (IEP) team and recorded on the student's IEP: As prescribed by Rule 6A-1.0943, statewide assessments for Students with Disabilities makes the provisions for test accommodations which will demonstrate the students abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills.

Accommodations are authorized for any student who has been determined eligible as a student with disability pursuant to s.1003.01(3)(a), F.S., and Rule 6A-6.0331, F.A.C., and has a current IEP, or who has been determined to be a student with disability pursuant to Rule 6A-19.001(6), F.A.C., and has a plan developed under Section 504 of the Rehabilitation Act.

The accommodations must be identified on the student's IEP or 504 plan and must align with current instructional accommodations and accessible instructional materials used regularly by the student in the classroom.

**PLEASE NOTE:**

The Baker County School District will follow state guidelines for allowable testing accommodations.

These accommodations may be found at:

<http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>.

2. The IEP team should answer each of the following questions in order to facilitate informed and equitable decision-making to determine whether a student takes the FSA or an alternate assessment.
  - i. Does the student have a significant cognitive disability?
  - ii. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in paragraph 6A-6.03411(1) (z), F.A.C., to attain the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.?
  - iii. Does the student require direct instruction in academic areas of English language arts, math, social studies and science based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings?

If the IEP team determines that **all three questions** accurately characterize a student's current educational situation, then an **alternate assessment** should be used to provide a meaningful evaluation of the student's current academic achievement. If the answer to all three questions is not "yes," the student should participate in FSA with accommodations, as appropriate.

- b. Each student's IEP indicates a statement of any individual accommodations in the administration of any state assessment or student to participate in such assessments.
- c. If the IEP team determines that the student will not participate in a particular state or district assessment (or part of that assessment) of student achievement, a statement of why that assessment is not appropriate for the child and how the child will be assessed will be indicated on the IEP. Additionally, if a student does not participate in the statewide assessment, our district will notify the student's parent and provide the parent with information regarding the implications of such nonparticipation.

If modifications or accommodations are made in the student's instruction that would not be permitted on the statewide assessment tests, our district will notify the student's parent of the implication of such instructional modifications or accommodations. A parent must provide signed consent for a student to receive instructional modifications or accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he/she understands the implications of such.

- d. An alternate assessment procedure will be provided for each student who is excluded from state or district assessment of student achievement at each grade level where a state or district assessment is required for other students in the district.
- e. Alternate assessment procedures provide documentation of specific student performance and the scoring criteria used to assess the student's progress.



- f. Alternate assessment procedures match the instructional goals (standards and benchmarks) as determined appropriate for the student.
- g. Alternate assessment procedures address, at a minimum, areas that correspond to areas assessed through the state and district assessment of student achievement.

Class ranking for the purposes of calculating valedictorian, salutatorian, college admissions, scholarships, financial aid, and Beta Club membership will be based on Grade Point Averages (GPA) of all students in programs earning a standard high school diploma.

## **Acceleration Procedures**

### **Subject Matter/Whole Grade Acceleration**

Consideration for acceleration will be limited to one referral, per student, per 12-month period.

Students who are referred for possible accelerated placement 60 or more days prior to the beginning of school year shall be evaluated prior to the students' first day of school.

Students who are referred for possible accelerated placement 60 or more days prior to the beginning of the second semester shall be evaluated prior to the start of the second semester.

Acceleration shall commence at natural transition points within the school calendar, in accordance with school board policy.

- Step 1: Complete and submit Academic Acceleration Referral. Forty-five school days are allowed for completion of the evaluation process, including written notification to the parent.
- Step 2: Guidance Counselor conducts an initial review which includes:
  - Attendance
  - Performance on local, state or standardized assessments
  - GPA
  - Discipline records
  - Recommendations from teachers of the core content area being considered for acceleration
  - Recommendation from school counselor, if one is assigned to the school of attendance
- Step 3: If the initial review does not warrant an evaluation by the Acceleration Evaluation Committee, the parent will be informed in writing of the decision.  
 If initial review warrants, the Principal will obtain parent permission to proceed with the Acceleration Evaluation.  
 If whole grade promotion is to be evaluated, the Iowa Acceleration Scale will be administered.  
 If subject area acceleration is to be evaluated, a subject-specific assessment (to be determined by the district) will be administered. Minimum requirements for acceleration will be 95 % proficiency on this assessment.
- Step 4: Principal schedules a meeting of the Acceleration Evaluation Committee. Committee members shall include:
  - Principal or designee
  - Current teacher
  - Potential receiving teacher
  - Guidance Counselor from school of attendance
  - Parent

- Step 5: Acceleration Evaluation Committee convenes to conduct a Programmatic Assessment. This assessment shall contain, at a minimum, a review of the data collected in the initial review (Step 2). If the committee is considering whole-grade promotion, data from the Iowa Acceleration Scale will also be included in the decision-making process.  
If the committee is considering subject area acceleration, the data obtained from selected assessment instruments will be considered.  
Committee reaches a decision on acceleration placement.  
Principal notifies parent of committee decision (Written notification to parent is required within 45 school days from submission of referral).
- Step 6: If acceleration is recommended, parent accepts or declines Permission for Academic Acceleration.  
If acceleration is not recommended, the parent has the right to appeal the decision to the superintendent's designee within 30 days. The superintendent's designee has 30 days to render a decision on the appeal, and notify the parent in writing.
- Step 7: If acceleration is recommended, an Acceleration Education Plan will be developed. The trial plan will be in effect for one full grading period, and monitored by a designated staff member to ensure successful implementation. Acceleration trial shall commence at natural transition points within the school calendar.
- Step 8: At the conclusion of the trial period, the Acceleration Evaluation Committee will reconvene to determine the permanency of the accelerated placement.

#### **Additional Educational Choice Options**

As provided by Florida Statutes 1003.3101 and 1012.42, a parent may request his/her child be transferred to another classroom teacher. According to the statutes, a classroom transfer request does not provide a parent the right to choose a specific teacher.

Completion and submission of the Classroom Transfer Request Form is required for a parent to make such a request. Forms are available at the principal's office and must be submitted to the principal's secretary.

Classroom transfer requests will be granted or denied based on schedule availability, state mandates pertaining to class size, team teaching assignments, and principal discretion. The student's school principal shall grant the request or provide an explanation in writing of the denial within two weeks of submission of this form.

### School Financial Reports

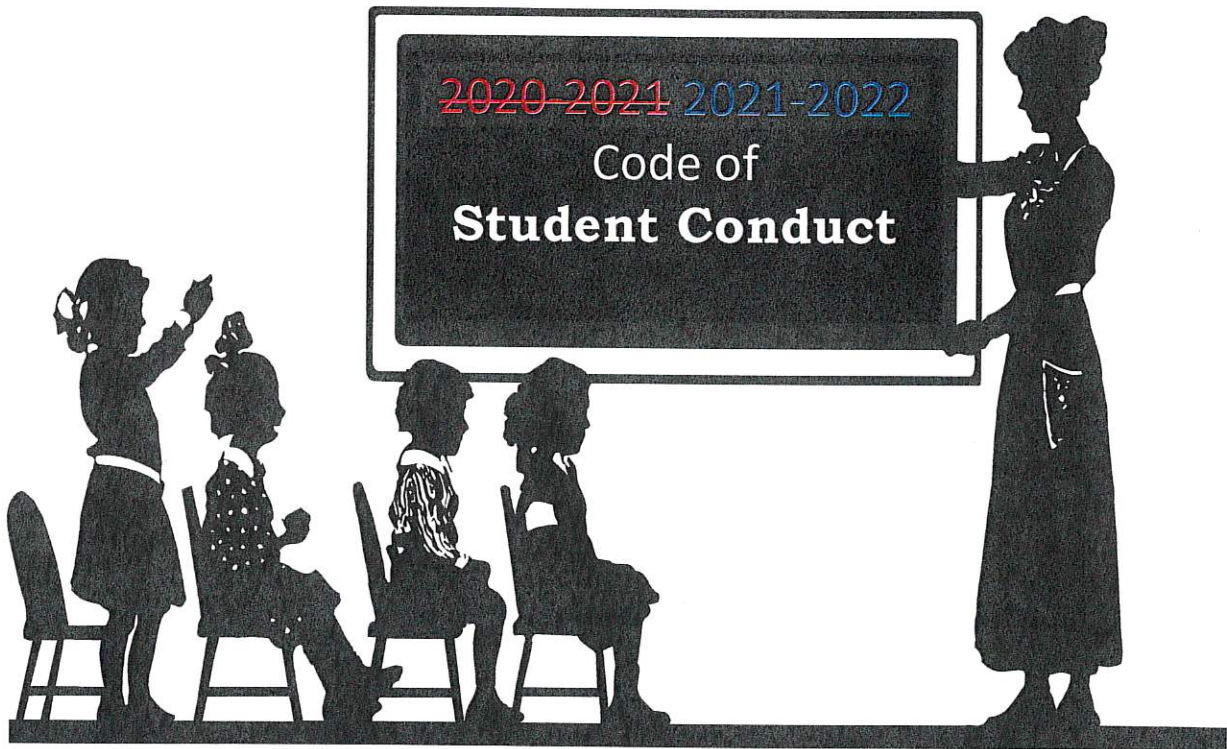
The following chart provides the per full-time expenditures at each school site. Additional school financial information is available on the district website at: [www.bakerk12.org/domain/168](http://www.bakerk12.org/domain/168)

School Site	Average Amount of Money Expended per Student
Baker County Pre-Kindergarten/Kindergarten Center	<del>\$8,144.00</del> \$9,349.00
Macclenny Elementary School	<del>\$7,737.00</del> \$7,976.00
Westside Elementary School	<del>\$8,566.00</del> \$10,586.00
J. Franklyn Keller Intermediate School	<del>\$5,954.00</del> \$6,629.00
Baker County Middle School	<del>\$6,756.00</del> \$6,910.00
Baker County High School	<del>\$7,428.00</del> \$7,263.00

Class size requirements, teacher experience, program cost factors, and other expenses associated with operating the school will cause the per student expenditure amount to fluctuate annually.



# BAKER COUNTY SCHOOL DISTRICT



It is the policy of the Baker County School District that admissions or access to or treatment or employment in its programs and activities are done so without discrimination on the basis of race, color, sex, national origin, marital status, disability, age or religion.



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## **INTRODUCTION**

The purpose of this Code of Student Conduct is to make available to students and the public a handbook containing information relative to policies, rules, rights, responsibilities, and disciplinary actions that may affect students as they experience the educational process in the Baker County Public Schools. It is not intended for this booklet to be totally comprehensive, but that it will reflect the basic policies and procedures that are in effect.

These statements will be broadly established and the individual schools of the district may find it advisable to further refine them in order to consider each school's particular situations and conditions.

It is the desire of the school board and all educational personnel to provide a safe, quality education for all students. In order to accomplish this task, definition must be made as to student conduct. It is, therefore, the purpose of this handbook to make those definitions.

## **THE HOME, THE SCHOOL, AND THE STUDENT**

The respective roles of the home, the school, and the student are meshed together. Neither can be totally successful without the others. A cooperative, mutually-appreciative effort must be made if our community and society are to be best served. The Baker County School District recognizes the need for a team effort in the educational process. Positive efforts are required of all parties involved in the educational process if maximum success is to be attained.

The guidelines of this code are an effort to identify certain needs, concerns, and responsibilities of students. An organized effort is required in order to maintain a proper educational atmosphere. There must be rules and regulations in order to be as efficient and effective as possible in the deployment of the public trust endowed in the public schools of Baker County.

## **APPLICATION OF THE CODE**

This Code of Student Conduct and a school's particular rules are in force:

1. During regular school hours on school premises.
2. While students are being transported on the school bus and at their designated bus stops.
3. At such times and places, including, but not necessarily limited to, school-sponsored events, field trips, athletic functions, and other activities where appropriate school administrators have jurisdiction over students.

Additionally, school officials are authorized to take administrative action when a student's misconduct away from school has a detrimental effect on the other students or on the orderly educational process.

## **POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)**

Positive Behavior Interventions and Supports (PBIS) is a district-wide commitment to address problem behavior. PBIS is a collaborative, assessment-based approach to developing effective interventions for problem behavior. It emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle changes for all students. The aim is to build effective environments in which positive behavior is more effective than problem behavior so that academic success can be achieved.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **Foreword**

This statement sets forth the rights of all students in the public schools of Baker County, Florida and the responsibilities, which are inseparable from these rights. This statement should not be interpreted as being all-inclusive, for the student has rights guaranteed by the Constitution and the law.

The rights of an individual are preserved only by the protection and preservation of the rights of others. Students are responsible for the way they exercise their rights, and they must accept the consequences of their actions and recognize the boundaries of their rights. Each exercise of an individual's rights must demonstrate respect for the rights of others. To achieve the goal of a democratic society, the staff, students, and parents must work cooperatively to avoid the extremes of regimentation on the one hand and anarchy on the other.

A primary task of the school is to create a stimulating learning climate for all students. Such a climate includes a broad exposure to the rights and responsibilities of citizens in a democratic society. That the school community is educating the young for citizenship is reason enough for scrupulous protection of the constitutional freedoms of the



individuals involved. This statement presents opportunities for students to exercise their rights and assume their responsibilities for citizenship. Equity and balance should always be present in our school, and this can be accomplished only when the rights of students are equitable and balanced by the responsibilities on which the rights are based.

### **Education**

Each student has a right to an education, and they also have the responsibility not to interfere with or threaten the education of others by their action.

Each student has the responsibility to attend school regularly and to abide by the policies and regulations of the school.

Students have the right to seek changes in school policies and regulations in an orderly manner by utilizing those channels provided for this purpose.

Though a student has a right to an education, the amount, quality and type of education they receive is commensurate with their ability and their efforts expended. No person can guarantee a student an education if they do not apply themselves to the task.

### **Expression**

The primary liberties in a student's life have to do with the processes of inquiry and learning, acquiring and imparting knowledge, and exchanging ideas. These processes require that students have the right to express opinions, to take stands, and to support causes either publicly or privately which do not conflict with the policies of the school nor the rules as set down by the principal.

### **Speech**

Every student has the right to express their opinion, either verbally or symbolically, as long as they do not infringe upon the rights of others.

As an intellectual being, every student has a right to search vigorously for truth by examining opposing ideas and to espouse and express in any orderly manner whatever views command the assent of their mind. Where soundness of their position can neither be proved nor disproved with documentation, they shall in no way be penalized academically for holding those views.

A student's responsibility must include personal concerns for the effect of the spoken word or symbolic expression on the personal reputation of others, and a student has the right to have their own personal reputation protected accordingly. Consequently, personal attacks and obscenities are prohibited.

