The News Herald

501 W. 11th Street
P.O. Box 1940, Panama City, FL 32401
Published Daily
Panama City, Bay County, Florida

State of Florida
County of Bay

Before the undersigned authority personally appeared Karen Glenn, who on oath says that she is a Legal Advertising Representative of The News Herald, a newspaper published at Panama City in Bay County, Florida; that the attached copy of advertisement, being a Legal Advertisement **#25867** in the matter of **NOTICE OF INTENDED ACTION - January 14** in the Bay County Court, was published in said newspaper in the issue of **December 12, 2019**.

Affiant further says that the said The News Herald is a newspaper published at Panama City, in said Bay County, Florida, *is a direct successor of the Panama City News* and that the said newspaper, *together with its direct predecessor*, has heretofore been continuously published in said Bay County, Florida, each day *(except that the predecessor, Panama City News, was not published on Sundays)* and has been entered as periodicals matter at the post office in Panama City, in said Bay County, Florida, for a period of one year next preceding the first publication of the attached copy of advertisement, and affiant further says that (s)he has neither paid nor promised any person, firm or corporation any discount, rebate, commission or refund for the purpose of securing this advertisement for publication in said newspaper.

Karen Glenn

State of Florida
County of Bay
Sworn to and subscribed before me this **12th** day of **December**, A.D., **2019**. By Karen Glenn, Legal Advertising Representative of The News Herald, who is personally known to me or has produced N/A as identification.

Melissa Elaine Clemmons
Notary Public, State of Florida at Large

Notary Public State of Florida
Melissa Elaine Clemmons
My Commission GG 296558
Expires 01/30/2023

25867
NOTICE OF INTENDED ACTION
Bay District School Board

The School Board of Bay County, Florida hereby gives notice of intent to revise School Board Rules. These rules, upon adoption, will replace and supersede existing pertinent rules and regulations.

PURPOSE AND EFFECT: To amend Bay District School Board rules.

RULEMAKING AUTHORITY: Florida Statutes 1001.41

JOB DESCRIPTIONS: New and/or Revisions to the following Bay District Schools Job Descriptions: Assistant to the Coordinator, Student Supportive Care Manager.

POLICY: 6.510 Sanitation
POLICY: 8.101 Student Progression Plan
POLICY: 8.103 Organization for Instruction
POLICY: 8.104 Program of Instruction
POLICY: 8.106 Adult Education
POLICY: 8.201 Grading System
POLICY: 8.202 Grade Point Average Grades 9-12
POLICY: 8.203 Statewide Assessment Program
POLICY: 8.204 Administration of General Education Development (GED) Test
POLICY: 8.301 Remediation
POLICY: 8.401 Promotion of Students
POLICY: 8.402 Retention of Students K-8
POLICY: 8.403 Course Requirements
POLICY: 8.404 High School Credit
POLICY: 8.405 Graduation Requirements
POLICY: 8.501 Adoption of Instruction Materials (Definition)
POLICY: 8.502 Evaluation of Instructional Materials
POLICY: 8.503 Review of Classroom Instruction Materials
POLICY: 8.505 Controversial Issues
POLICY: 8.506 Selection of Library Media
POLICY: 8.601 School Advisory Councils
POLICY: 8.602 School Improvement Plans
POLICY: 8.701 Charter Schools
POLICY: 8.1001 Professional Development

SYNOPSIS OF CHANGE: Revised to bring policy in compliance with state statutes and district policies and procedures.

ESTIMATE OF ECONOMIC IMPACT: Unknown

A PUBLIC HEARING WILL BE HELD AT: 1311 Balboa Avenue, Panama City, Florida 32401
TIME: 1:45 P.M.
DATE: January 14, 2020
PLACE: Bay District School Board Meeting Room
NAME OF PERSON APPROVING PROPOSAL: William V. Husfelt, Superintendent
Pub: Dec. 12, 2019

The News Herald

501 W. 11th Street
P.O. Box 1940, Panama City, FL 32401
Published Daily
Panama City, Bay County, Florida

State of Florida
County of Bay

Before the undersigned authority personally appeared Karen Glenn, who on oath says that she is a Legal Advertising Representative of The News Herald, a newspaper published at Panama City in Bay County, Florida; that the attached copy of advertisement, being a Legal Advertisement **#25671** in the matter of **NOTICE OF INTENDED ACTION - January 14** in the Bay County Court, was published in said newspaper in the issue of **November 18, 2019**.

Affiant further says that the said The News Herald is a newspaper published at Panama City, in said Bay County, Florida, *is a direct successor of the Panama City News* and that the said newspaper, *together with its direct predecessor*, has heretofore been continuously published in said Bay County, Florida, each day *(except that the predecessor, Panama City News, was not published on Sundays)* and has been entered as periodicals matter at the post office in Panama City, in said Bay County, Florida, for a period of one year next preceding the first publication of the attached copy of advertisement, and affiant further says that (s)he has neither paid nor promised any person, firm or corporation any discount, rebate, commission or refund for the purpose of securing this advertisement for publication in said newspaper.

Karen Glenn

State of Florida
County of Bay
Sworn to and subscribed before me this **18th** day of **November**, A.D., **2019**. By Karen Glenn, Legal Advertising Representative of The News Herald, who is personally known to me or has produced N/A as identification.

Elizabeth J Kirkland
Notary Public, State of Florida at Large

ELIZABETH J KIRKLAND
Notary Public - State of Florida
Commission # GG 092307
My Comm. Expires Jun 16, 2021

25671
NOTICE OF INTENDED ACTION
Bay District School Board

The School Board of Bay County, Florida hereby gives notice of intent to revise School Board Rules.
These rules, upon adoption, will replace and supersede existing pertinent rules and regulations.

PURPOSE AND EFFECT: To amend Bay District School Board rules.

RULEMAKING AUTHORITY: Florida Statutes 1001.41
JOB DESCRIPTIONS: New and/or Revisions to the following Bay District Schools Job Descriptions:
Assistant Stadium Manager, Safety Assessment and Intervention Coordinator, Custodian, Employee Benefits Manager, Equipment Operator, Head Custodian, Maid, and Safety & Security Tele-Communicator and Video Specialist.
POLICY: 5.103 General Requirements for Employment
ZONE DESCRIPTIONS: 2020-2021 Geographical Zones

SYNOPSIS OF CHANGE: Revised to bring policy in compliance with state statutes and district policies and procedures.

ESTIMATE OF ECONOMIC IMPACT: Unknown

A PUBLIC HEARING WILL BE HELD AT: 1311 Balboa Avenue, Panama City, Florida 32401
TIME: 1:45 P.M.
DATE: January 14, 2020
PLACE: Bay District School Board Meeting Room
NAME OF PERSON APPROVING PROPOSAL: William V. Husfelt, Superintendent
Pub: Nov. 18, 2019

BAY COUNTY BULLET
PUBLISHED WEEKLY
PANAMA CITY, BAY COUNTY, FLORIDA

STATE OF FLORIDA
COUNTY OF BAY

Before the undersigned authority personally appeared Linda Lucas, who on oath says that she is editor of the Bay County Bullet, a weekly newspaper published at Panama City in Bay County, Florida; that the attached copy of advertisement **190385**, being a **Notice of Intended Action** in the matter of **To amend Bay District School Board Rules – Policy 5.103 – General Requirements for Employment** for **Bay District Schools** was published in said newspaper in the issues of **November 22, 2019.**

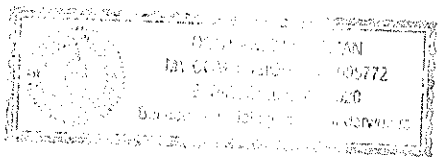
Affiant further says that the said Bay County Bullet is a newspaper published at Panama City, in said Bay County, Florida, and that the said newspaper has heretofore been continuously published in said Bay County, Florida, each week and has been entered as periodicals matter at the post office in Panama City, in said Bay County, Florida, for a period of 1 year next preceding the first publication of the attached copy of advertisement; and affiant further says that he or she has neither paid nor promised any person, firm or corporation any discount, rebate, commission or refund for the purpose of securing this advertisement for publication in the said newspaper.

(Linda Lucas)

Sworn to and subscribed before me this **22** day of **November, 2019**, by Linda Lucas, who is personally known to me or who has produced a Florida Driver's License as identification.