### **Petition**

Students have the right to present petitions. However, the collecting of signatures on petitions shall not disrupt classroom procedures nor interfere with the educational process.

Students shall not be subjected to disciplinary measure for initiating or signing a petition provided that the petition is free from obscenities, libelous statements, and personal attacks.

### **Press**

Journalism provides many learning experiences. In a school community, students involved in student publications shall convey information with accuracy and insight in such a manner that truth shall remain predominant. Such publications shall operate under the concept of the First Amendment, which guarantees freedom of the press. In order to achieve the full learning experience, only materials alleged to contain the following should be withheld from the press.

- a. Libelous materials by current legal definition.
- b. Obscenity by current legal definition or local obscenity standards.
- c. Materials, which incite others to damage property, physically harm others, or seriously disrupt school activities or the educational process.

The responsibility and authority for decisions, based on the standards mentioned above, are vested with the principals or to whomever they delegate this authority.

The distribution of non-school sponsored publications will be prohibited on school property. Exceptions will be limited to simple announcements of community concern at the discretion of the principal or their appointed delegate.

### **Assembly**

Students have the right to assemble peacefully. There is an appropriate time and place for the expression of opinions and beliefs. Conducting and/or participating in demonstrations, which interfere with the operation of the school or classroom, is inappropriate and prohibited.

### **Religion**

Students have the right to practice their own religious beliefs, as long as they violate neither the constitutional rights of others nor the Supreme Court's prohibition on a school's extending the mantle of public sanction or support to any particular religion. Students have the right to study, examine, discuss, and analyze religious ideas and institutions just as they may explore any other subject. Students have the right to participate in school-sponsored activities regardless of race, religion, ethnic origin, or economic status.

### **Satisfactory Conduct**

In order for a student to be eligible to participate in interscholastic extracurricular student activities, they must maintain satisfactory conduct and, if the student is convicted of, or is found to have committed a felony, or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities are terminated until final disposition of charges.

### **Definition of Interscholastic Extracurricular Student Activities**

Interscholastic extracurricular student activities are those organized student activities between or among schools, which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent, which include, but are not limited to, sports, music festivals, speech, debate, art, and drama competitions.

### **Government**

Students have a right to air grievances, problems, and concerns through legitimate channels provided by the school.

## **DRESS CODE**

The dress code of the Baker County School District is an attempt to work in concert with the goals and philosophy of our schools and to create a wholesome environment for the educating of our youth. Each student is expected to come to school in a neat and clean fashion and to wear shoes at all times. Individual schools may have additional dress code requirements published in their student planners. In addition to those requirements students are not allowed to wear the following to school:

1. Unacceptable Dress
  - a. Slacks, jeans, shorts, or dresses that reveal body imprints due to excessive tightness, including spandex-type clothing;
  - b. Shorts or dresses that are deemed too short by individual school administration, shorts or dresses having splits, or shorts worn for physical education;
  - c. Bare midriff, see-through clothing without appropriate under garments, sun dresses without straps, halters, backless dresses, tube tops, half shirts, open-sided shirts, T-Back tops, and tank tops/camis (unless covered by an appropriate outer garment);
  - d. Clothing with words, phrases, symbols, pictures, patches, or insignias, which are obscene, profane, offensive, or drug, alcohol, or gang related; \*
  - e. Hats, caps, visors, bandannas, hoodies, or headbands in school buildings (except for special occasions as approved by the administration);
  - f. Hair rollers and/or curlers in hair during school hours;
  - g. Any clothing improperly fastened;
  - h. Pants, jeans, or shorts worn below beltline.
2. Clothing and styles considered hazardous to health and/or safety and which are **not allowed**:

- a. Bare feet; bedroom slippers; shoes with wheels (heellies);
- b. Sunglasses inside the buildings, unless a medical permit is on file;
- c. Choke collars, chains, jewelry, clothing or adornment that may be considered dangerous or disruptive to the learning environment.

Regarding F.S. 1002.23(7), students are expected to dress appropriately, exhibit respect for themselves and others, and maintain orderly conduct which is conducive to an orderly environment. No student can wear clothing that exposes underwear or body parts in an indecent or vulgar manner or which disrupts the orderly learning environment. Any student who violates the dress policy is subject to disciplinary action.

\*Chapter 2014-219, Laws of Florida amends section 1006.07, Florida Statutes (F.S.) related to the code of student conduct. This section states that students should not be disciplined or referred to law enforcement for simulating a firearm or weapon while playing, or wearing clothing or accessories which depict a firearm or weapon or an opinion regarding Second Amendment rights. Disciplinary action resulting from inappropriate student clothing or accessories will be consistent with state statutes. If the wearing of the clothing or accessory causes a substantial disruption to student learning the infraction may be addressed in a manner that is consistent with school board policies for similar infractions.

Baker County School District maintains school board authority to discipline students for simulating a firearm or weapon when it substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. Consequences for such offenses will be comparable to the severity of the offense and consistent with school board policies for similar infractions.

### **STUDENT RECORD PRIVACY**

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, is a federal law that affords students and the parents and legal guardians of minor students' certain rights, primarily access and confidentiality, with respect to the students' educational records (20 U.S. Code {U.S.C.} 1232g). FERPA defines education records as all records that schools or education agencies maintain about students.

This and other United States "privacy" laws ensure that information about citizens collected by schools and government agencies can be released by consent or only for specific and legally defined purposes which may include:

- School officials with a legitimate educational interest can access students' educational records without their knowledge or consent
- Officials of schools to which student intends to apply or enroll
- Federal, state, or local educational authorities under certain conditions
- School readiness coalitions
- Parties to an interagency agreement between DJJ, school and law enforcement authorities for purpose of reducing juvenile crime. S 1002.22(3) (d) (13), F.S.

No Child Left Behind (NCLB) Act now requires schools to transfer disciplinary records to any private or public elementary or secondary school to which a student transfers. Any Threat Assessment documentation will also be sent in student records.

Florida has a very broad Public Records Law. Virtually all written communications to or from School District Personnel are public records available to the public and media upon request. E-mail sent or received on the School District System will be considered public and will only be withheld from disclosure if deemed confidential pursuant to State Law.

### **SCHOOL PROPERTY SEARCHES**

The following rules shall apply to the search of school property assigned to a specific student and the seizure of items in his/her possession:

1. Reasonable suspicion for school authorities to believe that the student possesses an item or items, which constitute a crime or rule violation.
2. Specific items, which constitute unlawful possession, or other items, which would be used to interfere with the orderly operation of the school, may be the objectives of searches.
3. General housekeeping inspections may be made during each school term.

### **SEARCHING OF STUDENTS**

Students may be searched in the school, if authorities believe that they may carry destructive weapons, obscene materials, items of theft, alcohol, drugs, tobacco/vape devices, paraphernalia, or any other items, which would constitute a school rule violation. School officials will make reasonable efforts to avoid unnecessary embarrassment of the student involved in a search. Such searches will be conducted only by school administrators or under the directions of a school administrator/designee.

### **EXAMPLES OF IMPROPER STUDENT BEHAVIOR**

The school is a community and the rules, regulations, and code of conduct of a school are the laws of that community. All those enjoying the rights of citizenship in the school community must also accept the responsibilities of citizenship. In all the schools of Baker County, the following modes of action will be considered offenses against the schools' societies and will be punishable as prescribed in this document:

- |  |  |
|--|--|
| 1. Alcohol                                   | 20. Threat   |
| 2. Arson                                     | 21. Intimidation   |
| 3. Battery                                   | 22. Tobacco Possession                                   |
| 4. Breaking & Entering/Burglary              | 24. Trespassing  |
| 5. Disorderly Conduct                        | 25. Vandalism  |
| 6. Drugs/THC Oil                             | 26. Weapon(s) Possession                                 |
| 7. Fighting/Bullying                         | 27. Bomb Threat  |
| 8. Homicide                                  | 28. Tardiness Excess                                     |
| 9. Kidnapping                                | 29. Skipping   |
| 10. Larceny/Theft                            | 30. Abuse of Property                                    |
| 11. Malicious Harassment/Hate Crime/Bullying | 31. Copying/Cheating/Lying                               |
| 12. Motor Vehicle Theft                      | 32. Improper Dress                                       |
| 13. Robbery                                  | 33. Disruptive Behavior/Bullying                         |
| 14. Sexual Battery                           | 34. Abusive Behavior to Other Student(s)/Bullying        |
| 15. Sexual Harassment                        | 35. Disrespect Toward Staff/Insubordination              |
| 16. Leaving Class Without Permission         | 36. School Rules Violation                               |
| 17. Missing Detention                        | 37. Any conduct resulting in unsafe condition for others |
| 18. Not in Assigned Area                     | 38. Sexting*   |
| 19. Sex Offenses                             |  |

39. Inappropriate Use of Computer/Internet including social media
40. Other Major Crime/Violence Includes: forgery, extortion, gambling, gang-related activities, secret societies, spreading rumors to cause harm or disrupt schools/district setting, etc.
41. Any unfavorable conduct which brings reflection on the school while on school-sponsored trips
42. Any other unfavorable act, which is considered offensive to the school community by the administration
43. Violations of established rules of conduct for school bus students
44. Unauthorized buying or selling of personal property or other items
45. Deliberate tampering of computers, software, technology equipment or materials
46. Capturing still or video images of another student or staff member (Including Physical Attack, Sexual Assault, Hazing)
47. Use of a cell phone, in any manner, during school hours without permission from proper authority is prohibited. Cell phones must be turned off and kept out of sight until after the school day has ended. **Cell phones and other electronic devices may be taken and parents may be required to come to school for retrieval if policy is not followed.** Students are responsible for safeguarding their personal belongings, including cell phones. Neither the school, nor the district will be responsible for restricted items if they are brought to school. Additional discipline procedures may occur from misuse of cell phones during school hours.
48. Knowingly uses or copies the academic work of another and presents it as his own without proper attributions.
49. Hazing\*\*
50. Incident, Hazing Related\*\*\*

\*Sexting is defined as knowingly using a computer, or similar device, to transmit or distribute to another person any photograph or video of any person which depicts nudity and is harmful to others, or possesses a photograph or video of any person that was transmitted or distributed by another person which depicts nudity.

#### \*\*Hazing

Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

#### \*\*\*Incident, Hazing-Related

The incident is hazing-related when the incident includes any action or situation that endangers the mental or physical health or safety of a student for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

### FORMS OF STUDENT PUNISHMENT

Punishment will be administered by teachers and/or administrators and/or parents after the student is determined guilty of one or more of the aforesaid offenses. School administration reserves the right to assign appropriate student punishment. Punishments and/or penalties may involve one or more of the following forms:

1. Conferences with student
2. Warnings and probations
3. Behavior Contract
4. Suspension from school and from buses (length of time based on number of offenses and state and local regulations). Suspension from buses and from school will be done only by the principals or their designee in their absence and/or by the Superintendent or his/her designee.
5. Failure (in cases where students refuse to do assigned work by teachers).
6. Expulsion from school and from buses (This will be done only by the school board after the principal's recommendation.)

7. Written assignments
8. School yard work/cafeteria cleanup
9. Counseling by teachers, counselors, principals, parents, or psychologist
10. Monetary payment in case of destruction of property
11. Parental discipline
12. Being judged ineligible to participate in school-sponsored activities
13. After-school detention
14. In-school detention or in-school suspension
15. Counseling by school personnel
16. Others as deemed appropriate by the administration.

**TEACHERS' AUTHORITY TO REMOVE STUDENTS FROM THE CLASSROOM PURSUANT TO 1003.32 (4), F.S.**

The Baker County School Board adopts procedures contained in each school's discipline plan that pertains to the teacher's authority to remove students from the classroom. A teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. The teacher must refer the student in question to a committee, consisting of three teachers, for review of their request. The committee's decision is final. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.

Manual physical restraint may be used on any student to protect the student or others from serious injury. When possible, this will be administered by a Crisis Prevention Intervention (CPI) trained and certified employee.

## **SCHOOL BUS STUDENTS**

The Baker County School District is committed to providing the students of Baker County with the safest and most courteous transportation to and from school. The primary job of the bus driver is to drive/transport the district's children to and from school in the safest manner possible. All student misconduct on a school bus is considered serious. Students must be prepared to: 1) take responsibility for their actions and conduct; and 2) to accept the consequences of their actions and conduct.

### **RULES OF CONDUCT FOR SCHOOL BUS STUDENTS**

1. The driver is in full charge of the bus and students. Students will obey the driver.
2. Outside of ordinary conversation, the same basic rules of behavior observed in a classroom will be observed while riding a school bus.
3. Students will stand off the roadway while awaiting the bus.
4. Students will be on time.
5. Students will board and leave the bus at their regular stop locations. Any changes will require written permission of the parent and the principal. Drivers will notify the principal, if the changes in regular stop locations result in overcrowding of the buses.
6. Students will walk 10 feet in front of the bus, when loading and unloading.
7. The driver has the right to assign seats. Students will sit three to a seat from window to aisle.
8. Students will keep their seats at all times, when the bus is moving.
9. Students will keep their arms and head inside windows.
10. When seated, students will face the front of the bus and will keep their feet out of the aisle.
11. Students will refrain from throwing objects.
12. Students will refrain from fighting, pushing, or tripping others while boarding, riding, or leaving the bus.
13. Absolute silence is required at all railroad crossings.
14. No eating, drinking, or use of tobacco will be allowed on the bus.
15. The sale of any fund-raising items will not be allowed on the bus.
16. No animals (dead or alive), glass containers, sharp objects, ball bats, cutting instruments, batons, or drumsticks will be allowed on the bus without prior permission of the bus driver.
17. Prior permission of the driver will be obtained, when large objects, including band instruments, need to be carried on the bus. The objects must not interfere with seating and safety of students.
18. Serious or repeated misconduct will result in disciplinary action.
19. All school and bus rules and discipline procedures apply to all designated bus stops.

### **DISCIPLINE CATEGORIES FOR BUS STUDENTS**

#### **Category I**

1. Loud talking and yelling on bus or out windows, including at railroad tracks
2. Not staying in seat or not sitting in seat properly.
3. Profanity directed at another student
4. Getting off bus at wrong stop without proper permission
5. Aggravating or disrespect to fellow students and/or remarks about students that cause a disturbance
6. Other infractions (including horseplay, hitting games, pushing)

#### **Category II**

- |  |  |
|--|--|
| 1. Disrespect to driver                      | 5. Insubordination                                 |
| 2. Dipping, smoking, lighting matches on bus | 6. Throwing objects out of windows of moving bus   |
| 3. Spitting on bus                           | 7. Cutting bus seats or defacing bus in any manner |
| 4. Abuse to other students                   | 8. Repeated Category I infractions                 |

#### **Category III**

- |                                 |   |
|---------------------------------|---|
| 1. Fighting on bus/Bullying     | 5. Drugs and/or alcohol                       |
| 2. Any acts of violence         | 6. Physical abuse or threats to driver        |
| 3. Weapons of any kind          | 7. Repeated category II infractions           |
| 4. Profanity directed at driver | 8. Sexual harassment and/or sexual misconduct |

## DISCIPLINE GUIDELINES FOR BUS STUDENTS

CATEGORY I OFFENSES		
1st Offense	Letter from driver to parents	Copy to parent, school, and driver's file
2nd Offense	Referral to school	Conference or school discipline*
3rd Offense	Referral to school	School discipline* or bus suspension for up to 10 days
4th Offense & up	Referral to school	Bus suspension for up to 10 days or school discipline* or expulsion from bus with School Board approval
CATEGORY II OFFENSES		
1st Offense	Referral to school	School discipline* or bus suspension for up to 10 days
2nd Offense	Referral to school	School discipline* or bus suspension for up to 10 days or expulsion from the bus with School Board approval
CATEGORY III OFFENSES – WITH THE EXCEPTION OF FIGHTING		
Any offense	Referral to school	Bus suspension for up to 10 days or school discipline* or expulsion from bus with School Board approval
FIGHTING		
1st Offense	Referral to school	Bus suspension for up to 10 days or school discipline* or a combination of the above
2nd Offense	Referral to school	Bus suspension from 11 to 25 days with School Board approval or school discipline or a combination of the above
3rd Offense	Referral to school	Expulsion from the bus with School Board approval or bus suspension until possible place in the Alternative Education School or school discipline as deemed necessary
* In-school detention, suspension from school, specialized counseling, alternative bus, expulsion from school		

### GENERAL GUIDELINES FOR DISCIPLINE OF STUDENTS WITH DISABILITIES

Except as otherwise provided in this document, procedures for the discipline of a student with disabilities shall be the same as those provided in the case of a non-disabled student when the District's Student Code of Conduct is violated.

The guidelines below are written to facilitate IDEA 2004 regulations and court orders by providing consistent guidelines for discipline of students with disabilities.

#### Suspension of Students with Disabilities

A good faith effort shall be made by the principal to employ parental assistance or other alternative measures prior to suspension of a student with disabilities, except in the case of emergency or disruptive conditions, which require immediate suspension. An emergency situation is one in which the student:

1. Poses a danger to himself/herself, other persons or property;
2. Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school sponsored transportation or possessing a firearm at school;
3. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school or a school function.
4. Engages in act(s) that result in serious bodily harm.
5. Making a threat or false report, as defined by SS. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation or a school-sponsored activity

After a student with disabilities has been suspended out of school for more than five school days, the office of the Director of Exceptional Student Education will be notified and a conference will be scheduled with the IEP committee for a review of the IEP/placement and related services.



At this meeting, if a Functional Behavior Assessment (FBA) has not already been conducted, then permission to conduct an assessment will be obtained and appropriate goals and objectives dealing with acceptable behavior will be reviewed. Using the data received from this assessment, a Behavior Intervention Plan (BIP) will be written or revised for the student if needed.

After a student with disabilities has been suspended out of school for ten school days, the office of the Director of Exceptional Student Education must be notified so that the IEP Committee can meet to determine whether the behavior of the student is or is not a manifestation of the student's disability. During that meeting, the IEP Committee will discuss the following issues:

1. Was the behavior event a direct result of a failure to implement the IEP?
2. Was the behavior event caused by, or had a direct and substantial relationship to the student's disability?

Based on the IEP Committee's determination, appropriate revisions to the student's program will be implemented.

### **Expulsions of Students with Disabilities**

For behavior that warrants consideration for expulsion, the office of the Director of Exceptional Student Education must be immediately notified. The IEP Committee must meet to determine whether the behavior is or is not a manifestation of the student's disability.

If the IEP Committee determines that the behavior is not a manifestation of the student's disability, expulsion procedures for non-disabled students are applicable.

For any long-term removal of students with disabilities, the IEP committee will determine services requirements. Services provided must enable the student to appropriately progress in the general curriculum and advance toward achieving his/her IEP goals.

### **DEFINITIONS OF A SERIOUS BREACH OF CONDUCT**

In addition, and according to the State Board of Education (9/13/94) Emergency Rule on **Zero Tolerance for School-Related Violent Crime**, the following list of serious offenses will not be tolerated in the Baker County Schools, on school property, bus stops, on school-sponsored transportation, or during a school-sponsored activity:

1. Intentionally causes, or attempts to cause, substantial damage to school property, or steals, or attempts to steal school property of substantial value;
2. Intentionally causes or attempts to cause substantial damage to private property or steals, or attempts to steal valuable private property;
3. Intentionally causes, or attempts to cause, physical injury to another person except in self-defense;
4. Knowingly uses or transmits with a cell phone or electronic device with the intent to cause harm to another person or disrupt school/district setting
5. Uses a cell phone or other electronic devices to capture the still or video images of another student or staff member
6. Uses a wireless communication device to commit a criminal act
7. Knowingly possesses, sells or attempts to sell, uses, transmits, or is under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, or alcoholic beverage, or intoxicant of any kind, or any controlled substance as defined in Chapter 893, Florida Statutes while on school property or at any school-sponsored activity
8. Formally is charged with a felony for an incident which allegedly occurred on property other than public school which is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled
9. Repeatedly and intentionally defies the valid authority of supervisors, teachers, or administrators;
10. Bomb threats or any threats to do harm;
11. Homicide (murder, manslaughter);
12. Sexual battery and/or sexual act;
13. A verbal and/or written threat to take or jeopardize the life/safety of student, teacher, and/or other personnel;
14. Armed robbery;

15. Assault, battery, or aggravated battery on a teacher, student, or other school personnel;
16. Kidnapping or abduction;
17. Arson;
18. Possession, use or sale of any explosive device;
19. A student, who knowingly transmits, transports or possesses (on student or in student's automobile or otherwise) on campus any firearm, razor blade, box cutter, knife, or other dangerous object or weapon
20. Bullying, Threats, Intimidation
21. Hazing or Hazing Related Incident
22. Spreading rumors to cause harm or disrupt school/district setting

A student shall be considered to have committed a serious breach of conduct, which would warrant suspension or expulsion, if he/she does any of the above.

Violent or disruptive students, as determined by school and/or district administration, may be referred to an alternative educational program. Such students may also be referred to mental health services identified by the school district.

### **BULLYING, THREATS, ABUSE, INTIMIDATION, AND HAZING**

It is the policy of the Baker County School District that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying. This behavior may be considered a serious breach of conduct. The district will not tolerate bullying, acts of intimidation, or harassment of any type.

It is the policy of the Baker County School District that all of its students have an educational setting that is safe, secure, and free from dating violence or abuse of any kind. The district will not tolerate any form of teen dating violence or abuse. This behavior may be considered a serious breach of conduct. Teen dating violence or abuse is defined as:

*a pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both of the partners is a teenager. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats and/or acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. This may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, and harassment through a third party, and may be physical, mental, or both.*

Consistent with the intent and requirements of Section 1006.148, Florida Statutes, the school district upholds that dating violence by any student is prohibited:

- On school property;
- During any school-related or school-sponsored program or activity; or
- During school-sponsored transportation.

Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student. Hazing includes any forced activity that could adversely affect the mental health or dignity of the student. (FS 1006.135(1)) Club members or any other students cannot be hazed. (Also, see page 6)

### **A VERBAL AND/OR WRITTEN THREAT**

A student, who commits a verbal and/or written threat to jeopardize the life and/or safety of another student, teacher, or school personnel will establish a behavioral contract during a meeting with the school's principal/designee and student's parent/guardian and may be subject to the following actions:

- Alternative placement;
- Community/volunteer services;
- Counseling by appropriate school personnel;
- Expulsion;
- In/out of school suspension;
- Law enforcement intervention;

- Mental/health intervention;
- Other action deemed appropriate by the school administration.

## **NETWORK/INTERNET ACCEPTABLE USE PROCEDURE**

Baker County School District provides a telecommunications network accessible to all of its staff and eligible students as part of its overall goal of improving education. Responsible use of the network will enhance both educational and leadership activities.

### **NETWORK WARNING**

With access to computers and people all over the world, also comes the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material, individual contacts or communications, which are not suitable for school-aged children. The Baker County School District views information retrieval from the network in the same capacity as information retrieval from reference material identified by schools. Specifically, the district supports those activities, which will enhance the research and inquiry of the learner with directed guidance from faculty and staff.

The Baker County School District has established Internet filtering software designed to block access to inappropriate sites. Even with this filter, on a global network it is impossible to control all materials and an industrious user may discover inappropriate information. At school, each student's access to and use of the network/internet will be monitored as a regular instructional activity. The district performs frequent spot checks of computers accessing the Internet to ensure only appropriate web sites are accessed. The district, however, cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals, and policies of the Baker County School District. **Anyone found accessing inappropriate web sites may lose privileges to the network and possibly disciplinary action.**

### **GENERAL POLICY AND GUIDELINES**

It is a general policy that the network/internet will be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Baker County School District. Users must acknowledge their understanding of the general policy and guidelines as a condition of receiving access. Failure to adhere to the policy and guidelines may result in suspending or revoking the offender's privilege of access.

#### **Guideline 1**

Acceptable uses of the network are activities, which support learning and teaching. Network users are encouraged to develop uses which meet their needs and which take advantage of the network's functions: electronic mail, conferences; access to databases, bulletin boards, and access to the internet.

#### **Guideline 2**

Unacceptable uses of the network include:

1. Violating the conditions of the Education Code dealing with student's rights to privacy;
2. Using profanity, obscenity, or other language, which may be offensive to another user;
3. Reposting personal communications without the author's prior consent;
4. Copying commercial software in violation of copyright law;
5. Using the network for financial gain or for any commercial or illegal activity;
6. Use of the network to access materials that are considered pornographic or inappropriate for educational purposes;
7. Use of the network for advertising, soliciting, or harassment of any kind;
8. Use of the network to try to access data that is protected and not intended for use;
9. Using someone else's account or password at any time;

10. Violating any federal or state laws regarding network access and;
11. Trying in any way to interfere with the computer systems in the Baker County School District or anywhere, in an effort to obtain private information, having the computer malfunction, or destroying data.

### **Guideline 3**

Users should practice E-mail etiquette by:

1. Making subject heading as descriptive as possible;
2. Beginning messages with a salutation;
3. Choosing words carefully to avoid misunderstandings, keeping in mind that electronic text is devoid of any context clues which convey shades of irony, sarcasm, or harmless humor, and;
4. Ending messages with a signature.

### **Guideline 4**

Classroom teachers are responsible for teaching proper techniques and standards for participation, for guiding student access to appropriate sections of the network and for assuring that students understand that if they misuse the network, they will lose their privilege to use the network. Particular concerns include issues of privacy, copyright infringement, e-mail etiquette, and approved and intended use of the network resources.

### **Guideline 5**

The person, in whose name a logon identification is issued, is responsible at all times for its proper use. Users should be extremely careful with their passwords. Each employee will receive a unique user ID and password for each system to which the user is to be granted access. The employee's supervisor will be responsible for requesting the appropriate access based on the employee's job responsibilities. Employees are not to share their user ID and password with anyone. **Employees must take every precaution to secure access IDs and passwords from unauthorized use.**

### **Guideline 6**

Users must avoid knowingly or inadvertently spreading computer viruses. Do not upload files from unknown sources. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law.

### **Guideline 7**

The network management accepts no responsibility for harm caused directly or indirectly by its use. Never consider electronic communications to be completely private. The network managers take every possible precaution to safeguard the privacy of e-mail, but instances of misdirected mail, mail inadvertently forwarded to others, and public posting of private correspondence by users may occur. In addition, credit card numbers or any other confidential data cannot be considered secure on the network.

### **Guideline 8**

Signed teacher, parent, student, and employee contracts are required for network/internet access through the Baker County School District.

### **STUDENT ARREST FOR A FELONY ACT/CRIME OF VIOLENCE**

When a child of any age is taken into custody by a law enforcement officer for an offense that would have been a felony, if committed by an adult, or a crime of violence, the law enforcement agency must notify the Superintendent of Schools that the child is alleged to have committed the delinquent act. As per adopted Interagency Agreement for Sharing Information about Juvenile Offenders, upon notification, the principal is authorized to begin disciplinary actions pursuant to F.S. 1006.09 and School Board policy 5.350. The information obtained by the Superintendent of Schools, pursuant to this section, must be released within 24 hours (actual working days) after receipt to appropriate school personnel, including the principal of the child's school. The principal must immediately notify the child's immediate classroom teachers. A Threat Assessment meeting will convene to review the allegations and make a request about student discipline.

Any student who is determined to have brought a firearm, as defined in 18 U.S.C. s. 921 and F.S. 790.115(2) (a), to school, any school function, or on any school-sponsored transportation, will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one full year and referred for criminal prosecution. The Dropout Prevention Coordinator is responsible for overseeing the notification procedure to its conclusion and that all rules of confidentiality are observed.

### **DUE PROCESS PROCEDURES**

Prior to imposing a suspension for a serious breach of conduct, the principal or his/her designee, in an informal conference with the student must:

1. Provide the student with oral or written notice of the charge;
2. Explain the evidence the authorities have to support the charges, if the student denies them; and
3. Allow the student to tell his/her version of the events leading up to the conference.

If the student is suspended, the parent will be notified by an administrator.

### **Use and Possession of Tobacco/Vaping Devices**

A student that possesses, smokes, or otherwise uses tobacco products or vaping devices during school hours, on school property, or school sponsored activities will be subject to disciplinary action by the school which may include notification of law enforcement.

It is unlawful for any person under 21 years of age to knowingly possess any tobacco products/vape device. Any person under 21 years of age who violated the provisions of this subsection commits a noncriminal violation. Law enforcement officers are authorized to issue citations to anyone violating the provisions of this act. Violations will constitute a civil infraction, punishable by a fine, and/or community services and student must successfully complete an anti-tobacco program, where available.

### **DRUG-FREE SCHOOLS**

All students are to be aware that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students, who violate the standards of conduct listed in this document, as well as, those in the Code of Student Conduct of each school.