(Signature of Notary Public)

(Print, Type, or Stamp Commissioned Name of Notary Public)



(Notary Public)

190385

NOTICE OF INTENDED ACTION Bay District School Board

The School Board of Bay County, Florida hereby gives notice of intent to revise School Board Rules. These rules, upon adoption, will replace and supersede existing pertinent rules and regulations.

PURPOSE AND EFFECT: To amend Bay District School Board rules.

RULEMAKING AUTHORITY: Florida Statutes 1001.41

JOB DESCRIPTIONS: New and/or Revisions to the following Bay District Schools Job Descriptions: Assistant Stadium Manager, Safety Assessment and Intervention Coordinator, Custodian, Employee Benefits Manager, Equipment Operator, Head Custodian, Maid, and Safety & Security Tele-Communicator and Video Specialist.

POLICY: 5.103 General Requirements for Employment

ZONE DESCRIPTIONS: 2020-2021 Geographical Zones

SYNOPSIS OF CHANGE: Revised to bring policy in compliance with state statutes and district policies and procedures.

ESTIMATE OF ECONOMIC IMPACT: Unknown

A PUBLIC HEARING WILL BE HELD AT: 1311 Balboa Avenue, Panama City, Florida 32401
TIME: 1:45 P.M.
DATE: January 14, 2020
PLACE: Bay District School Board Meeting Room
NAME OF PERSON APPROVING PROPOSAL: William V. Husfelt, Superintendent

Publication: November 22, 2019

BAY COUNTY BULLET
PUBLISHED WEEKLY
PANAMA CITY, BAY COUNTY, FLORIDA

STATE OF FLORIDA
COUNTY OF BAY

Before the undersigned authority personally appeared Linda Lucas, who on oath says that she is editor of the Bay County Bullet, a weekly newspaper published at Panama City in Bay County, Florida; that the attached copy of advertisement **190411**, being a **Rulemaking Authority: Florida Statutes 1001.41 Job Descriptions** in the matter of **Bay District School Board** was published in said newspaper in the issues of **December 13, 2019.**

Affiant further says that the said Bay County Bullet is a newspaper published at Panama City, in said Bay County, Florida, and that the said newspaper has heretofore been continuously published in said Bay County, Florida, each week and has been entered as periodicals matter at the post office in Panama City, in said Bay County, Florida, for a period of 1 year next preceding the first publication of the attached copy of advertisement; and affiant further says that he or she has neither paid nor promised any person, firm or corporation any discount, rebate, commission or refund for the purpose of securing this advertisement for publication in the said newspaper.

(Linda Lucas)

Sworn to and subscribed before me this **13** day of **December, 2019**, by Linda Lucas, who is personally known to me or who has produced a Florida Driver's License as identification.

(Signature of Notary Public)

(Print, Type, or Stamp Commissioned Name of Notary Public)

(Notary Public)

190411

NOTICE OF INTENDED ACTION Bay District School Board

The School Board of Bay County, Florida hereby gives notice of intent to revise School Board Rules. These rules, upon adoption, will replace and supersede existing pertinent rules and regulations.

PURPOSE AND EFFECT: To amend Bay District School Board rules.

RULEMAKING AUTHORITY: Florida Statutes 1001.41

JOB DESCRIPTIONS: New and/or Revisions to the following Bay District Schools Job Descriptions: Assistant to the Coordinator, Student Supportive Care Manager.

POLICY: 6.510 Sanitation
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POLICY: 8.701 Charter Schools
POLICY: 8.1001 Professional Development

SYNOPSIS OF CHANGE: Revised to bring policy in compliance with state statutes and district policies and procedures.

ESTIMATE OF ECONOMIC IMPACT: Unknown

A PUBLIC HEARING WILL BE HELD AT: 1311 Balboa Avenue, Panama City, Florida 32401
TIME: 1:45 P.M.
DATE: January 14, 2020
PLACE: Bay District School Board Meeting Room
NAME OF PERSON APPROVING PROPOSAL: William V. Husfelt, Superintendent

Publication: December 13, 2019

GENERAL REQUIREMENTS FOR EMPLOYMENT **5.103**

Non-instructional personnel shall be recruited, selected and assigned to duty solely on the basis of qualifications, experience, and the requirements of the position. A non-instructional employee shall fulfill the following requirements prior to the payment of any salary:

1. Complete and file a written application.
2. File a loyalty oath completed and signed in the presence of a proper authority.
3. File the retirement enrollment form.
4. File the required personal record.
5. Submit evidence of a medical examination as required by these rules.
6. File withholding tax authorization.
7. Have on file payroll deduction authorization, if applicable.
8. If under eighteen, have an age certificate.
9. File any other required information in an acceptable form and manner.

The employee may be required to submit evidence of his or her fitness for duty based on a medical examination by a licensed physician in accordance with School Board Policy section 3.109.

Standard High School Diploma. Except as otherwise stated below, to be eligible for a position in the district school system, a person shall be at least 18 years of age and have met state requirements to receive a standard high school diploma. Individuals without a high school diploma may be employed on an annual contract basis only in food service, transportation and custodial services. However, the employee must immediately enroll in a GED preparation program and attain a GED within three consecutive years as an annual contract employee. An employee who fails to attain a GED within the time specified shall no longer be eligible for employment with the School Board.

Special Diploma. Individuals who have obtained a Special Diploma, as defined by Florida Statutes section 1003.438 and School Board Policy section 8.405, may be eligible for employment as follows:

1. The Director of Human Resources, or his or her designee, may designate certain non-instructional vacancies as awardable to a holder of a Special Diploma. At the discretion of the Director of Human Resources, eligible vacancies may include clerical support and custodial positions.
2. Individuals holding a Special Diploma may be selected to fill such positions on an annual contract basis, with eligibility for renewal being contingent upon the employee's successful completion of the School Board's Special Diploma Training Program.
3. Special Diploma Training Program
   a. The Director of Human Resources, or his or her designee, shall develop and implement a training program designed to prepare employees with Special Diplomas to work independently in their roles.
   b. As an element of the training program, a first year employee with a Special Diploma shall be paired with an onsite trainer in the same or similar position.
   c. The Director of Human Resources, or his or her designee, shall develop and implement assessment and program completion criterion for evaluation as needed for each position.
   d. A first year employee with a Special Diploma must successfully complete the training program and be able to independently perform the functions of his or her position within one year of employment in that capacity in order to remain eligible for annual contract renewal for a second year.

Exemptions. Bus drivers, bus paraprofessionals, custodial, and maintenance support staff are exempt from the above-stated high school diploma requirement. A GED or high school diploma is preferred, but not required. Previous years of related experience may be considered in lieu of a diploma or GED during the application process.

Student Helpers. Students employed on a part-time basis are exempt for the above-stated age requirement.

Certificates and Licenses. Applicants shall, when required by law, hold a certificate or license issued under regulation of the State Board, the Division of Health, or the Department of Health and Rehabilitative Services.

Authority: § 1001.41, Fla. Stat.
Law Implemented: §§ 1012.22, 1012.32, 1012.33, Fla. Stat.
History: New, June 12, 1989
Revised: May 13, 2014; April 25, 2017; August 27, 2019

STUDENT PROGRESSION PLAN **8.101**

Purpose. The purpose of the Student Progression Plan for Bay District Schools is to identify for school personnel, parents, students, and other interested citizens School Board rules and administrative procedures required to implement state legislative and local School Board student progression requirements. The Plan shall be based on an evaluation of student performance and mastery of the performance standards approved by the State of Florida and Bay District Schools.

The Student Progression Plan is intended to be a comprehensive program for student progression, which delineates the requirements to be met by students and the district's plan for ensuring that progression. The district's comprehensive program for student progression uses assessment data (universal screening and ongoing progress monitoring) to evaluate the effectiveness of instruction, identify students needing more intensive instruction support, and monitor the student's response to implemented instruction/interventions. Student progression decisions consider the effectiveness of core instruction and the student s response to evidence-based instruction/interventions implemented with fidelity.

The district is committed to the implementation of a Multi-tiered System of Supports: Response to Instruction/Intervention framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The district will provide high quality ~~instruction/~~instruction/intervention matched to students needs and use learning rate and level of performance to inform instructional decisions including decisions regarding promotion, acceleration, retention, and remediation. A Multi-tiered System of Supports: Response to Instruction/Intervention is a data-based decision making~~"~~ process applied to education. A four-step problem-solving method and the systematic use of assessment data at the district, school, grade, class and individual level will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior.