An interagency guide, which provides information regarding drug and alcohol counseling and rehabilitative and re-entry programs, is available to all students in the principal's and guidance offices of each school, as well as in the Student Services Director's office;

A copy of the District's Code of Student Conduct and the Student Progression Plan is available for download at <https://www.bakerk12.org/Page/1549>. Individuals interested in obtaining a hard-copy of these documents should contact the front desk receptionist at any of the district's schools.

**PARENTS AND STUDENTS:** Please be advised that compliance with these standards of conduct is mandatory.

### **CHAPTER 893, FLORIDA STATUTES, AND CONTROLLED SUBSTANCES**

When a student is formally charged with a felony for the unlawful possession or sale of any substance, controlled under Chapter 893, Florida Statutes, the principal shall conduct an administrative hearing to determine whether suspension of the student is warranted. The procedures for this hearing shall be in accordance with those outlined in 6A-1.956 of the Administrative Rules of the Florida Board of Education.

### **SCHOOL SAFETY ZONE**

Florida Statute, 790.115(2)(a) creates a "school safety zone," defining it as being in, on, or within 500 feet of any real property owned by or leased to any public school or school board and used for elementary, middle, or high school education. Each principal or designee is to notify the appropriate law enforcement agency to prohibit any person, who does not have legitimate business, from loitering in the school safety zone. Additionally, during the period beginning one hour prior to the start of a school session until one hour after the conclusion of a school session, it is unlawful for any person, who does not have legitimate business in the school safety zone, to enter or trespass within a school safety zone. Violators of these provisions commit a misdemeanor of the second degree.

### **DRUG LAW – PURSUANT TO F.S. 1006.09 (8)**

Principals are required to report to law enforcement and notify parents or legal guardians of any verified incident of use, possession, or distribution of controlled substance.

### **REVIEW COMMITTEE PROCEDURES FOR EXPELLED STUDENTS THAT HAVE BEEN GRANTED THE POSSIBILITY OF EARLY RE-ENTRY BY THE SCHOOL BOARD**

The Review Committee, appointed by the Superintendent, after the dismissal of a student by the School Board, may consist of the following:

1. The principal of the student's school; or designee;
2. A guidance counselor

The purpose of this committee is to meet at the request of the student and/or their parents/guardians. At this meeting, items of information may be presented by the student and/or their parents/guardians in regards to activities that demonstrate the student's behaviors, attitudes, initiatives, etc. relative to their own self-improvement endeavors.

The committee may feel, after considering the presentations, conditions exist that may influence the opinions of the School Board regarding the eligibility of the student to re-enter the public education system. On such occasions, the committee will request that the student's status be reviewed by the School Board.

Since all dismissals are unique, no specific criteria are established for re-entry. However, several areas of behaviors and activities would logically impact in a positive manner the student's situation. These include, but are not limited to:

1. Length of time since the dismissal;
2. Participation in community activities;
3. Participation in personal counseling;
4. Pursuit of educational opportunities other than public schools, i.e. tutoring, correspondence courses, etc.;
5. Participation in community service projects;
6. Personal deportment;
7. Recognition of family and civil authority;
8. Personal remorse;
9. Restitution for anything damaged or destroyed related to the dismissal;
10. Specific goals that demonstrate a greater sense of personal values;
11. Letters that document positive behaviors; and
12. Any other points that demonstrate a commitment to proper behaviors that foster feelings of trust and forgiveness.

In the event that the School Board should decide to allow a student to re-enter the public-school system of Baker County prior to the conclusion of the initial expulsion period, a contract will be prepared by the principal of the particular school and will be signed by the student, as well as his/her parent/guardian. This contract will contain

provisions regarding student performance and behaviors. At least the following three conditions must be included in this contract:

1. The student will be required to re-enter the school system through the alternative school for an agreed upon number of days not to exceed 45 school days.
2. Successful academic performance, i.e., passing all subjects for at least one grading period; and
3. Not becoming involved in any disciplinary action that normally would result in an out-of-school or in-school suspension.

The violation of any of the conditions of the contract will result in the student being returned to "expelled" status for the original duration, plus an additional semester.

## **ATTENDANCE POLICY FOR BAKER COUNTY SCHOOLS**

### **Philosophy**

The Baker County School District is dedicated to providing the best educational environment for all students in our county. Regular attendance is essential for students to be successful in school. The school system realizes the primary responsibility for school attendance rests with parents, but is dedicated to assisting parents in their efforts by providing them with timely attendance information.

It is mandated by Florida Statutes 1003.23 and 1003.26, that the school system continually monitor student attendance and take the necessary actions to ensure that all students are given the opportunity to receive the best education possible. The policies outlined in this document are designed to maximize student attendance both at the elementary and secondary school levels. Baker County School District follows State Statutes concerning school attendance.

### **Procedures to be Followed for Students Within the Age of Compulsory Attendance (Ages 5-16) and Their Parents**

#### **Notification to Parents of Unexcused or Unexplained Absences**

Parents or guardians will be notified by letter when a student has accumulated five unexcused absences during a 90-calendar day period. This letter will inform the parents/guardians that if the student accumulates eight unexcused or unexplained absences within a 90-calendar day period, and/or school semester the student will be referred to a Multi-Tiered System of Student Supports (MTSS) Study Team according to Florida Law. This letter will also inform the parent/guardian that if their child continues to miss school, they will be referred to the School Attendance Review Board (SARB). The SARB's purpose is to assist in the enforcement of the compulsory educational laws and to provide important information concerning available community resources.

If a student is absent from school three additional unexcused days, totaling eight days, the school Guidance Department will send the parent/guardian notification requesting a meeting or telephone conference to discuss the MTSS process, provide a list of services available, and also explain the School Attendance Review Board (SARB) process.

An additional letter will be sent from the Superintendent when a student accumulates 10 unexcused or unexplained absences, repeating the above information and notifying the parents/guardians that the student is exhibiting a pattern of non-attendance and that the student's attendance will be monitored daily for the remainder of the year. The student will also be referred to the School Attendance Review Board. The student and parent will be required to appear before the board at a scheduled date and time.

Should the child accumulate a total of 15 unexcused days within a 90-calendar day period, the Superintendent or his/her designee, will notify the parents/guardians in person or by certified letter that a Truancy Petition regarding school non-attendance is being filed through the court system pursuant to Florida Law. A parent meeting/conference will be scheduled at the court house with school/district representatives as well as a court appearance. Failure to attend meeting/conference and/or court session will result in truancy matter being turned over to the court system.



**Fifteen Unexcused Absences Within Ninety (90) Calendar Days Constitutes Habitual Truancy,  
Pursuant to F.S.1003.01 (8)**

**ATTENDANCE POLICY FOR EXCESSIVE ABSENCES**

Parents/guardians of students, whose academic progress is in jeopardy, due to excused and/or unexcused absences, shall be required to attend a parent conference. A parent conference will be held during each of the affected grading periods. Parent attendance will be documented. These activities are pursuant to Florida Statute 1003.26.

The Superintendent or designee will determine if the parent/guardian and/or child has violated the compulsory attendance statutes. Official dropouts over the age of 16 are not subject to compulsory school attendance. If it is determined that the child's parent/guardian has violated the law, then procedures under Florida Statutes 1003.27 and 414.1251, and cooperative agreements shall be followed. If the child has been truant without the parent's knowledge or consent, Florida Statutes 1003.27 shall be followed. Parents/guardians shall be notified, if applicable, that court proceedings may carry penalties regarding either parent or child, or both.

**Attendance Conference**

An Attendance Committee (MTSS Team) will be established at the high school, middle school, and elementary schools to review reason(s) for excessive absence(s). The Attendance Committee will include an Educational Leader or designee, Guidance Counselor, and the student's teacher. If the Attendance Committee finds that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent and student must be scheduled to identify potential remedies for the student's truancy. Written documentation from a doctor or recognized agency may be accepted in lieu of an attendance conference provided all absences are included and it's within 10 days of the absence. Blanket doctor's notes to cover multiple days of an illness will not be accepted unless the parent/guardian signs a Release of Medical Records, so that the school nurse can communicate with the doctor concerning the student's illness and days absent. If the initial meeting does not resolve the problem, the Attendance Committee shall implement interventions that best address the problem. The interventions may include, but need not be limited to:

**Interventions**

1. Frequent communication between the teacher and the family
2. Changes in the learning environment
3. Mentoring
4. Student counseling
5. Tutoring, including peer tutoring
6. Placement into different classes
7. Evaluation for alternative education programs
8. Attendance contracts
9. Referral to other agencies for family services
10. Recommendation for filing a truancy petition pursuant to s.984.151
11. Other interventions.

**Notification**

In cases in which a student is not residing with his/her parents, the parent of the pupil shall designate in writing the adult person with whom the pupil resides. This designated adult will stand in loco parentis for the student in order for him/her to be admitted or continue in school. The statement must be notarized and presented to the principal for acceptance.

## STUDENT ABSENCE FOR RELIGIOUS HOLIDAYS

The school principal is authorized to grant an excused absence for a student, who presents information documenting a religious holiday that occurs during the time that school is in session or religious beliefs that preclude secular activity on a school day. The request for an excused absence must be presented to the principal at least five school days prior to the expected absence. All school work missed, because of such an absence, may be made up as provided in this section.

## RESPONSIBILITIES OF PARENTS/GUARDIAN

### Attendance

Parents are legally responsible for compliance with the law requiring school attendance. They have an obligation, not only to keep their children in school, but also to promptly report and explain any absence to school officials. Failure to do so carries a penalty that is assessed by the court regarding either parent, child, or both.

### ~~OUT OF DISTRICT STUDENT ATTENDANCE~~ CONTROLLED OPEN ENROLLMENT (COE)

It is the responsibility of the parent/guardian to initiate an out-of-county school attendance waiver if a student resides in another county. The superintendent or her designee has the authority to grant or deny the attendance waiver request. For more information and application visit [www.bakerk12.org](http://www.bakerk12.org)

## PRE-KINDERGARTEN STUDENTS

It is the parent/guardian's responsibility to ensure that a responsible individual wait with their child at the assigned bus stop for the morning bus and has a responsible individual meeting the bus in the afternoon. This individual must be within speaking distance of the bus driver.

## ATTENDANCE POLICY FOR EXCUSED ABSENCES – PURSUANT TO F.S. 1003.24(4)

In order to receive a satisfactory grade for their course work, the State of Florida requires students must be present for a given number of hours per course. The following requirements are placed on students' attendance by grade level:

Kindergarten	135 hours per semester
Grade 1-3	180 hours per semester
Grades 4-5	225 hours per semester
Grades 6-8	67.5 hours per class, per semester
Grades 9-12	67.5 hours per class, per semester

## ATTENDANCE POLICY FOR STUDENTS IN GRADES K-5

Each parent/guardian shall be responsible for the attendance of a child within the age of compulsory attendance (FS 1003.21, requires that children 6 years of age by February 1 of any school year through 16 years of age) as required by Florida Law and Baker County School Board Policy. An absence from school may be considered as excused or unexcused, based on legal and policy guidelines.

The student will be given five days in which to provide all written documentation concerning their absence(s). Without appropriate documentation, absences will be considered unexcused. Students will be held accountable for their absences.

1. A written statement signed by a physician, mental health professional, or health department employee attesting to the illness, infection with a communicable disease, or injury of a child;
2. A copy of a funeral notice or obituary, accompanied by a note from the parent/guardian indicating a death in the family resulting in the absence of the child from school;

3. A written statement from a lawyer or representative of the court system indicating the child was absent due to a legal or judicial proceeding;
4. A child, sent home for having head lice, will be granted one day of excused absence for corrective measures to be taken;
  - a. A student, who is found to have head lice, shall be excluded from school until cleared by the School Health Nurse or any approved school board personnel. A determination will be made that the student is no longer contagious.
  - b. When contact with a parent cannot be made before the close of the school day for a bus student, the student will be transported home by bus that day. Parents will be required to accompany the student to school for clearance. Once cleared, bus transportation will be resumed.
5. The principal/designee has the discretion to excuse any absences not covered by the above (1-4).

Any absence for which the above information **has not been provided** will be considered **unexcused**. All written documentation concerning absences should be presented to the school on the day following the absence or at least by five work days.

#### **Students Being Tardy to School**

Students who arrive at school after the official school beginning time, shall be considered tardy. The parents of students, accumulating eight tardies per nine weeks, will be referred for follow-up. A record of days tardy will be included should a court case develop over truancy.

#### **Half-Day Absences**

Students in Grades K-5 will be counted absent one-half day if they arrive at school later than 10:00 a.m. or leave before 2:00 p.m. A record of half-day absences will be included should a court case develop over truancy.

#### **Perfect Attendance**

In order to earn a Perfect Attendance Award for a school year, the student must not only be in attendance every school day (excused absences are counted as an absence from school for purposes of perfect attendance), but must also meet three other criteria: **(See Procedures to be Followed for Students Within the Age of Compulsory Attendance (Ages 6 years of age by February 1 of any school year through 16) and Their Parents.)**

1. He/she must have no more than two excused tardies in arriving at school. Student must have proper documentation for tardy to be excused.
2. Have no half-day absences on his/her attendance record for the school year. (Arrive later than 10 AM or leave before 2:00 PM)
3. He/she can have no more than two excused checkouts before 3 PM or before 12:00 on early out days. Student must have proper documentation for checkout to be excused.

**On Early Out days parents are encouraged not to check out students before 12:00 P.M.**

**Any unexcused tardies or check-outs will negate the perfect attendance award.**

## ATTENDANCE POLICY FOR STUDENTS IN GRADES 6-8

This policy is designed to meet all state attendance requirements and effectively monitor student absences. Students, within the age of compulsory attendance (ages 6 years of age by February 1 of any school year through 16), see Procedures to be followed for Students within the Age of Compulsory Attendance (Ages 6 years of age by February 1 of any school year through 16) and Their Parents located on page 19 of this document.

Attendance is monitored each class period daily. Parents will receive an attendance letter when a student has five unexcused absences in any one class period. Parents will be contacted for a meeting or telephone conference when a student has accumulated eight unexcused absences in any one class period. Parents will be referred to the School Attendance Review Board (SARB) when a student has ten unexcused absences in any one class period. Each parent/guardian shall be responsible for the attendance of a child within the age of compulsory attendance (6 years of age by February 1 of any school year through 16 years of age) as required by Florida Law and the Baker County School Board Policy. An absence from school may be considered as excused or unexcused, based on legal and policy guidelines. Based on current legislature and new accountability laws tied to attendance, All Baker County schools will **strictly** adhere to attendance policies.

Parents will receive an automated call from the Principal each day the student is absent

The student will be given ten days in which to provide all written documentation concerning their absence(s). Without appropriate documentation, absences will be considered unexcused. (Parent notes are not considered acceptable documentation.) Excused absences are those for which the following documentation has been provided:

1. A written statement, signed by a physician, mental health professional, or health department employee, attesting to the illness, infection with a communicable disease, or injury of the child;
2. A copy of a funeral notice or obituary accompanied by a note from the parent/guardian indicating a death in the family resulting in the absence of the child from school;
3. A written statement from a lawyer or representative of the court system indicating the child was absent due to a legal or judicial proceeding;
4. A child sent home for having head lice will be granted one day of excused absence for corrective measures to be taken;
  - a. A student, who is found to have head lice, shall be excluded from school until cleared by the School Health Nurse or any approved school board personnel. A determination will be made that the student is no longer contagious.
  - b. When contact with a parent cannot be made before the close of the school day for a bus student, the student will be transported home by bus that day. Parents will be required to accompany the student to school for clearance. Once cleared, bus transportation will be resumed.
5. The principal has the discretion to excuse any absences not covered by the above (1-4).

### **Students Being Tardy to School**

Students in Grades 6-8 who arrive to school after the tardy bell will be considered tardy. Disciplinary actions can be implemented due to excessive tardiness. If a student is tardy to school for a total of six unexcused times during the nine weeks, the student will be placed in lunch detention for three days. If a student is tardy an eighth time during the nine weeks, the student will be placed in lunch detention for three additional days. Upon the tenth unexcused tardy in the nine weeks, the student will receive a referral and a day of in-school suspension. Students will not be excused without proper documentation. After the tenth tardy, every other unexcused tardy during the nine weeks will result in a referral and a day of in-school suspension. Please note that a mandatory parent meeting will be scheduled with the attendance officer and principal after a student has five unexcused tardies during a nine-week period. A student's tardy record will be included should a court case develop over truancy. (Please see school planner for additional information pertaining to the tardy policy at BCMS).

**Perfect Attendance Awards**

In order to earn a Perfect Attendance Award for a school year, a student must be in attendance every school day (Excused absences are counted as an absence from school for purposes of perfect attendance.) A student must have no more than two excused tardies. (Student must arrive before 8:00 am and have proper documentation for tardy to be excused.) Student must not have more than two excused check-outs from school. These check-outs can be no earlier than 1:30 p.m. Proper documentation must be submitted the following day. Any unexcused tardies or check-outs will negate the perfect attendance award.

**ATTENDANCE POLICY FOR STUDENTS IN GRADES 9-12**

This policy is designed to meet all state attendance requirements and effectively monitor student absences. Students, within the age of compulsory attendance (ages 6 years of age by February 1 of any school year through 16), see **Procedures to be Followed for Students within the Age of Compulsory Attendance (Ages 6 years of age by February 1 of any school year through 16) and Their Parents.**

Attendance is monitored each class period daily. Parents will receive an attendance letter whenever a student is absent five times in any class period. Parents will receive a second letter when a student is absent eight unexcused times in any class period. Absences are assessed and letters are distributed each grading period.

**Student Absence from School**

1. For each grading period, a student will be allowed to make up any class work missed due to absences and receive the earned grade at the end of the grading period.
2. A student, involved in school-related and school-sponsored activities, will be counted present in class and will be expected to make up all work missed.
3. The student will be given one day per day(s) absence in which to turn in all class assignments missed. The first day upon returning to school will not count as one of these days.
4. The student will be allowed to make up any class work missed due to out-of-school suspension. The same time frame as in #3 (one day/each day absent) for make-up work will apply to suspension days. Days absent from school due to out-of-school suspension will be considered excused.
5. The exceptions to this will be when a student refuses other forms of punishment or disrupts in-school suspension, which will result in an out-of-school suspension. These days will be recorded as unexcused absences and the student has forfeited their opportunity to make up work during this time.
6. Students, whose unexcused absences exceed (9 days) in a 50-minute class per semester will not receive credit for that class.
7. Students over the compulsory age of 16 who have accumulated 15 consecutive unexcused absences within a semester, may be withdrawn from enrollment if the school has made documentation good faith efforts to satisfy state attendance requirements. The students may not be readmitted until the following semester.
7. A child, sent home for having head lice, will be granted one day of excused absence for corrective measures to be taken:
  - a. A student, who is found to have head lice, shall be excluded from school until cleared by the School Health Nurse or any approved school board personnel. A determination will be made that the student is no longer contagious.

- b. When contact with a parent cannot be made before the close of the school day for a bus student, the student will be transported home by bus that day. Parents will be required to accompany the student to school for clearance. Once cleared, bus transportation will be resumed.
8. Excused absences are those for which the following documentation has been provided:
  - a. Written statements from a doctor, lawyer, judge, etc., that attendance was inadvisable;
  - b. Funeral notices; or
  - c. School-related activities.
9. Students who have exceeded the attendance limit and their credit will be withheld, may request a review by the Attendance Committee at the end of each semester. The committee will review the information presented by the parent and student, and make a final decision regarding the student's credit for the course(s) in jeopardy.

#### **Procedures and Guidelines for Granting an Appeal**

1. If the days missed were due to reasons, which were unavoidable to the student, the student or parents may appeal the grade "F" before the principal and/or an attendance committee.
2. It is the sole responsibility of the student/parent to apply for a waiver before the attendance committee and to obtain all written documentation.
3. Parent/student will have the opportunity to bring additional supporting documentation to the waiver committee.
4. Appeals will be heard no later than one month following the end of the grading period.
5. A waiver from the attendance policy will be considered with the following documentation:
  - a. Other third parties of competence outside the family (example: doctor, lawyer, judge, etc.);
  - b. Special situations that parent/guardian can validate that meet the attendance laws of the State of Florida and the policies of the Baker County School Board;
  - c. Prior approval for an extended absence from school, which was approved by the principal.

#### **DRIVER'S LICENSE LAW**

The Driver's license law, F.S. 1003.27(2) (b), requires that:

1. Principals are required to notify the School Board of each minor who accumulates 15 unexcused absences in a 90-day calendar period.
2. The District is to notify the Department of Highway Safety and Motor Vehicles (DHSMV) with appropriate demographic data for each minor.

NOTE: The court may penalize both parent and child for attendance problems including: fines, community service, and parenting classes.

#### **PROCEDURES AND GUIDELINES FOR A HARDSHIP WAIVER HEARING AND APPEAL**

1. A student, who already has a license, but has been notified by the DHSMV that his/her driver license will be suspended, will have 15 days to request a hardship waiver hearing from the date they receive a Notice of Intent to Suspend from the DHSMV.
2. A student, who has been denied his/her driving privilege and/or driver license, because of failure to meet attendance requirements, must then be monitored by the school until that student has attended school for thirty consecutive school days. If the minor fails to meet this requirement, he/she has 15 days to request a hardship waiver hearing.
3. The School District notifies DHSMV within 24 hours of request for hardship waiver hearing.
4. The School District notifies the School Board of the request for hardship waiver hearing.



5. The principal or designee will conduct a hardship waiver hearing thirty days from the student's request.
6. The hardship waiver committee will consist of the principal and two designees, who will make the decision as to whether the student may be granted a hardship waiver.
7. The principal or designee will notify DHSMV within 24 hours of hearing results.
8. If the waiver is denied, the student may appeal the decision to the School Board, who will make the final decision on the waiver request.

### **Destruction of and Damage to School Property**

Florida Law makes parents responsible for any damages to school property as a result of the student's actions. State statutes also authorize recovery of civil damages from the parent of any student, who willfully destroys any property, real or personal, belonging to the school district or any other school or school district. These laws specifically make the parent responsible for the loss, destruction, or unnecessary damage to textbooks and/or Chromebooks issued to his/her child.

### **School Debt**

Parents are legally responsible for all school debts incurred by their child, including but not limited to: cafeteria debts, lost or damaged books, Extended Day Enrichment Program fees, School Readiness fees, Chromebooks and extracurricular activities. Any student who has a debt will not be allowed to participate in field trips and possibly other activities until the debt is paid in full. Any debt remaining at the end of a school year will be carried into the next school year.

### **DISTRICT GRADING SYSTEM**

The following district-wide grading system has been adopted by the Baker County District School Board. Its numerical equivalents are:

<b>Letter Grade</b>	<b>Score</b>	<b>Grade Point Value</b>	<b>Description</b>
A	90-100	4.0	"Outstanding Progress"
B	80-89	3.0	"Above Average Progress"
C	70-79	2.0	"Average Progress"
D	60-69	1.0	"Lowest Acceptable Progress"
F	0-59	0.0	"Failure"
I	0	0.0	"Incomplete"

All averaging will be done by numerical value and not by letter value. For some classes and programs, the following letter grade will be used:

- E = "Excellent" (90-100%)
- S = "Satisfactory" (70-89%)
- N = "Needs Improvement" (60-69%)
- U = "Unsatisfactory" (0-59%)

Affixing plus or minus to the letter grade is optional in the elementary schools. Kindergarten will be evaluated by its own grading scale

In grades 6-8, End of Course (EOC) exams that are required by the Florida Department of Education (FLDOE), such as, Algebra I and Civics, will be worth 30% of his/her final grade unless otherwise mandated by Florida Statutes.

In the high school, end of course (EOC) exams will be worth 30% and semester exams will be worth 20%.



### **THE RIGHT TO INSPECT AND REVIEW STUDENT RECORDS**

Florida Statute 1002.22 provides the right of the parent, guardian of any pupil, or student (if eighteen or older) to review, challenge, or keep private any records or reports created, maintained, and used by any public-school system. The rights of access include:

1. A list of the types of records and reports maintained on the individual student;
2. The right to be shown any record or report relating to the individual student;
3. A copy of the records and reports relating to the individual student at a cost determined by the individual school.

The parent, guardian, or student (if eighteen or older) has the right to challenge the content of any record or report.

The school system may not release individual records without the written consent of the parent, guardian, or student (if eighteen or older).

Parents or guardians may exercise these rights by first contacting the school principal or the guidance counselor of the respective school.

### **STUDENT GRIEVANCE PROCEDURES**

A student may feel that they have been treated unfairly under the code and other rules and regulations. The following steps provide a fair resolution of a student grievance:

1. Student/teacher conference
2. Student/administrative assistance conference
3. Student/principal conference

The first step taken by the student is with the member of the staff involved in the unfair action. If the grievance is not resolved after the initial contact, the student may involve the parent(s).

If the grievance goes beyond an informal basis, the student must submit a written statement signed by the parent(s) to the next level of the grievance procedure. The statement must be filed with the district equity coordinator and must contain the following:

1. Name(s) of any person(s) involved;
2. Date(s) on which the student feels there was unfair treatment;
3. A brief statement as to why the student feels there was unfair treatment;
4. What corrective action the student would like to see taken.

### **SCHOOLS' CODE OF CONDUCT**

Each school has specific guidelines for student conduct. They are available at each learning center.

### **STATEMENT OF NONDISCRIMINATION**

The provisions of the Code of Conduct of the Baker County School District shall be applied to all students in a sense of equity without regard to race, color, sex, national origin, marital status, disability, age, or religion, unless modified through an Individual Education Plan for that specific student.

No student enrolled in the Baker County Schools shall, on the basis of race, gender, national origin, marital status, disability, age, or religion, be excluded from participation in or be subjected to discrimination under any curricular, extracurricular, or any other school sponsored activity. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate.

**Equity Coordinator** - The Associate Superintendent, Robin Mobley, is designated as Baker County School District's Equity Coordinator. Employees, employment applicants, students, parents, and citizens having questions concerning the Florida Educational Equity Act or its implementation, may contact the Equity Coordinator at the Baker County School District Superintendent's Office, 270 South Boulevard East, Macclenny, FL 32063, or by phone (904) 259-0428, or via e-mail [robin.mobley@bakerc12.org](mailto:robin.mobley@bakerc12.org).

## **SECTION 504 OF THE REHABILITATION ACT OF 1973**

For Section 504 purposes, parents, adults, students, and guardians have certain procedural safeguards. This Code also serves to comply with Section 504 of the Rehabilitation Act of 1973. For purposes of Section 504, the district's grievance coordinator (compliance officer) is Mr. Michael Green, Director of Student Services, 290 Johnathan Street East, Macclenny, Florida, 32063, and telephone (904) 259-7825.

## **ENGLISH LANGUAGE LEARNER**

No national origin minority or limited English proficient student shall be subjected to any disciplinary action because of their use of a language other than English.

## **SCHOOL HEALTH SERVICES**

The Baker County School District has a School Health Program, which provides for a Registered Nurse to be staffed at each school on a daily basis. The following areas of health services are provided:

1. First aid, evaluation and referral of injuries and illnesses;
2. State and locally mandated health screenings;
3. Classroom instruction on current health issues;
4. Identification of student health problems, follow-up, referral and home visits, when necessary;
5. Administration of medication(s) with written parental permission;
6. Provision of medical procedures as ordered by a physician (catheterizations, breathing treatments, etc.);
7. Health counseling.

Please contact the nurse regarding any questions or health concerns about your child. If you have any objections, comments, questions, or do not wish your child to participate in any of the above services, notify the principal in writing.

Florida Statute 1002.23 (2) (a5) (h) (7) (e) information will be provided to parents on the importance of student health and available immunizations and vaccinations.

## **Medication Administration**

All medication, prescription and non-prescription, must be given to and administered only by the school nurse or designee.

Parents are encouraged to talk with their doctor about arranging medication schedules outside school hours. However, medication may be given at school if it is ordered by a doctor and with written permission from the parent (this includes over-the-counter medication). First dosage of any new medication shall not be administered during school hours because of the possibility of an adverse reaction.

Parents will be responsible for delivery and retrieval of medications to and from the school nurse/health designee.

All medications to be administered by school personnel shall be received and stored in the original containers and must have the current Rx date on the bottle along with the name of the student, current dosage, frequency of administration, physician's name and expiration date.

No student will be allowed to carry prescription or non-prescription medications on their person with the exception of Epi-pens, asthma inhalants, insulin and pancreatic enzymes.

Parental authorization for administration of medication with doctor's orders and/or medical management plans for self-administration must be completed and returned to school before the student is allowed to carry their medications.

Any child caught with unidentified medication or caught sharing medication with other students will be subject to school board policy regarding discipline for having drugs on his or her person.