Each school principal shall be responsible for distributing highlights of the Student Progression Plan annually to students and parents. The Superintendent shall solicit information from principals, teachers, parents/legal guardians and School Advisory Councils in reviewing and making recommendations to the School Board for revisions to the Student Progression Plan as deemed appropriate.

Responsibilities. Implementation of the Student Progression Plan shall be defined as:

1. The School Board shall establish policy related to student progression based on state/ federal law, district needs, and input from district staff, school administrators, teachers, parents, and school community leaders.
2. The School Board and the administration of each school shall provide all students with instructional and remedial programs. Such programs will monitor progress, promote continuous achievement, and make provision for individual differences.
3. The School Board, through its administrators, will assist teachers with resources and staff development to accomplish the goals of this plan and will establish procedures for record keeping to certify the accomplishment of state and district standards.
4. The Superintendent shall designate an administrative staff member who is responsible for the development and coordination of the total curriculum of the district.
5. The Superintendent shall ensure that each student~~'~~'s progression through district schools is based on School Board policy.
6. The Directors of Elementary, Secondary and Adult Instructional Services shall coordinate an ongoing examination and review of the instructional program of the schools to identify any modifications required by changes in law or rule, educational philosophy, research, best practices, student needs, or physical requirements of the school system.
7. The Superintendent, after reviewing the recommendation of the Director, shall submit a proposed ~~"~~Program of Studies~~"~~ to the School Board for approval. This program shall constitute the prescribed curriculum for district schools. Copies of the program shall be available in all schools and on the district web page.

8. The principal shall assume administrative responsibility for all required records and reports, the transfer of students within and outside the school system, and for promotion and retention of students.
9. Principals and teachers are responsible for ensuring that the state standards are taught and assessed, and student achievement shall be reported to parents.
10. Teachers are responsible for providing quality instruction, assessment, and remediation based on evidence of student academic achievement, for implementing the district curriculum, and for establishing a positive learning climate.
11. Teachers are responsible for providing quality instruction, assessment, and differentiation based on evidence of ELL student academic achievement and English language proficiency level, for implementing the district curriculum, and for establishing a positive culturally sensitive learning climate.
12. Parents are responsible for their child's school attendance, for promoting an interest in learning, and for the conduct of their children while they are enrolled in a district school.
13. Parents are responsible for monitoring their child-'s achievement or the lack thereof and initiating follow-up contacts with teachers and/or administrators.

Authority: 1001.41, Fla. Stat.
Law Implemented: 1008.25, Fla. Stat.; Fla. Admin. Code R. 6A-1.09401
History: New, June 12, 1989
Revised: July 24, 1997; August 12, 1998; August 17, 1999; July 11, 2001; July 24, 2002; January 10, 2007; December 9, 2009; December 7, 2010; November 12, 2013; May24, 2016; December 13, 2016

ORGANIZATION FOR INSTRUCTION **8.103**

The public schools of Bay County shall be organized in the following manner:

1. Elementary Schools. Elementary schools shall include classes for students enrolled in preschool programs, kindergarten, and grades 1 through 5.
2. The Bay County School Readiness Coalition may contract with the School Board for services for 3-4 year old students based on family income as governed by program guidelines.
3. Middle Schools. Middle schools shall include classes for students enrolled in grades 6 through 8.
4. High Schools. High schools shall include classes for students enrolled in grades 9 through 12.
5. Bozeman School. Deane Bozeman School shall include classes for students enrolled in preschool programs and grades K-12.
6. Breakfast Point Academy. Breakfast Point Academy shall include classes for students enrolled in grades K-8.
7. Rutherford High School. Rutherford High School shall include classes for students enrolled in grades 6 through 12.

~~7~~8. Haney Technical Center. The Haney Technical Center shall provide adults with postsecondary career technical education and adult general education programs (GED, Adult Basic Education, ESOL). Selected secondary students may attend career technical education programs.

~~8~~9. Special Schools. Schools serving unique needs of students shall be established by the School Board when a need is documented, and evidence indicates that a special school represents the most cost-effective solution. These shall include, but not necessarily be limited to schools for gifted students, schools for special needs students, and schools for students needing alternative programs.

~~9~~10. Charter Schools. Charter schools may contract with the School Board to operate a charter school as a public school and may include classes for students enrolled in pre-school programs and grades K-12.

1~~0~~1. Bay Virtual School. Bay Virtual School and the Bay Virtual Instruction Program provide access to online courses for eligible students (Grades K-12). Credit is awarded for successful completion of such courses.

Authority: § 1001.41, Fla. Stat.
Law Implemented: § 1001.42, Fla. Stat.
History: New, June 12, 1989
Revised: November 17, 1998; August 9, 2000; July 24, 2002; May 28, 2003; January 10, 2007; December 9, 2009; December 7, 2010; September 25, 2012; November 12, 2013; April 11, 2017

PROGRAM OF INSTRUCTION **8.104**

A. Length of School Day for Students. The length of the instructional school day for students shall be defined as:

- Grades K-5. ~~5.92~~5.33 hours of bona fide instruction.
- Extended Day K-5. ~~6.32~~5.58 hours of bona fide instruction.
- Grades 6-8. 5.5 hours of bona fide instruction.
- Grades 9-12. 6 hours of bona fide instruction.

B. Program of Studies - Grades K-5. The elementary school curriculum shall emphasize mathematics and language arts using the Bay District Reading Framework and the six identified areas of reading as the basis. Concepts and processes related to science, social studies, art, music, and physical education will be integrated within the curriculum. The program of studies for grades K-5 shall delineate sequences of curriculum outcomes expected for students for each subject at each grade level consistent with state standards. The term "program of studies" for grades K-5 shall mean a curriculum based on state standards for each subject and curriculum outcomes within each subject called benchmarks.

~~READ Initiative: The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency.~~

1. Intensive Acceleration Class for Retained Readers: An Intensive Acceleration Class for retained readers shall be established at each applicable school for students in ~~G~~grade 3 who scored at Level 1 on the reading portion of the FL state assessment and who were retained in grade 3 in the prior year. The class must have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 state standards in other core subject areas; use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction, including the use of a speech language therapist; and weekly progress monitoring measures. Retained 3rd grade students who have received intensive instructional services but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet ~~G~~grade 4 performance standards while continuing to remediate the areas of reading deficiency. The district shall report progress of students in said class at the end of the first semester in accordance with ~~S~~state requirements and shall also report specific intensive reading interventions and supports implemented upon request of the State Board of Education.

C. Program of Studies - Grades 6-8. The program of studies for grades 6-8 shall mean the Curriculum Course Descriptions prescribed by the State Board of Education which include state standards and benchmarks. The middle school curriculum shall continue to build upon the basic academic skills introduced in the elementary schools. There shall be planned experiences for integrating and applying various skills, processes, and knowledge to areas of study. In addition, there will be opportunities to explore career technical interests that may lead to high school credit and/or industry certification. Eighth grade students in their World History classes will develop an academic and career plan. The term "program of studies" for grades 6-8 shall mean documents covering each course offered that include course specifications such as course number, title, major concepts and content, and intended outcomes, and sets of student performance standards for curriculum outcomes. Reading instruction shall follow state guidelines and utilize the components of the Secondary Reading Framework.

D. Program of Studies - Grades 9-12. The program of studies for grades 9-12 shall mean the Curriculum Course Descriptions prescribed by the State Board of Education, which include state standards and benchmarks for each high school course offered in the schools. Student performance standards shall be developed and submitted for approval by the School Board for each high school course offered outside of the Curriculum Course Code prescribed by the State Board of Education~~, and submitted for approval by the School Board~~. The high school curriculum shall be sufficiently comprehensive so as to meet the needs of students whether their program emphasis is immediate career technical preparation or readiness for post-secondary education. The term "program of studies" for grades 9-12 shall mean documents covering each course offered that include course specifications such as course number, title, credits, major concepts and content, and intended outcomes, and sets of student performance standards for curriculum outcomes.