## School Entry Immunizations

Students entering school for the first time will be required to have a **fully completed** Florida Certificate of Immunization (Form DH 680) on file with the Baker County School District prior to admittance or attendance in public school. The following are the minimum requirements by grade:

### ~~2020-2021~~ 2021-2022 School Entry Requirements

Before attending school in Florida (kindergarten through 12<sup>th</sup> grade), each child must provide a Florida Certification of Immunization (DH 680 form), documenting the following vaccinations:

#### Public/Non-Public Schools Kindergarten through 12<sup>th</sup> Grade:

- Four or Five doses of diphtheria-tetanus-pertussis (DTaP) vaccine±
- Three doses of hepatitis B (Hep B) vaccine
- ~~Three~~ Four or five doses of polio vaccine\* (IPV)
- Two doses of measles-mumps-rubella (MMR) vaccine
- ~~Two doses of varicella vaccine† for kindergarten and grades one through eleven~~
- ~~Two doses of varicella vaccine† for grade twelve~~
- Two doses of varicella (kindergarten effective with 2008-2009 school year, then an additional grade is added each year thereafter). Varicella vaccine is not required if there is a history of varicella disease documented by health care provider

#### Seventh Grade Requirements:

~~In addition to kindergarten through 12<sup>th</sup> grade vaccines, students entering or attending 7<sup>th</sup> grade need the following vaccinations:~~

- ~~• One dose of tetanus diphtheria pertussis (Tdap) vaccine in grades seven through twelve~~
- ~~• An updated DH 680 form to include Tdap, must be obtained for submission to the school~~

~~± The fifth dose of DTaP vaccine is not necessary if the fourth dose was administered at age 4 years or older.~~

~~\*If four or more doses are administered before age 4 years, an additional dose should be administered at age 4 through 6 years and at least six months after the previous dose. A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least six months after the previous dose.~~

~~† Varicella vaccine is not required if varicella disease is documented by the health care provider.~~

#### Additional Immunization Requirements for 7<sup>th</sup> Grade Entry:

Effective with the 2009-2010 school year (then an additional grade is added each year thereafter), in addition to compliance with all other immunization requirements, children entering, attending or transferring to the seventh grade in Florida schools must complete the following:

- One tetanus – diphtheria – acellular pertussis (Tdap)

Need health insurance for your child? Apply online at [www.floridakidcare.org](http://www.floridakidcare.org) or call 1-888-540-5437 for an application.

FOR MORE INFORMATION, CALL 1-877-888-7468 OR VISIT [WWW.IMMUNIZEFLORIDA.ORG](http://WWW.IMMUNIZEFLORIDA.ORG).



### **School Physical**

All students entering school for the first time will be required to have a current (in the last calendar year) physical form (DH3040 or similar) completed by a healthcare provider licensed in the state of Florida to provide physical examinations, on file with the Baker County School District prior to admittance or attendance in school.

In addition, all students transferring from another state or country must provide a current physical examination and current Florida Certificate of Immunization (DH680) prior to admittance or attendance in school. Students transferring from within the state of Florida will be given 30 days to provide documentation of a physical exam and current immunization status.

### **NO SHOTS, NO PHYSICAL = NO SCHOOL**

### **CONCLUDING STATEMENT**

Should any item in this Code of Student Conduct be deemed contrary to Baker County School Board Policies, State Department of Education rules and regulations, state statutes, or federal laws, the particular item shall be null and void, and the aforesaid regulation shall prevail.

### **ANNUAL NOTICE: CONFIDENTIALITY OF RECORDS**

The intent of the Family Rights and Privacy Act (a Federal Law) is to protect the accuracy and privacy of student educational records. These records include files, documents, and other materials containing information directly related to your child. Without your prior consent, only you and authorized individuals having legitimate educational interests, will have access to your child's educational records.

You may have an appointment to inspect and review your child's records. The appointment may be made in person or by telephoning the school center. Upon review of the records, if you have reason to believe that any information contained therein is inaccurate, misleading, or inappropriate, you have the right to request that the records be amended. If there is agreement, the necessary steps to expunge or correct the information contained in the record will be taken. If agreement is not reached, an informal hearing will be scheduled. The hearing will provide you with the opportunity to present your views and reasons for the challenge. Following the hearing, should there be a failure to reach an agreement, you have the right to appeal the decision to the District Superintendent.

The parents' rights described herein are transferred to the child/student upon their eighteenth birthday.

Copies of educational records are available to parent or eligible student and are reproduced at a cost of 15 cents per page, or 20 cents per two-sided copy. Three copies of transcripts sent to a post-secondary institution or scholarship granting agencies shall be provided for the student without charge.

Certain information, that is individually identifiable, may become public information, such as athletic team membership, height, and weight, club membership, names and addresses of graduating seniors, etc. You have the right to restrict this information from the public records, but this right must be a formal written request made within 10 days of your examination of records. This information will be released only in accordance with the guidelines established by the Baker County School District.

The District School Board of Baker County has adopted full and complete policies covering the above areas. These policies are open to the public and are on file at the District School Board Office and in each of the district schools. For information on the complete policies, please contact the principal.

<p style="text-align: center;"><b>MINUTES</b>  <b>SCHOOL BOARD WORK SESSION</b>  <b>(Open to the Public)</b>  <b>Monday, July 19, 2021 - 2:00 p.m.</b>  <b>District School Board Room (270 South Boulevard East, Macclenny, Florida)</b></p>
<b>SUPPLEMENTAL MINUTE BOOK #50 PAGE #1</b>
<p>➤ <b>Work Session on the Tentative 2021-2022 Budget</b> <i>(Facilitator: Teri Ambrose)</i></p>
<p>The Baker County School Board met on Monday, July 19, 2021, at 2:00 p.m. for the purpose of a work session on the "<b>Tentative 2021-2022 Budget.</b>" The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard "Dean" Griffis, Charlie M. Burnett, III (Artie), and Amanda Hodges. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were also present at the work session. The facilitator for the work session was Teri Ambrose, Executive Director of Support Services. Mrs. Ambrose presented a PowerPoint Presentation and went over the 2021-2022 tentative budget in detail. She also fielded questions from the Board Members. No official action was taken during the work session.</p>

<p style="text-align: center;"><b>MINUTES</b>  <b>SCHOOL BOARD MEETING</b>  <b>(Open to the Public)</b>  <b>Monday, July 19, 2021 - 3:00 p.m.</b>  <b>District School Board Room (270 South Boulevard East, Macclenny, Florida)</b></p>
<b>SUPPLEMENTAL MINUTE BOOK #50 PAGE #1</b>
<p>The Baker County School Board met on Monday, July 19, 2021, at 3:00 p.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold the regularly scheduled Board meeting. Chairperson Paula T. Barton announced that Michael Green was going to give the invocation followed by the Pledge of Allegiance led by Lynn Green.</p>

<b>CALL TO ORDER – 3:00 P.M.</b>
<p>Chairperson Barton called the meeting of the Baker County School Board to order and asked for a roll call of members. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard "Dean" Griffis, Charlie M. Burnett, III (Artie), and Amanda Hodges. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both in attendance at the meeting.</p>

<b>PUBLIC HEARINGS – 3:00 P.M. (if any)</b>
<p>There were no public hearings at this meeting.</p>

## RECOGNITIONS / PRESENTATIONS

- **Recognize Retiree Sherry Barrett (*Hire Date: August 19, 1996 ; Retire Date: June 30, 2021*)**

Superintendent Raulerson presented retiree Sherry Barrett with a plaque for her years of service to our district.

## APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA

- **A.1. Personnel Items, Occasional Personnel Staffing List: Approval to Remove the Word “Daily” from the Amount Description for Matthew Haddad**

Chairperson Barton read the above noted recommended revisions to the agenda and entertained a motion from the Board. As recommended by Superintendent Raulerson, Artie Burnett made a motion to approve, seconded by Tiffany McNarnay. The motion carried 5-0.

## REMOVAL OF ROUTINE ITEMS

Chairperson Barton asked if any Board member wished to remove a routine item for separate consideration. Hearing none, she continued with the items for action.

## APPROVAL OF ITEMS FOR ACTION

	<b>A.</b>	<b>Approval of Routine Items</b>	<b>CONTACT</b>
	<b>A.</b>	<b>1. Approval of the Personnel Items List for Approval on July 19, 2021.</b>	Sherrie Raulerson (259-0401)
	<b>A.</b>	<b>2. Approval of the Minutes of the June 21, 2021, Work Session.</b>	Sherrie Raulerson (259-0401)
	<b>A.</b>	<b>3. Approval of the Minutes of the June 21, 2021, School Board Meeting.</b>	Sherrie Raulerson (259-0401)
	<b>A.</b>	<b>4. Approval of the Minutes of the June 28, 2021, Special School Board Meeting.</b>	Sherrie Raulerson (259-0401)
	<b>A.</b>	<b>5. Approval of the Financial Reports for the Month Ending May 31, 2021.</b>	Teri Ambrose (259-0418)
	<b>A.</b>	<b>6. Approval to Advertise the Tentative 2021-2022 Budget Prior to the Special Board Meeting on July 26, 2021.</b>	Teri Ambrose (259-0418)
	<b>A.</b>	<b>7. Approval to Advertise 3.709 as the Required Local Effort Millage for the 2021-22 Budget. (DOE Will Change this Figure On or Before July 19, 2021.)</b>	Teri Ambrose (259-0418)
	<b>A.</b>	<b>8. Approval to Advertise .748 as the Basic Discretionary Operating Millage for the 2021-22 Budget.</b>	Teri Ambrose (259-0418)
	<b>A.</b>	<b>9. Approval to Advertise 1.500 as the Basic Discretionary Capital Outlay Millage for the 2021-22 Budget.</b>	Teri Ambrose (259-0418)

	<b>A. 10.</b>	<b>Approval to Advertise 5.957 as the Total Millage for the 2021-22 Budget.</b>	Teri Ambrose (259-0418)
	<b>A. 11.</b>	<b>Approval of the May 2021 District Property Inventory.</b>	Denny Wells (259-5420)
	<b>A. 12.</b>	<b>Approval of the Grant Proposal Phase V Coronavirus Response &amp; Relief Supplemental Appropriations Support in the Amount of \$19,500.00. New / State / No Matching</b>	Bonnie Jones (259-0405)
	<b>A. 13.</b>	<b>Approval to Reimburse Kimberly Spurlock (Parent) Mileage for Transporting Son To and From Baker County Middle School. Funding Source: 2021-22 IDEA Grant</b>	Michael Green (259-0444)
	<b>A. 14.</b>	<b>Approval to Reimburse Jessica Delp (Parent) Mileage for Transporting Daughter To and From Jacksonville to Meet the Bus for Florida School for Deaf &amp; Blind. Funding Source: 2021-22 IDEA Grant</b>	Michael Green (259-0444)
	<b>A. 15.</b>	<b>Approval to Reimburse Elizabeth Thomas (Parent) Mileage for Transporting Daughter To and From Jacksonville to Meet the Bus for Florida School for Deaf &amp; Blind. Funding Source: 2021-22 IDEA Grant</b>	Michael Green (259-0444)
	<b>A. 16.</b>	<b>Approval of the Baker County Middle School FFA Chapter Out of State Travel for Students and Employee Chaperones on October 20, 2021, to Moultrie, Georgia for the Sunbelt Ag Expo.</b>	Thomas Hill (259-2226)
		Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	<b>B.</b>	<b>Approval of Removed Routine Items.</b>	N/A
		There were no removed routine items. Therefore, no action was taken on this agenda item.	
	<b>C.</b>	<b>Approval of the Five Year Affiliation Agreement with the University of North Florida to Provide Educational Experiences for Selected College Interns Effective August 1, 2021.</b>	Robin Mobley (259-0427)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Tiffany McInarnay. The motion carried 5-0.	
	<b>D.</b>	<b>Approval of the 2021-2022 Baker County School District Transportation Department Bus Routes.</b>	Pamela Taylor (259-2444)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	
	<b>E.</b>	<b>Approval of the 2021-2022 Baker County School District Transportation Department Standard Operating Procedures and Driver's Handbook.</b>	Pamela Taylor (259-2444)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Tiffany McInarnay. The motion carried 5-0.	



	<b>F.</b>	<b>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.</b>	Pamela Taylor (259-2444)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	

### CITIZEN INPUT

No individual in the audience addressed the Board with citizen concerns at this meeting.

### INFORMATION AND ANNOUNCEMENTS

- Superintendent Raulerson thanked the Educational Leaders for their hard work on the Summer of Success program and preparation for the new school year.
- Superintendent Raulerson announced that her theme for the 2021-2022 school year is “Our Best Days Are Ahead!” She noted that she is excited about the future and a brand new school year.

### **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 19, 2021

RESIGNATION LIST FOR APPROVAL ON JULY 19, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Bentley	Thristen			Facilities Landscape Tech (240 Days, 8 Hours)	Facilities & Maintenance	July 15, 2021
Dotson	Karla			Nutrition Services Manager (193 Days, 7.5 Hours)	Baker County Pre-K / Kindergarten Center	June 1, 2021
Jordan	Amanda			Extended Day Enrichment Program Supervisor (182 Days)	Macclenny Elementary School	May 28, 2021
Smith	Karma			Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	May 28, 2021
Sunderland	Angela		*Never Began Contractual Employment (Board Approved June 7, 2021)	Teacher, Fifth Grade (197 Days)	Keller Intermediate School	June 29, 2021

EMPLOYMENT LIST FOR APPROVAL ON JULY 19, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Carter	Meara		Initial Employment / Replacing Stephanie Wingard	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	August 9, 2021
Collingwood	Tabitha		Transfer Within the Same School Site from Paraprofessional, Pre-K (187 Days) / Replacing Emily McDonald	Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2021
Crews	Kathy		Transfer Within the Same School Site from Paraprofessional, Kindergarten (187 Days) / Replacing Lisa Maldonado	Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2021
Daniels	Isaac		Promotion / Transfer from Custodian (197 Days, 8 Hours) at Keller Intermediate School / Replacing Howard Stevenson	Custodian (261 Days, 8 Hours)	Westside Elementary School	July 1, 2021
Davis	Brookelyn		Initial Employment / Replacing Kathy Crews	Paraprofessional, Kindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2021
Dunbar	Savannah		Initial Employment / Replacing Tammy Leino	Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2021
Gainey	Krystal		Initial Employment / Replacing Don Slayter	Teacher, M/J Classroom (197 Days)	Baker County Middle School	August 2, 2021
Hall	Whitney		Promotion / Transfer from Teacher on Special Assignment (197 Days) at Baker County Pre-K / Kindergarten Center / Replacing Jennifer Payne	Assistant Principal (240 Days)	Keller Intermediate School	July 1, 2021
Hickox	Heather		Transfer Within the Same School Site from Career Specialist (197 Days) / Replacing Whitney Hall	Teacher on Special Assignment (197 Days)	Baker County Pre-K / Kindergarten Center	August 2, 2021
Hyde	Amber		Promotion / Transfer Within the Same School Site from School Secretary (216 Days) / Replacing Dawn Carter	School Bookkeeper (261 Days)	Baker County Middle School	July 1, 2021
Milton	John Wyatt		Transfer Within the Same School Site from Teacher, Social Studies (197 Days) / New Unit	Teacher on Special Assignment (197 Days)	Baker County Middle School	August 2, 2021