E. K-12 Physical Education - The ~~P~~physical ~~E~~education programs in Bay District Schools are an integral part of the educational process. Bay District Schools has three levels of ~~P~~physical ~~E~~education, elementary, middle and high school. The school district offers adapted physical education for students with disabilities and emphasizes the same outcomes as with our regular education students. The K-12 ~~P~~physical ~~E~~education programs offer a wide variety of experiences through sequential and integrated means of instruction. These experiences will enable the student to develop a positive attitude toward physical activity as a life long goal. The elementary, middle and high school programs are based on the state standards and are child centered, focusing on the needs of students. This approach fosters the sequential progression of motor, cognitive, emotional and social development of our students.

1. ~~_____~~Physical Education Counseling - Each school will make available to students and parents one on one nutrition and physical activity counseling. The physical education instructor along with school health personnel, if available, will identify students who need possible counseling regarding the benefits of nutrition and physical activity. The Guidance Department in conjunction with the physical education instructor and health personnel will request a student/parent conference in which the student and parents will be provided factual information into the importance of nutrition and physical activity. The student will be monitored by the guidance counselor and physical education instructor for future counseling, if necessary.

2. Elementary Programs – Students in kindergarten through grade 5, and students in grade 6 who are enrolled in a school that contains one or more elementary grades, will receive 150 minutes of physical education instruction per week and at least 30 consecutive minutes of physical education on any day during which physical education instruction is conducted. This program shall be aligned to the state standards and shall include instruction in movement concepts, motor concepts, manipulative concepts, rhythm concepts, fitness concepts, and safety concepts.

3. Middle School Programs. Each district school shall provide the equivalent of one class period per day of physical education for one semester of each year for students in grades 6-8. This program shall be aligned to the state standards and shall include instruction in movement concepts, motor concepts, manipulative concepts, rhythm concepts, fitness concepts, and safety concepts.

4. Physical Education Waivers for Students in Grades K-8.

   a. Students in grades K-8~~5~~ are eligible to waive the physical education requirement if they meet any of the following criteria:

      1. The student is enrolled or required to enroll in a remedial course~~.~~; or
      2. The student's parent indicates in writing to the school that:

- The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
- The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

b. ~~———~~The deadline for applying for a physical education waiver will be set by the district and advertised on the district's web site. Proper documentation must be provided each year and a new request in writing from the student's parent is required for each additional year that a student is eligible and requests to waive physical education.

~~Middle School Programs – Each district school shall provide the equivalent of one class period per day of physical education for one semester of each year for students in grades 6-8. This program shall be aligned to the state standards and shall include instruction in movement concepts, motor concepts, manipulative concepts, rhythm concepts, fitness concepts, and safety concepts. Students in grades 6-8 are eligible to waive the physical education requirement if they meet any of the following criteria:~~

~~1. The student is enrolled or required to enroll in a remedial course.~~
~~2. The student's parent indicates in writing to the school that:~~

~~• The parent requests that the student enroll in another course from among those courses offered as options by the school district; or~~
~~• The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.~~

~~The deadline for applying for a physical education waiver will be set by the district and advertised on the district's web site. Proper documentation must be provided each year and a new request in writing from the student's parent is required for each additional year that a student is eligible and requests to waive physical education.~~

~~2.~~5. ~~———~~High Schools Programs – Students are required to complete one credit (two semesters) of physical education. Students will be required to take ½ credit of Personal Fitness and a ½ credit of any Physical Education elective. ~~Students who complete two seasons of an interscholastic sport at the junior varsity or varsity level, may waive the ½ credit in Personal Fitness and the ½ credit requirement in a physical education activity elective. Students who participate in marching band and or Junior ROTC may waive the ½ credit Physical Education elective.~~

a. Personal Fitness. Personal Fitness emphasizes: the benefits of a lifetime of fitness; ~~,~~ individual assessment of the student's health related fitness level;~~,~~ developing an individual fitness program; and assessing progress. Elective classes allow students to choose activities they can benefit from over a lifetime or develop greater skill and knowledge. High School ~~S~~students ~~entering ninth grade in the 2007-2008 school year and thereafter~~ are required to complete one credit (two semesters) of physical education to include the integration of health.

b. Physical Education and Physical Fitness Waivers for Students in Grades 9-12. The following students in grades 9-12 are eligible to waive the physical education and/or fitness requirements:

i. Students who complete two seasons of an interscholastic sport at the junior varsity or varsity level, may waive the ½ credit in Personal Fitness and the ½ credit requirement in a physical education activity elective.
ii. Students who complete one semester with a grade of "C" or better in a marching band class, a physical activity class that requires participation in

marching band activities as an extracurricular activity, or a dance class may waive the ½ credit physical education elective.

~~i.~~iii. Students who complete two years in the Junior ROTC program may waive the ½ credit physical education elective.

~~3.~~6. ~~———~~Assessment - Assessment in physical education shall be based on the active participation of each student even though different evaluative processes are used. Students shall be assessed on the achievement and maintenance of an appropriate physical fitness level using the following criteria: motor, cognitive, emotional, and social development.

F. Program of Studies - Adult Education. The program of studies for adult education shall include the Curriculum Course Descriptions prescribed by the State Board of Education for each course offered in the schools.

G. Support Programs. Students with identified special needs are to be placed in a support program within the school. Procedural guidelines are established for each of the support programs and are located in the school principal's office. Such programs may include, but are not limited to:

1. Summer School or Tutorial Programs
2. Dropout Prevention and Academic Intervention programs
3. Alternative programs
4. Limited English Proficiency
5. Exceptional Student Education (K-12)
6. ASPIRE – Grades 6-8 (Academic Success through Prevention, Intervention, Remediation, and Enrichment)

H. Education for Educationally Disadvantaged Students. In order to assist students that, because of educational or economic deficiencies, have need for special services and instruction, special programs shall be established and implemented utilizing federal, state and local funds. Funds from these programs shall be used to supplement and, to the extent practical, increase the level of other non-state or non-federal funds that would be available to serve selected students. Programs to be implemented shall include, but not necessarily be limited to the following:

1. State Compensatory Education Program;
2. State Migrant Education Program;
3. Dropout Prevention programs;
4. Title I of the Elementary and Secondary Education Act:
   A. Basic component; and Targeted Assistance and/or School-wide Project
      Part A: ~~Basic~~Improving Basic Programs
      Part B: ~~Even Start~~State Assessment Grants
      Part C: Migrant
      Part D: Neglected, ~~and~~ Delinquent, or At-Risk

I. ESOL Instruction. Programs shall be established to assist students from non-English speaking backgrounds to overcome language deficiencies which detract from their ability to function in the instructional program. Such programs shall be funded from a combination of available federal, state and local funds.

J. Dropout Prevention and Academic Intervention Programs. Pursuant to the provisions of § 1003.53, Fla. Stat., the Superintendent shall develop and submit to the Board for approval, a plan designed to meet the needs of students who do not perform well in traditional educational programs. The plan will include drop-out prevention strategies for students in grades 1-12, as well as Academic Success through Prevention, Intervention, Remediation, and Enrichment (ASPIRE) for 6-8th grade students. The School Board shall make as part of its rules a publication of guidelines, which shall be entitled "Bay District Schools' Middle School Academic Success through Prevention,

Intervention, Remediation, and Enrichment Plan" (the ASPIRE Plan). This plan will be evaluated each year and recommended revisions presented to the Bay District School Board.

These programs shall differ from traditional programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ procedures and programs allowed under Florida law which support improved performance in the areas of academic achievement, attendance and discipline. The principal has the final decision on the placement of students. Students in grades 1-12 shall be eligible for dropout prevention and academic intervention programs based upon one of the following criteria:

1. Unsuccessful academic performance evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics or writing; or
2. A pattern of excessive absenteeism or having been identified as a habitual truant; or
3. A history of disruptive behavior in school as defined by law or commission of offenses which warrant out-of-school suspension or expulsion, according to the Student Code of Conduct.

The plan, as adopted by the School Board pursuant to Section 1.103, is hereby incorporated by reference as a part of these Rules.

K. Teenage Parents Program. This program shall be designed to provide pregnant students or students who are parents with the option of enrolling in a special program specifically designed to meet their needs.

L. Youth Services Program. The Youth Services Program shall be designed to serve the special needs of students housed at the Regional Detention Center operated by the Department of Children and Family Services.

M. Advanced Academic Programs. High schools may offer aAdvanced aAcademic pPrograms as outlined in the district's aAdvanced aAcademic pProgram Guidelines.

1. The aAdvanced aAcademic pProgram will receive 100% of the funds generated by students. These funds must be used, at least in part, to pay state mandated teacher bonuses and purchase required tests, textbooks, and other necessary instructional resources. Teachers trained in aAdvanced Aacademic pPrograms shall be trained at the program's expense. However, parents of students in or entering high school must be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida virtual school courses. These programs will be used to accelerate or shorten the time necessary for completion of the requirements for the high school diploma and a postsecondary degree.

2. Each high school shall make advanced placement courses available to students who have demonstrated sufficient motivation and capability to participate in academic programs at the post-secondary level.

~~1.~~3. Bay High School shall be the only high school to offer the Advanced International Certificate of Education (AICE) diploma option and designated as an AICE Program Center. Other high schools wishing to offer specific AICE courses shall be required to:

a. Become an AICE Test Center;
b. Offer only courses approved by the Bay High School principal; and
c. Pay Bay High School a fee equal to 20% of the additional weighted FTE funding received by the District for each student enrolled in an Advanced International Certificate of Education (AICE) course who receives a score of "E" or higher on the subject exam given at other schools.

~~2.~~4. Rutherford High School shall be the only high school to offer the International Baccalaureate (IB) diploma option and/or be designated as an IB Test Center.

~~3.~~5. High schools may offer advanced academic programs that meet the following criteria:

a~~1~~. Offer a specific, unique advanced curriculum;
b~~2~~. Have specific, unique advanced expectations;
c~~3~~. Offer students the opportunity to earn advanced standing at the college/university level; and
d~~4~~. Have students make application to these programs and meet the academic requirements of the program for admittance.

~~4.~~6. All courses in the advanced academic programs are designed to provide students with the opportunity to earn college credit, experience an advanced curriculum, and better prepare them for the challenges of college. In order to complete this experience, students are required to take all corresponding examinations. Without the standardization of the exams, there is no way for colleges to measure the rigor of the academic experience. Exemptions will be at the discretion of the advanced academic program coordinator and the school principal.

~~M.~~N. Dual Enrollment.

1. Eligible students may enroll in a postsecondary course creditable toward a career technical certificate or an associate or baccalaureate degree. Students may not enroll in postsecondary courses that are offered during the school day at high school of enrollment.

2. Students who are eligible for dual enrollment pursuant to this policy may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Such students shall meet the specifications of §§ 1007.27 and 1007.271, Fla. Stat.

3. Comprehensive articulation agreements will be completed each year between the School Board and local postsecondary institutions.

4. Students who are also enrolled in courses at a high school must schedule dual enrollment courses taken at a local postsecondary institution only during class periods designated by the individual school or after normal school hours.

~~4.~~5. Students may enroll in no more than six credit hours of dual enrollment courses per summer with the following exception: Students may enroll in one additional credit hour per summer session for any corresponding lab or four-credit hour course.

~~5.~~6. Dual enrollment students may enroll in no more than eleven credit hours during the fall or spring semester. These eleven credit hours include courses taken on the high school campus, on the college campus, and online.

~~N.~~O. District Plan for the Provision of Special Education Programs for Exceptional Students. In compliance with law and Rules of the State Board of Education, the Bay County School Board hereby affirms its intent to provide appropriate programs or services for all students who, upon proper evaluation, have been deemed to meet the criteria established by the State Board of Education for the various classifications of exceptionalities. The procedures for conducting such programs shall be in accordance with the "Special Programs and Procedures for Exceptional Students," adopted by the Board pursuant to Section 1.103 and hereby incorporated by reference as a part of the Rules of the Bay County School Board.

~~O.~~P. District Plan for Career and Technical Education. The Bay County School Board affirms its intent to provide appropriate programs for all students in career and technical training. The procedures for conducting such programs shall be to meet the needs of the local community while remaining within state and federal requirements and shall be approved by the Board pursuant to Section 1.103 and hereby incorporated by reference as a part of the Rules of the Bay County School Board.

All Career and Technical Career Pathways are a series of a minimum of three courses that prepare students for post-secondary opportunities both academic and work ready in their enrolled career pathway. Industry Certifications are credentials that are recognized by businesses and industry professionals that shows mastery of particular skills in a career field. Students are required to take the corresponding Industry Certification Tests approved by the Career and Technical Education Supervisor~~Director~~ for the career pathway that they are enrolled in. Exemptions will be at the discretion of the Career and Technical Education Teacher(s) in the Career Pathway and the school principal.

~~P.~~Q. Work Experience Opportunities. Work experience opportunities for students shall be provided as part of the cooperative education program. The primary responsibility for the program shall rest with the principal of the school. Such opportunities must comply with the following:

1. Students in work experience programs shall be placed in socially acceptable occupations. Such placement shall always be based on the special needs of the student.
2. Employers selected to participate in the program should be of high moral character and should support the objectives of the program.
3. All federal and state child labor and wage laws shall be adhered to by employers participating in the program.

Authority: § 1001.41, Fla. Stat.
Law Implemented: §§ 1001.01, 1003.4282, 1003.455, 1006.28, 1007.27, 1007.271, Fla. Stat.; Fla. Admin. Code R 6A-1.09512
History: New, June 12, 1989
Revised: November 17, 1998; August 17, 1999; July 11, 2001; August 28, 2002; September 10, 2003; November 16, 2004; January 10, 2007; November 14, 2007; January 23, 2008; October 22, 2008; December 9, 2009; December 7, 2010; December 7, 2010; November 22, 2011; September 25, 2012; August 27, 2013; November 12, 2013; January 15, 2015; April 12, 2016; November 8, 2016; June 13, 2017; September 26, 2017; November 14, 2017; June 12, 2018; June 25, 2019

ADULT EDUCATION **8.106**

The adult education program shall be under the overall supervision of the district administrator in charge of the program. An adult student shall be defined as a person who has attained the age of 16 years and who has legally withdrawn from the middle or high school last attended or a high school student who is taking an adult course ~~required for high school graduation~~. Any student who withdraws from the regular high school program and subsequently enrolls in the adult ~~secondary~~ education program may not be permitted to return to the regular school program, in accordance with School Board Policy 8.204.

~~Transfer of Credits. Adult secondary education program credits shall be accepted according to the following criteria:~~

~~1. Credit earned in a Florida public school shall be accepted at face value, subject to validation if deemed necessary.~~

~~2. Credit earned in any public or private school accredited by a state or regional accrediting agency shall be accepted at face value, subject to validation if necessary.~~

~~3. Credit earned in a non-accredited public or private school, must be validated by successfully passing an examination on the material covered in the course. The principal of Haney Technical Center shall determine the grade to be assigned the student, based on performance on such test; however, no credit may be allowed for any grade less than "C" or for a score below the median on a standardized test.~~

~~4. Two (2) elective credits shall be credited to any student upon documentation of at least one (1) year of satisfactory military service in the Armed Forces of the United States. Provisions for award of credit for other military service shall be in accordance with 6A-6.020.~~

~~5. Credits for home education students must meet the provisions of School Board Policy 8.901.~~

~~Provision shall be made in the adult education program for remedial instruction for any student, including those holding Certificates of Completion, who have not mastered the performance standards required by School Board policy for award of a standard diploma. A student must earn a minimum of one (1) adult credit at Haney Technical Center before he/she may receive a Haney Technical Center diploma.~~

Fees. Fees shall be charged for all students enrolled in workforce development education except for those students specifically exempted by §§1009.25, 1011.80, Fla. Stat., ~~Fla. Admin Code R 6A-6.084,~~ and this policy. Fees shall be calculated and reported in accordance with §§1009.22, 1011.80, Fla. Stat.~~, Fla Admin Code R 6A-6.084~~. A fee schedule for nonexempt students shall be established annually by the School Board.