<b>EMPLOYMENT LIST FOR APPROVAL ON JULY 19, 2021</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>SPECIAL NOTE</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATES</b>
Mobley	Robin		Initial Employment / Replacing Herself (Previously Contracted Via Staffing of St. Augustine Solutions)	Associate Superintendent of Human Resources / Staff Services (261 Days)	Superintendent's Office	July 1, 2021
Nguyen	Duong		Initial Employment / Replacing Isaac Daniels	Custodian (197 Days, 8 Hours)	Keller Intermediate School	August 2, 2021
Norrell	Sonya		Transfer from Paraprofessional, ESE Ages 3-5 (187 Days) at Baker County Pre-K / Kindergarten Center / New Unit	Social / Student Services Worker (187 Days)	Student Services	August 9, 2021
Reneau	Christina		Initial Employment / New Unit	Social / Student Services Worker (187 Days)	Student Services	August 9, 2021
Taylor	Hagan		Initial Employment / Replacing Tabitha Collingwood	Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	August 9, 2021
Wingard	Stephanie		Promotion / Transfer Within the Same School Site from Paraprofessional, ESE Ages 6-21 (187 Days) / Replacing Kimberly Farley	Teacher, Varying Exceptionalities (197 Days)	Baker County High School	August 2, 2021

<b>REAPPOINTMENT LIST FOR APPROVAL ON JULY 19, 2021</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>CONTRACT STATUS</b>	<b>EFFECTIVE</b>
Carney	Steve		Teacher, Mathematics (197 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2021-2022

<b>EXTRA DUTY LIST FOR APPROVAL ON JULY 19, 2021</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>SPECIAL NOTE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Dopson	Kellen			Curriculum Mapping for CTE Program	\$28.35 Per Hour / Maximum 15 Hours / Funding Source: Federal	July 1, 2021 - July 30, 2021
Gainey	Krystal			New Teacher Training	\$28.35 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 29, 2021
Green	Chariot			Create Curriculum Maps for Pre-Kindergarten	Regular Hourly Rate / Maximum 20 Hours / Funding Source: State	July 19, 2021 - July 22, 2021

<b>EXTRA DUTY LIST FOR APPROVAL ON JULY 19, 2021</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>SPECIAL NOTE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Hall	Whitney			Teacher on Special Assignment Summer Duties	Regular Hourly Rate / Maximum 60 Hours / Funding Source: General	June 22, 2021 - June 30, 2021
Harrison	Michael			New Teacher Training	\$28.35 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 29, 2021
King	Jennifer			Create Curriculum Maps for Pre-Kindergarten	Regular Hourly Rate / Maximum 20 Hours / Funding Source: State	July 19, 2021 - July 22, 2021
Leino	Tammy			Create Curriculum Maps for Pre-Kindergarten	Regular Hourly Rate / Maximum 20 Hours / Funding Source: State	July 19, 2021 - July 22, 2021
Maurer	Shelley			Create Curriculum Maps for Pre-Kindergarten	Regular Hourly Rate / Maximum 20 Hours / Funding Source: State	July 19, 2021 - July 22, 2021
McCormick	Rhonda			Create Curriculum Maps for Pre-Kindergarten	Regular Hourly Rate / Maximum 20 Hours / Funding Source: State	July 19, 2021 - July 22, 2021
Owens	Jalinda			Create Curriculum Maps for Pre-Kindergarten	Regular Hourly Rate / Maximum 20 Hours / Funding Source: State	July 19, 2021 - July 22, 2021
Smith	Bethany			Create Curriculum Maps for Pre-Kindergarten	Regular Hourly Rate / Maximum 20 Hours / Funding Source: State	July 19, 2021 - July 22, 2021
Wingard	Stephanie			New Teacher Training	\$28.35 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 29, 2021
Yeager	Kelly			Create Curriculum Maps for Pre-Kindergarten	Regular Hourly Rate / Maximum 20 Hours / Funding Source: State	July 19, 2021 - July 22, 2021

<b>SUPPLEMENT LIST FOR APPROVAL ON JULY 19, 2021</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SPECIAL NOTE</b>	<b>LOCATION</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Barton	Pamela		Westside Elementary School	Custodian Coordinator	Board Approved Rate	2021-2022
Butcher	Kristy		Baker County Middle School	Custodian Coordinator	Board Approved Rate	2021-2022
Carter	Meara		Baker County High School	Paraprofessional, ESE	Board Approved Rate	2021-2022
Derby	Deborah		Baker County High School	Custodian Coordinator	Board Approved Rate	2021-2022
Johnson	Hannah		Baker County Pre-K / Kindergarten Center	Custodian Coordinator	Board Approved Rate	2021-2022

<b>SUPPLEMENT LIST FOR APPROVAL ON JULY 19, 2021</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SPECIAL NOTE</b>	<b>LOCATION</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Norrell	Sonya		Student Services	Paraprofessional, ESE	Board Approved Rate	2021-2022
Reneau	Christina		Student Services	Paraprofessional, ESE	Board Approved Rate	2021-2022
Rhoden	Brandon		Macclenny Elementary School	Custodian Coordinator	Board Approved Rate	2021-2022
Williams, Sr.	Gregory		Keller Intermediate School	Custodian Coordinator	Board Approved Rate	2021-2022
Wingard	Stephanie		Baker County High School	Teacher, ESE	Board Approved Rate	2021-2022

<b>OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON JULY 19, 2021</b>				
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Brown	Athena Gail	Substitute Teacher Training	\$500 Flat Daily Rate / Funding Source: General	August 17, 2021 & August 18, 2021
Haddad	Matthew	Girls Varsity High School Basketball Coach	\$3,630 Flat Rate / Funding Source: General	July 19, 2021 - June 30, 2022

<b>LEAVE LIST FOR APPROVAL ON JULY 19, 2021</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b># OF DAYS</b>	<b>TYPE OF LEAVE</b>	<b>EFFECTIVE DATES</b>
Elixson-Barber	Malissa		216 Days	Personal Leave Without Pay - Personal / Extended	July 19, 2021 - June 10, 2022
Holton	Ashley		20 Days	Personal Leave Without Pay - Medical	August 9, 2021 - September 3, 2021

<b>SUBSTITUTE LIST FOR APPROVAL ON JULY 19, 2021</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Anderson	Maria		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2021
Arnold	Corey		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2021
Boldry	Lydia		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2021
Christopher	John		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2021

<b>SUBSTITUTE LIST FOR APPROVAL ON JULY 19, 2021</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Gaskins	Jarred		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2021
McDuffie	Dorothy		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 8, 2021
Midyette	Joan		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2021
Monds	Debra		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2021
Paige	Rita		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2021
Reneau	Christina		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2021
Scott	Seth		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 8, 2021
Simiele	Katherine		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2021
Skelton	Janice		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2021
Slone	Susan		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2021
Starling	Hannah		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 8, 2021
Tomlinson	Kitty		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2021
Tracer	Ana		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 1, 2021
Warren	Teresa		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2021
Wiggins	Janie		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 1, 2021

<b>ADJOURNMENT FROM JULY 19, 2021, SCHOOL BOARD MEETING</b>	
Since there was no further business to come before the Board, Artie Burnett made a motion to adjourn, seconded by Dean Griffis. The meeting adjourned via general consensus.	
<b>Paula T. Barton, Board Chairperson</b>	<b>Sherrie Raulerson, Superintendent of Schools</b>



# GRANT PROPOSAL SUMMARY REQUEST FOR BOARD APPROVAL

Board  
Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL

Title II, Part A - Supporting Effective Instruction

TYPE OF GRANT:

☐ New ☐ Continuation ☐ Amendment ☒ Entitlement ☐ Competitive

CONTACT PERSON:

Allen Murphy

CONTACT PHONE NUMBER:

(904) 259-0429

AMOUNT REQUESTED:

\$280,577.00

SOURCE:

☒ Federal ☐ State ☐ Other: \_\_\_\_\_

LOCAL MATCHING FUNDS REQUESTED:

☒ No

☐ Yes . . . If yes, please specify: ☐ Monetary Amount \$ \_\_\_\_\_  
☐ In-Kind Amount \$ \_\_\_\_\_

LIST SPECIFIC IN-KIND CONTRIBUTIONS

## PROJECT DESCRIPTION

(If additional space is needed, attachments may be used)

1. Provide partial funding of (4) reading coach salaries.
2. Provide New Teacher Training and Rural Connect Literacy Professional Learning, etc.
3. Provide professional development to help train and retain effective teachers that are highly qualified by NCLB requirements.
4. Fund annual Reading stipends for secondary reading teachers.
5. Provide funding for In-field/HQ Incentives such as registration fees and add-on certification fees for endorsements (Out-of-Field, ESOL, etc.)
6. Provide professional learning book studies throughout the district
7. Provide administrators with professional development in leadership practices

**HOW WILL FUNDS BE USED**  
*(If additional space is needed, attachments may be used)*

- 1. Reading coach salaries will be funded at Baker County High (66%), Pre-K/Kindergarten Center (50%), Westside Elementary (50%) and Macclenny Elementary (50%)**
- 2. Teachers will receive staff development for New Teacher Training and Literacy Professional Learning etc.**
- 3. Funds will be used for registration fees, endorsement fees, supplies and substitutes when needed for workshops**
- 4. Teacher stipends and substitutes will be funded for training/staff development**
- 5. Stipends will be paid to teachers who add an out-of-field subject area to their teaching certificate. Stipends will also be paid to teachers who are teaching reading and are already reading endorsed, or those that are currently working towards getting their reading endorsement**
- 6. Certification fees will be reimbursed to teachers who add ESOL or the Reading Endorsement to their teaching certificate**
- 7. Funds will be used to pay for Reading stipends for secondary reading teachers**
- 8. Fund registration fees for Administrators to receive staff development in leadership**

**SUBMITTED BY: Allen Murphy DATE: July 22, 2021**



## ***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 21, 2021

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

Dear Superintendent Raulerson:

It is my pleasure to submit the 2021-2022 Baker County Mental Health Application Plan. This year 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. This is the third year that we have received these funds.

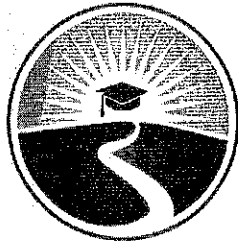
The Mental Health Allocation Plan allows us to continue to improve student well-being and safety. Changes from the previous allocation includes a \$30,883 increase in funding for mental health staffing/support needs and \$5,688.60 for Youth Mental Health First Aid training/materials. Staffing changes proposed for 2021-2022 include funding for two Registered Behavior Technicians (classified under Student Services Worker job description) in lieu of contracting with a private Board-Certified Behavior Analyst. This change is noted on page 16 of the plan.

Please contact me via email at [michael.green@bakerk12.org](mailto:michael.green@bakerk12.org) or by phone at (904) 259-0444 if you have any questions.

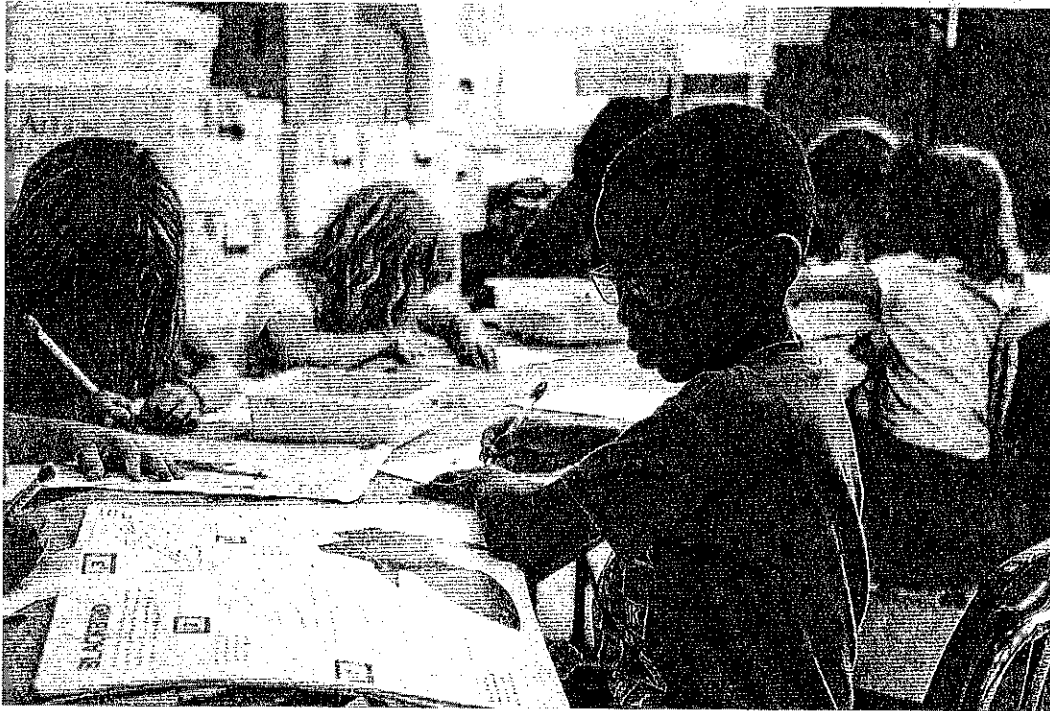
Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Mike Green".

Michael D. Green, Jr.  
ESE/Student Services Director  
Baker County School District



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# **2021-2022 Mental Health Application**

**Part I: Youth Mental Health Awareness Training Plan**

**Part II: Mental Health Assistance Allocation Plan**

## **Baker County School District**

Deadline for submission to ShareFile:  
on or before August 1, 2021

## 2021-2022 Mental Health Application

### Purpose

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 mental health. This application is separated into two primary sections: Part I includes the YMHAT Plan and Part II includes the MHAAP

### Part I. Youth Mental Health Awareness Training Plan

In accordance with section (s.) 1012.584, Florida Statutes (F.S.), the YMHAT 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 II. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62(16), F.S., the MHAA Plan allocation is to assist districts in 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) ShareFile <https://fldoe.sharefile.com/r-rc3dac894fc9c4e6c9ff43fbc331a4286> by the deadline **August 1, 2021**.