~~Adult Fee Exemptions. The Director of Haney Technical Center shall exempt adult students from the payment of fees provided that:~~

~~1. Students who are a dependent of a deceased or disabled veteran pursuant to Chapter 295, Fla. Stat. and are enrolled in adult general education or workforce development courses; or~~

~~2. Students who are a dependent of a special risk member as defined in §121.021(15), Fla. Stat. and is enrolled in the instruction mentioned in paragraph 3 above; or~~

~~3. Students who are enrolled in adult general education or workforce development courses and who meet the criteria of mentally retarded as prescribed in Fla. Admin Code R 6A-6.03011; or~~

~~4. Students enrolled in approved apprenticeship programs as defined in §446.021, Fla. Stat.; or~~

~~5. Students for whom the State is paying a foster care payment pursuant to Florida law; or~~

~~6. Students who lack a fixed, regular, and adequate nighttime residence, or whose primary nighttime residence is a public or private shelter.~~

Adult Fee Waivers. Adult student fees will be waived only up to the amount allowed in the General Appropriations Act, or as otherwise required by law. §1009.26(1), Fla. Stat.

Adult Fee Deferments. The Director of Haney Technical Center may defer adult student fees from the date of registration or the first day of class, whichever is the later, for those students receiving financial aid, other

than veteran's benefits, state or federal assistance programs, when the receipt of such aid by the student is delayed through circumstances beyond the control of the student. Failure by the student to make timely application for such aid shall not be a reason for granting such deferral.

Veteran students and others eligible for benefits under Chapters 30, 31, 32, 33, 34, 35, Title 38, U.S. Code or Chapter ~~10-6, 10 U.S.C.~~106 of Title 10, U.S.C., upon written request shall receive a deferment each time there is a delay in the receipt of their benefits for the payment of tuition fees from the date of registration or the first day of class whichever is later.

The Director of Haney Technical Center may defer tuition and fees for ~~a~~ students receiving financial aid from a federal or state assistance program when the aid is delayed in being transmitted to the student through circumstances beyond the control of the student. The failure to make timely application for the aid is an insufficient reason to receive a deferral of fees. (F.S. § 1009.27) ~~from the date of registration or the first day of class, whichever is the later, up to the next full-time equivalent student membership survey (FTE count) based on the following criteria of need:~~

~~1. WIA Eligible. The student must meet all the criteria for Workforce Investment Act ("WIA") assistance. Verification in the form of completed application forms signed by WIA staff must accompany the application for deferment. The Director of Haney Technical Center may defer/waive payment if WIA funds are not available.~~
~~2. Social Security Insurance (SSI). The student must produce the notice from the state verifying that SSI funds are being received. The student must also sign the Fee Exemption/Waiver/Deferment Form verifying that he is not currently employed.~~
~~3. Pell Grant Application. The student must complete an Application For Federal Student Aid and have received a Student Aid Report from the Department of Education indicating that he is in fact eligible to receive a Pell Grant. The student may then defer the registration fees until the first Pell Grant check is received.~~

Workforce Education Tuition Refund. All information pertaining to charges, refunds and appeals will be furnished to the student at the time of registration. One hundred percent ~~(100%)~~ of the unused tuition and refundable fees charged will be refunded if the student does not begin class or withdraws during the drop/add period (within 10 business days of enrollment). If the class is cancelled, 100% of the tuition and other fees will be refunded. Students who withdraw during the ten ~~(10)~~ day drop/add period are eligible for a full refund less any tuition and fees used for that period. Nonrefundable fees include Registration and ~~,~~ Student Activity~~, Parking and ID Badge~~ (not to exceed $100).

Any tuition fees paid by a federal agency will be refunded to that agency first. If tuition fees were paid by more than one agency and if the refund is not sufficient to refund each agency, the refund will be allocated to each agency in the same ratio in which each agency initially funded the fees, except where federal regulations specify otherwise. **Students who are administratively withdrawn are not eligible for a refund.**

When refunds are due, they will be made within 30 days of the last day of attendance if written notification of withdrawal has been submitted to the Student Services Offices ~~Guidance Department~~ by the student or instructor. Refunds made without a student request will be made within 30 days from the date that school terminates the student or determines withdrawal by the student.

~~Refunds for Haney students enrolled in programs or classes of 30 hours or less will not be provided after the first class meeting.~~

A student wishing to withdraw from Haney Technical Center prior to the end of a semester and/or enrollment~~financial aid disbursement~~ period must provide notice to the school in writing. Written notice should be submitted to a Haney Technical Center counselor in Student Services. The notice should contain the date the student will cease attendance and the reason for the withdrawal. The official withdrawal date is the date the student has the withdrawal form signed by administration or the last date of attendance. This is an official withdrawal. Students are given a letter grade at the time of withdrawal. Students meeting

"~~Student~~Satisfactory Academic Progress" at the time of their withdrawal and return to the same program/major within 180 days are considered to be in the same payment period.

The Financial Aid office will calculate any refunds due to the Title IV (Pell) program and notify the student in writing within ten~~five~~ days. The student will be billed for any refunds due to Haney and the Federal Financial Aid programs.

If the student is in default to a federal Title IV student aid program~~government~~ and has not repaid the funds within 45 days, the repayment due will be posted to the National Student Loan Data Base showing the student is ineligible for further funding. If the student has not repaid the funds within 45 days, the Collection Department of the U.S. Department of Education will be notified.

If an adult education program at Haney Technical Center has a summer break, students enrolled in that program remain enrolled in Haney over the summer break. However, students ~~Please note that if a student leaves at the end of the spring term and is still considered an active student, he/she~~ must complete an Intent to Return form indicating the students' intent to return for the completion of the program when it resumes in the fall. ~~This form states that the student intends to return to school in the fall term~~ If a student who is receiving Federal Student Aid under Title IV of the Higher Education Act of 1965, as amended, fails to complete an Intent to Return form, Haney Technical Center is required to calculate the amount of Title IV grant or loan assistance that the student earned as of the student's withdrawal date and may result in funds having to be returned to Title IV programs in accordance with 34 C.F.R. § 668.22.

Authority: 1001.41, Fla. Stat.
Law Implemented: §§ ~~1001.42;~~ 295.01, 295.06, 440.16, 1001.42, 1009.25, 1009.26, 1011.80, Fla. Stat.; ~~Fla. Admin Code R 6A-6.20, 6A-6.084, 6A2.606;~~ 34 CFR 668.22
History: New, June 12, 1989,
Revised: January 14, 1993; July 24, 2002; January 10, 2007; December 9, 2009; December 7, 2010 (Without requirement of meeting); November 22, 2011; January 15, 2015; May 26, 2015

GRADING SYSTEM **8.201**

All instructional and administrative personnel shall adhere to the uniform system of determining grades approved by the School Board as defined in the district's Assessment Practices and Principles. Academic achievement/performance criteria on which academic grades are based includes individual achievement of state standards/benchmarks, as well as examinations, observations, district/state assessments, written papers, class participation, and other academic/performance criteria. Teachers' records (grade books or portfolios) shall substantiate grades earned by students.

Assessment in physical education shall be based on the active participation of each student even though different evaluative processes are used. Students shall be assessed on the achievement and maintenance of an appropriate physical fitness level using the following criteria: motor, cognitive, emotional, and social development.

Progress Reports. Progress reports are available 24 hours a day/7 days a week through the d~~D~~istrict's on line Parent Portal (hard copy progress reports will no longer be provided by the district). Parents without internet access can request a copy of grades from the student's school.

Definition of a grading period:

9 weeks - All elementary schools, middle schools, Breakfast Point Academy (K-8), Bozeman School (K-12), Arnold High School, Bay High School, Mosley High School, Rutherford High School (6-12), Haney Technical Center, New Horizons Learning Center, Palm Bay Preparatory Academy

4½ weeks - Rosenwald High School, and North Bay Haven Career Academy

Report Cards/Report to Parents. An annual written report must be provided to the parents of each student on the student's progress toward achieving proficiency in reading, writing, science, mathematics and other courses taken by the student. The district shall also report to the parent the student's results on each statewide assessment test. Report cards will be in a district approved format and issued on the dates prescribed by the school calendar. Report cards will clearly depict and grade the student's academic achievement/performance in each class or course, the student's conduct/behavior; and the student's attendance, including absences and tardiness and shall clearly indicate promotion or non-promotion. Satisfactory grades in remedial programs must indicate that the student is working satisfactorily in a remedial program (below the range required for the grade assignment). Academic achievement/performance grades will be separated from the student conduct/behavior and attendance grades. Student academic grades shall be a clear and accurate depiction of student achievement of Florida state standards. Students with disabilities will receive a report of progress towards IEP goals in addition to the above requirements.