There are two submission options for charter schools:

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

### Part I. Youth Mental Health Awareness 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.

## 2021-2022 Mental Health Application

### Part I. Youth Mental Health Awareness Training Plan and Projected Budget

#### Section A: YMHAT Training Plan

1. What is the percentage of employees currently trained and certified in Youth Mental Health First Aid (YMHFA)?			
There are	90	% of employees trained and certified as of	7/21/2021
2. Explain the training goal(s) for the upcoming 2021-2022 school year.			
At the end of the 2018-19 school year, BCSD trained all instructional personnel in Youth Mental Health First Aid. District and school administrators were trained the summer of 2018. In 2019-20, BCSD trained all non-instructional staff utilizing the Kognito At-Risk modules. In the 2021-22 school year, BCSD will re-train instructional staff that participated in the 2018-19 cohort utilizing Youth Mental Health First Aid/Kognito At-Risk Modules. New instructional staff will also be trained utilizing the programs above. New non-instructional staff will also be trained utilizing Kognito during the 2021-22 school year.			
3. In addition, the annual goal for the 2021-2022 school year is to train:			
	66	% of employees as of	May 27, 2022
4. Explain the training goal(s) for the next 3-5 years.			
Baker County School district will work towards training 100% of instructional personnel/administrators in Youth Mental Health First Aid/ Kognito At-Risk Modules and 100% non-instructional personnel utilizing Kognito At-Risk Modules. This involves re-training staff on a three-year cycle and training new staff during the first quarter of the school year.			
5. What is the procedure for training new personnel to the district?			
Mental health personnel designee will collect personnel data and keep a list of when personnel has been trained, what program(s) have been utilized, and when three-year re-training date occurs. This individual will also communicate with human resources department quarterly to identify new personal that require mental health training			
6. Explain how the district will utilize the following three YMHAT programs:			
<ul style="list-style-type: none"> <li>• YMHFA</li> </ul>			
YMHFA training is provided to all instructional personnel and administrators employed with BCSD. In 2021-22 two additional trainers will be trained to assist with providing this instruction. BCSD will transition to the hybrid format to decrease the amount of time out of the classrooms/schools.			
<ul style="list-style-type: none"> <li>• YMHFA Recertification</li> </ul>			
BCSD will re-train all instructional personnel and administrators on a three-year basis.			
<ul style="list-style-type: none"> <li>• Kognito At-Risk Modules (at all three levels: elementary, middle, high school)</li> </ul>			

## 2021-2022 Mental Health Application

Kognito At-Risk Modules will be utilized to train all non-instructional personnel and as a supplement to instructional personnel/administrators in order to fulfil the requirements for all schools to become Suicide Prevention Certified Schools.

### Section B: YHHAT Projected Budget

Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
1. Stipends (Detailed # of personnel and stipend cost per person)	N/A		
2. Materials (Detail # of units x individual unit cost, plus shipping)	BCSD will utilize funds to purchase 68 YMHFAT manuals.	\$18.95	1,288.60
3. National Council (YMHEA) Training (Detailed description of each training activity to include # of personnel and individual training costs)	BCSD will utilize funds to train two district mental health staff members to become YMHFAT trainers for the district.	\$2,200	\$4,400
4. Additional Kognito Modules (Provide the name of training module and cost)	N/A		
<b>TOTAL 2021-2022 BUDGET:</b>			<b>\$5,688.60</b>
5. Additional narrative (optional): N/A			



## 2021-2022 Mental Health Application

N/A

## 2021-2022 Mental Health Application

### Part II. Mental Health Assistance Allocation Plan s. 1011.62 (16), F.S.

#### Section A: MHAA Plan Assurances

##### The district assures...

- ☒ One hundred percent of state funds are used to 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.
- ☒ Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.
- ☒ Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).
- ☒ Collaboration with FDOE to disseminate mental health information and resources to students and families
- ☒ The district website includes local contacts, information and resources for mental health services for students and families.
- ☒ 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.

##### A school board policy or procedure has been established for...

- ☒ Students referred for a mental health screening assessed within 15 calendar days of referral.
- ☒ School-based mental health services initiated within 15 calendar days of identification and assessment.
- ☒ Community-based mental health services initiated within 30 calendar days of referral coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in student care.
- ☒ 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. Procedures include 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.
- ☒ 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.

## 2021-2022 Mental Health Application

### Section B: Planned Outcomes

**Identify one or two specific and measurable outcomes for your district's plan to achieve through the 2021-2022 evidence-based mental health program.**

Baker County Middle School will decrease the number of incidents of abusive behaviors (129 for SY2021) by 10% through T1 & T2 mental health/behavior supports.

Baker County School District will reduce overall Baker Acts by 10% through continued YMHFAT/Kognito training to identify students in early crisis.

### Section C: District Program Implementation

Please include the following in this section:

#### 1. Evidence-Based Program (EBP) and Description

Name and provide the essential elements of the EBP you will be implementing through a Multi-Tiered System of Supports (MTSS) using one or more of the preferred EBP/Practices found in Blue Menu of Evidence-Based Psychosocial Interventions for Youth and the SAMHSA Evidence-Based Practices Resource Center.

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

**\*If you will be using another EBP other than those provided above please explain using the same format listed.**

#### 2. EBP Implementation

This should include:

- 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.
- 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.

#### 3. Outcome Measures

- Provide the outcome measures of your EBPs and how each aligns with your overall annual program goals in Section 2

#### 4. Multi-tiered System of Support (MTSS)

- Identify the tier(s) of the EBP being implemented

### Appendix Examples

Table 1: District Program Implementation

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p><b>Zones of Regulation</b></p> <p>(<a href="https://www.zonesofregulation.com/index.html">https://www.zonesofregulation.com/index.html</a>)</p> <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>	<p>School Mental Health Counselors and behavioral support personnel will administer the sessions in small groups for students aged 4 to 18.</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>	<p>Improve:</p> <p>Self-regulation and emotional control for late preschoolers to adults. Students are taught to recognize their emotions and use strategies to manage them</p>		X	

## 2021-2022 Mental Health Application

<p><b>ASPEN Student Behavior Training</b></p> <p><a href="https://www.totempd.com/courses/aspen/">(https://www.totempd.com/courses/aspen/)</a></p> <p>This program trains entire 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 <b>ONLY</b> program that infuses components of positive psychology into systems of tiered support and student behavioral analysis.</p> <p>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:</p> <p>Recognize and understand what causes aggressive student behavior.</p> <p>Replace outdated, inefficient practices and replace them with practices that work in numerous situations.</p> <p>Identify the ways MTSS is currently working, and build</p>	<p>School behavior support personnel will train strategic school staff utilizing the seven modules that include the following:</p> <p>Module 1: The Roots of Aggression</p> <p>Module 2: Stuff That Does Not Work</p> <p>Module 3: Preventative Systems</p> <p>Module 4: Happy Kids Don't Punch You in the Face</p> <p>Module 5: Principles of ABA</p> <p>Module 6: Optimistic Teaming</p> <p>Module 7: The Acronym of Safety</p> <p>This program will be utilized to address students in crisis across the schools. The framework of this program will provide a plan for behaviors in the general education classroom, intervention classrooms, and self-contained classes.</p>	<p>Improve:</p> <p>Staff reactions and response to escalated behaviors.</p> <p>Safe handling of out-of-control behaviors.</p> <p>Prevention of out-of-control behaviors</p> <p>Application of Positive Psychology in schools to reduce aggression.</p>	<p>X X</p>
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## 2021-2022 Mental Health Application

<p>upon it with Totem student behavior training.</p> <p>Use positive psychology methods and Applied Behavioral Analysis (ABA) principles to address aggressive student behavior.</p>					
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# 2021-2022 Mental Health Application

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<b>1-2-3 Magic in the Classroom</b>  <a href="https://www.123magic.com/positive-parenting-solutions/teachers">https://www.123magic.com/positive-parenting-solutions/teachers</a>  1-2-3 Magic is a program to help teachers, parents, and caregivers manage behaviors of children 2-12 years old. This strategy follows a few simple rules that put the teachers back in charge without shouting, arguing, and hitting. The 1-2-3 Magic program helps students become emotionally competent, self-disciplined adults.	School Mental Health Counselors and behavioral support personnel will provide the training and support to targeted classrooms that provide higher level student behavioral/emotional support.  Teacher and student training will focus on behavioral compliance, following classroom/school expectations, and self-regulation.	Improve:  Student self-regulation, behavior compliance, following school rules, and improved self-regulation.  Students will developed the tools necessary to return to the general education classroom and demonstrate appropriate behaviors and classroom success.			X
<b>Sanford Harmony Social Learning Curriculum</b>  <a href="https://online.harmonysel.org/">https://online.harmonysel.org/</a> )  The Sanford Harmony Program uses the 2013 CASEL Guide: Effective Social and Emotional Learning Programs (Preschool and Elementary School Edition) as a framework for evaluating effectiveness and guiding objectives. CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship	School Mental Health Counselors and behavioral support personnel will provide support implementing Sanford Harmony Social Emotional Learning Curriculum will school-wide at the Prekindergarten/Kindergarten Center, Macclenny Elementary, Westside Elementary, and Keller Intermediate Schools.	Improve:  Student self-management and relationship skills.  Responsible decision making	X		



## 2021-2022 Mental Health Application

skills, and responsible decision-making.					
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Additional narrative may be added [here](#)

## 2021-2022 Mental Health Application

### Section D: Direct Employment

**Table 2: MHAA Plan Direct Employment**

Position	Current Ratio as of August 1, 2021	2021-2022 Proposed Ratio by June 30, 2022
School Counselor	1:406	1:406
School Social Worker	1:2457	1:2457
School Psychologist	1:2457	1:2457
Other Licensed Mental Health Provider	1:1228	1:1228

Direct employment policy, roles and responsibilities	Description
<p>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.</p>	<p>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:</p> <p>Students referred for a mental health screening are assessed within 15 days of referral;</p> <p>School-based mental health services are initiated within 15 days of identification and assessment;</p> <p>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.</p> <p>Integrating learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.</p> <p>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.</p> <p>Improving access to school-based mental health supports by ensuring adequate staffing levels in terms of school-</p>

## 2021-2022 Mental Health Application

	<p>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.</p> <p>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.</p>
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).	<p>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</p>
Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.	<p><b>Mental Health Counselors</b></p> <p>Assist in the design, implementation, and follow-up of behavioral management programs for students to remediate behavioral and social problems.</p> <p>Provide individual and group counseling to students on a regular basis to include socialization activities.</p> <p>Assist other professionals with student crisis intervention.</p> <p>Plan and confer with classroom teachers concerning any behavioral, social or personal problems affecting the students.</p> <p>Assist in the development and delivery of in-service activities regarding techniques for remediating behavioral, social or personal problems of students.</p> <p>Participation in School and District Threat Assessment Team.</p> <p><b>Case Manager</b></p> <p>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.).</p>

## 2021-2022 Mental Health Application

	<p>Participate with SEDNET on governing boards coordinating services for children who have or are at risk for emotional or behavioral disabilities.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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**Registered Behavior Technicians**

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

Analyze evaluation data and formulate hypotheses and conclusions relating to learning and behavioral issues.

Conduct informal and formal observations of students as part of the evaluation process.

Participate in the development of appropriate interventions and strategies to assist individual students in academic growth and 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.

Support School and District Threat Assessment Team.

Monitor the implementation of behavior plans.

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

Act as a liaison with public and private agents who work with students, e.g., doctors and counselors, as needed.

Provide training and assistance in intervention techniques and strategies designed to improve student success in the school setting.

**Community Partners**

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.

## 2021-2022 Mental Health Application

	<p>The contract with Meridian Behavioral Healthcare for psychiatric consultations will provide psychiatric consultations to serve students identified through the MTSS process or District Threat Assessment Teams. This contract will allow for the coordination of mental health treatment services for students identified through the district's MTSS or threat assessment team.</p> <p>Community support partners will ensure that mental health services for students are initiated within 30 days of referral.</p> <p>Baker County School District will also continue collaboration with the Community Action Team (CAT) to refer eligible students and support current students in order to decrease the number of out-of-home placements and increase student well-being.</p> <p>District and CAT team staff will quarterly to discuss student progress/needs.</p> <p>Baker County School District will access the Mobile Response Team (MRTs) at the school level.</p> <p>School and district-based staff will collaborate with the MRT program to increase staff and parent awareness of this resource.</p> <p>MRT will be utilized with students that are experiencing mental health crises at school and district sites.</p> <p>District and MRT staff will collaborate a minimum of once per month to discuss student progress/needs</p> <p>Baker County School District will continue to partner with the Baker County Prevention Coalition (BCPI) to provide prevention training in targeted risk areas such as substance abuse, tobacco/electronic cigarettes/Juul, and alcohol abuse.</p> <p>Direct classroom instruction is offered through middle and high school health classes via Life Skills Curriculum.</p>
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## 2021-2022 Mental Health Application

	<p>Tobacco and substance abuse classes will be facilitated through BCPI for students that receive civil citations for these infractions.</p> <p>Indirect support is also provided via sponsorship of the Students Working Against Tobacco (SWAT) program.</p> <p>Baker County School District's process of coordinating mental health services with a student's primary mental healthcare provider and other mental health providers will be coordinated through the district's case manager.</p> <p>Case manager will receive information from providers if a student has been determined to be a threat to self or others in order for schools to effectively meet the needs of students.</p> <p>Case manager will also communicate with healthcare and other providers to assist with families coordinating supports regarding mental health.</p> <p>Communications between Baker County School District and other providers will be conducted in a secure manner.</p> <p>Community partners will participate with district personnel in mental health and prevention meetings.</p>
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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.

**Table 3: MHAA Plan Contracts or Interagency Agreements and Services Provided**

<b>Mental Health Provider:</b>	<b>Agency:</b>	<b>Services Provided:</b>	<b>Funding Source:</b>
Meridian	Meridian Behavioral Healthcare Inc.	Clinicians, Screenings, Outreach, Prevention, CAT Service, MRT Services	Mental Health Allocation



## 2021-2022 Mental Health Application

### Section E: Planned Expenditures

**Table 4: MHAA Planned Expenditures**

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	\$60,000
School district expenditures for mental health services provided by staff who are employees of the school district:	287,000
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:	25,000
<b>Other expenditures (see below):</b>	5,000
<b>Total MHAA expenditures:</b>	<b>\$317,000</b>

Other expenditures (specify details such as type, supplies, training and amount):

Type; Narrative description with detailed cost	Total Amount
Mileage for mental health staff	1,500
MHFAT Trainer Training for one additional mental health staff member	2,200
Computers and software for mental health staff	1,300
<b>Total Other Expenditures:</b>	<b>\$5,000</b>