Review of Grades. Parents/legal guardians or adult students, after consulting with the teacher, may request that the principal review any report card grade earned by a student at the end of a grading period. However, such grade may not be changed or altered by the principal unless there was an apparent error in the grade determination; there was insufficient evidence to support the grade; or the determination of the grade was not consistent with requirements or procedures set forth in the district's Assessment Practices and Principles. Following a requested review, the principal shall either affirm the grade or make an appropriate modification and shall notify both the parent or legal guardian and the teacher in writing. The principal shall ensure that documentation of any grade change is included in the student's permanent cumulative record.

In cases where Incomplete ("I") grades are given on report cards, teachers shall use the district's Assessment Practices and Principles to provide students with opportunities to complete required work. An Incomplete ("I") grade may also be given when an End of Course (EOC) makes up a percentage of the course grade and the EOC score has not yet been uploaded. Students will be allowed a minimum of two ~~(2)~~ weeks following the date the report card is issued to complete required assignments. Hospital/homebound students shall make up an Incomplete in accordance with their IEP.

District grading scales shall be as follows:

Grade K. The grading scale for nonacademic matters, including but not limited to, health, art, music and physical education shall be as follows:

S Satisfactory – student performance is acceptable
N Needs Improvement – student performance needs to improve
U Unsatisfactory student performance is well below grade level expectations
I Incomplete - insufficient information available at this time
NG No grade – until EOC score is uploaded ~~-- Skills were not assessed this grading period~~

Student academic achievement is reported as follows:

S Satisfactory - achievement is at grade level expectation (S=70-100)
N Needs Improvement - achievement is approaching the grade level expectation (N=60-69)
U Unsatisfactory - achievement is well below the grade level expectation (U=59 and below)
I Incomplete - insufficient evidence available at this time
NG No grade – until EOC score is uploaded
~~-- Not assessed this grading period~~
~~* Student is working below grade level (for IEP and LEP students)~~

~~The * code does not indicate satisfactory achievement of grade level expectations. Students who receive this code are working below grade level in relationship to their grade level expectations. This code is only available to students on the following plans or programs: Individualized Education Plan (IEP) and Limited English Proficiency (LEP).~~

Grades 1-5. The grading scale for nonacademic matters, including but not limited to, health, art, music and physical education shall be as follows:

S Satisfactory - student performance is acceptable
N Needs Improvement– student performance needs to improve
U Unsatisfactory - student performance is well below grade level expectations
I Incomplete - insufficient evidence available at this time
NG No grade ~~-- Skills were not assessed this grading period~~

The grading scale for all academic core curriculum subjects (language arts, math, science, and social studies) shall be as follows:

A 90-100 Outstanding Progress
B 80-89 Above Average Progress
C 70-79 Average Progress
D 60-69 Lowest Acceptable Progress
F 59-0 Failure
~~-- Not assessed this grading period~~
I Incomplete – insufficient evidence available at this time
~~* Student is working below grade level (for IEP and LEP students)~~
NG No grade

~~The * code does not indicate satisfactory achievement of grade level expectations. Students who receive this code working below grade level in relationship to their grade level expectations. The code is only available to students on the following plans or programs: Individualized Education Plan (IEP) and Limited English Proficiency (LEP).~~

Grades 6-12. The grading scale for nonacademic matters, including but not limited to, attendance and conduct/behavior shall be as follows:

E	Exceeds
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory
I	Incomplete - insufficient evidence available at this time or for EOC courses
NG	No grade

The grading scale for all subjects shall be as follows:

A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	59-0	Failure
I	Incomplete - insufficient evidence available at this time or for EOC courses	
NG	No grade	

End-of-Year Final Grades K-8: Final grades for students in grades K-8 will be determined by considering the evidence of student achievement over the course of the school year. Where appropriate, emphasis must be given to the more recent evidence. Teachers should use processes that produce final grades that are accurate depictions of student achievement of the state standards at the end of the school year. The final report card for a school year shall contain a statement indicating end-of-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. Promotion, retention or accelerated grade placement will be recorded in permanent cumulative records and on the report card/report to parents or legal guardians of students in grades K-8. Letter and/or numerical grades will be recorded in permanent cumulative records and on report cards of all students.

Reassessment. Procedures for retesting or reassessment opportunities (grades K-12) shall be followed using the district's Assessment Practices and Principles.

Reassessing any retained 3rd grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education and district guidelines. Retained 3rd grade students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FL state assessment as determined by the State Board.

Grade Books. Each teacher (grades K-12) shall use the district's online electronic grade book that is current and accurate. Teachers in grades K-2 who are keeping comprehensive student records in the form of student portfolios may continue to use the portfolio documentation; however, this does not exempt the teacher from maintaining current and accurate records in the district's electronic gradebook. Portfolios shall be turned in to the principal's office or stored in a designated place at the end of the school term and can be actively used each year throughout the student's elementary career.

State Mandated Reporting. The district shall annually publish the following in the local newspaper by September 1 of each school year: district policies and procedures on student retention and promotion; the number and percentage of all students by grade level (~~G~~grades 3-10) performing at levels 1 and 2 on the FL state assessment reading; the number and percentage by grade level (~~G~~grades 3-10) of all students retained; the total number of students promoted for good cause by each category; and any revisions from the prior year to the School Board's policy on retention and promotion.

Authority: § 1001.41, Fla. Stat.
Law Implemented: § 1008.25, § 1003.437, § 1003.33, Fla. Stat.
History: New, June 12, 1989
Revised: July 24, 1997; August 12, 1998; August 17, 1999; August 9, 2000; November 8, 2000; July 11, 2001; April 9, 2002; July 24, 2002; September 10, 2003; July 28, 2004; November 16, 2004; January 10, 2007; October 22, 2008; December 9, 2009; December 7, 2010; November 22, 2011; September 25, 2012; January 8, 2013; November 12, 2013; January 15, 2015; September 13, 2016

GRADE POINT AVERAGE GRADES 9-12 **8.202**

Required for Graduation. ~~Beginning with the graduating class of 2001, e~~Every student must earn an overall cumulative grade point average of 2.0 or above.

Parent Notification. Parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the programs the district has in place to assist the student in meeting GPA requirements.

Computation. The grade point average for a semester/term is obtained by taking all the letter grades assigned quality points of A=4, B=3, C=2, D=1, and F=0 then dividing the total of these grades by the number of courses taken. Numerical grades from the semester/grading periods will not be used. The cumulative grade point average is obtained by taking all the letter grades for all high school level courses taken to date and dividing by the total number of courses taken. Grades from home education programs or private tutoring will not be used in the computation of grade point average.

All unduplicated courses shall be used to compute the grade point average. However, if a student's grade point average is less than 2.0, then the student may drop elective courses above the State required credits with the lowest grade until such time the GPA meets the required 2.0.

All pre-International Baccalaureate, pre-AICE, honors, advanced Level III Math and Science and Level III, IV, and V Foreign Languages will carry an extra .5 quality point. All AICE, International Baccalaureate, dual enrollment, and Advanced Placement courses will carry an extra 1.0 quality point. Honors weighting will be applied only to courses that are offered at the honors level in Bay District Schools.

Forgiveness. A student must obtain written permission from the principal before the student takes a course for forgiveness. Any course in which a student makes a D or F may be taken over during the school year to improve his/her grade point average. A grade of D may not be taken over to improve a student's grade point average during summer school, if offered, unless it is needed to meet graduation/grade point average requirements or fulfill the requirements of an academic performance contract. In a required course, a grade of C or better in the same or comparable subsequent course will be used in lieu of the original grade to compute the grade point average. In an elective course, a grade of C or better in any other subsequent course will be used in lieu of the original grade to compute the grade point average. The original grade must remain on the record. Sources for forgiveness credit are:

1. Haney Technical Center for 16 years old or older and meets the requirements of Fla. Admin. Code R. 6A-6.020.
2. Correspondence schools accredited by a regional accreditation agency.
3. Extended school day programs approved by the Superintendent.
4. Florida Virtual School and Bay Virtual School.
5. Credit recovery courses and intensive reading and mathematics intervention courses based on student performance on the FL state assessment. These courses should be competency based and offered through innovative delivery systems, including computer-assisted instruction.

Note: The only exception to the above forgiveness policy shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F" or equivalent. In such cases, a grade of "C" or higher or equivalent earned in the same or comparable course may replace the previous grade.

Semester/Term Final Exams/Assessments. All students enrolled in courses for high school credit must take a semester/term final exam or any state-mandated end of course exams, when applicable. For courses without state-mandated end of course assessments, the final exam grade shall count as 1/7 of the final grade and will be combined with other appropriate grades to determine the semester/term final grade. In all dual enrollment classes and advanced academic programs, the college's program criteria shall determine the weight given to semester/term final exams. Final exams/assessments do not necessarily

have to be pencil and paper tests, but may include alternative assessments such as portfolios, projects, performances, presentations, etc. Teachers shall have the option of assessing students prior to the final exam day, however, instruction and assessment shall continue until the end of the scheduled term.

A student enrolled in a valid cooperative education program is exempt from a semester/term exam for the on-the-job training portion of the program provided he/she has received satisfactory grades from the on-the-job training supervisor for that portion of the program.

Authority: § 1001.42, Fla. Stat.
Law Implemented: § 1006.07, § 1003.48, Fla. Stat.; Fla. Admin. Code R. 6A-1.09401
History: New, June 12, 1989
Revised: July 24, 1997; August 12, 1998; April 14, 1999; August 17, 1999; June 14, 2000; August 9, 2000; July 11, 2001; December 12, 2001; August 14, 2002; January 10, 2007; January 23, 2008; December 9, 2009; December 7, 2010; November 22, 2011; September 25, 2012; January 8, 2013; November 12, 2013; January 15, 2015; June 23, 2015; July 14, 2015; May 24, 2016; June 12, 2018

STATEWIDE ASSESSMENT PROGRAM **8.203**

Every student enrolled in a district school shall participate in the statewide assessment tests, unless exempted by state or federal law. Each student who does not meet specific levels of performance in ~~reading, writing,~~ English Language Arts (ELA), science, and mathematics, as determined by the Florida Commissioner on Education, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs. The district uses assessment data (universal screening and ongoing progress monitoring) to evaluate the effectiveness of instruction, identify student level of performance and rate of progress, and monitor response to implemented instruction/interventions.

Under NO circumstances may school personnel suspend regular curriculum for the purpose of administering practice tests or test preparation activities other than those allowed in statute.

Elementary school personnel within the district are required to administer the school readiness screener, selected by the Department of Education, to ~~each~~ first time kindergarten students.

Pursuant to 20 U.S.C. § 6311(b)(2)(G)(i)~~Sec. 1111 (b)(7) of Title I, Part A~~, states are required to administer an annual assessment that measures the English language proficiency of English language learners (ELLs) in grades K-12. The ACCESS 2.0 for ELLs will be administered to all ELLs in the state to meet this requirement and to assist districts and schools in determining English proficiency attainment in listening, speaking, reading, and writing.

Authority: § 1001.42, Fla. Stat.
Law Implemented: §1002.69, §1008.22 (4), § 1008.25(4)(a), Fla. Stat., 20 U.S.C. § 6311.
History: New, August 11, 2004
Revised: January 10, 2007; October 22, 2008; December 9, 2009; December 7, 2010; January 15, 2015; April 12, 2016

ADMINISTRATION OF GENERAL
EDUCATION DEVELOPMENT (GED) TEST **8.204**

A. Administration of the General Education Development Test shall be in compliance with § 1003.435, Fla. Stat., Fla. Admin. Code R. 6A-6.0201~~6A-6.021~~, and conditions outlined in the contract with the Florida Department of Education. To take the GED exam, a candidate must be at least ~~eighteen (~~18~~)~~ years of age at the time of examination. Candidates between the ages of 16 and 18 may be eligible to take the GED examination if they meet the special requirements listed below or are enrolled in the GED Exit Option Program.

B. Special Requirements for Students Between the Ages of 16 and 18. Students between the ages of 16 and 18 must: meet the requirements of extraordinary circumstances, meet enrollment requirements, and be granted an age waiver by the Superintendent or his or her designee before the student will be permitted to take the GED examination. Such requirements for students between the ages of 16 and 18 are detailed as follows:

1. Definition of Extraordinary Circumstances. A ~~S~~student~~s~~ between the ages of 16 and 18 shall qualify for extraordinary circumstances only if the student is:
   - incarcerated, adjudicated or emancipated youth;
   - pregnant;
   - suffering a financial hardship due to the student's financial responsibility to provide for his/her family;
   - assigned custody of dependent children;
   - a teenage parent with no access to child -care;
   - attending an alternative school or have attended an alternative school;
   - court ordered to take the GED;
   - a fifth-year senior;
   - suffering from a medical, mental or physical condition which interferes with regular school attendance;
   - under a current expulsion order; or
   - approved at the discretion of the Superintendent or his or her designee.

2. Enrollment Requirements. Candidates, whether district students or home education students, who score less than 155 on the GED preparation ("GED Ready") test, must be enrolled in a GED Preparation Program at Haney Technical Center, in a program under a contract with an outside agency to provide educational services for the School Board ("Contract Programs"), or in a Juvenile Justice Program ("DJJ"). Once a candidate has withdrawn from a district high school to enter the GED Preparation Program, he/she may not re-enter a district high school.

3. Age Waiver Requirements. Candidates shall be granted a waiver by the Superintendent or his or her designee ~~and~~ if the following conditions have been met:
   - Candidates must have provided the Director~~/Principal~~ of Haney with: 1) a written letter of hardship from their parent/guardian, 2) a score of 155 or above on the GED Ready test, or 3) a copy of the Age Waiver Form that is required when registering for the GED Ready test. The Director of Haney will accept GED request packages with information from New Horizons, Contract Programs or home education students. DJJ students shall have scored a 155 or above on the GED Ready test
   - The Director of Haney or the district liaison for DJJ shall present to the Superintendent or his/her designee a written recommendation for the candidate to take the GED examination at Haney.
   - Waivers granted by the Superintendent or his or her designee are ONLY for students enrolled in and taking the examination in a Bay District School.

C. Performance-based Exit Option Program. The Performance-based Exit Option Program (formerly known as the GED Exit Option) is not an early exit option. The Performance-based Exit Option Program is for students enrolled at Rosenwald High School and New Horizons Learning Center who are at risk of not completing high school with those students whose class or peer group with which they entered kindergarten is graduating or has graduated.

1. Age Waiver. Students who are at least 16 years of age are exempt from the age waiver requirements and will be classified as 11th graders. However, ~~the~~ such a student must:

- be enrolled in courses that meet high school graduation requirements;
- be over age for grade, behind in credits, with a low GPA;
- score a 155 or better on the GED Ready test;
- have a minimum reading level at 9th grade as documented by the TABE reading component and
- successfully participate in the Performance-based Exit Option Program ~~Model~~ for at least one full semester.

2. Program Completion Requirements. For students to successfully complete the Performance-Based Exit Option Program, the student must:

~~For students to successfully complete the performance-Based Exit Option Model, the student must:~~

- Continue enrollment and attendance in high school courses that meet high school graduation requirements as specified in Section 1003.4282~~1003.428 or 1003.43~~, Fla. Stat., whichever is applicable;
- Pass the required sections of the FL state assessment, or receive a concordant score in accordance with Section 1008.22, Fla. Stat.;
- Pass all of the required subtests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C.~~the GED Tests~~; and
- Complete any additional requirements established by the school district.

3. Official Recognition.

(1) Performance-Based Exit Option Program~~Model~~ students must receive official recognition. Students enrolled in the Performance-Based Exit Option Program~~Model~~ are eligible to participate in all standard high school activities, including extracurricular activities, as well as graduation and other recognition ceremonies.

(2) A student completing the Performance-Based Exit Option Program~~Model~~ who passes all of the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C.~~the GED Tests~~ and the required sections of the FL state assessment, or receives a concordant score in accordance with Section 1008.22, Fla. Stat., must be awarded a State of Florida High School Performance-Based Diploma.

(3) A student completing the Performance-Based Exit Option Program~~Model~~ who does not meet the graduation requirements established in Section 1003.4282~~1003.428 or 1003.43~~, Fla. Stat., as applicable, does not qualify to receive a standard high school diploma.

(4) If a student passes all of the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C.~~the GED Tests~~ but does not pass the FL state assessment, the student must only be awarded the State of Florida High School Performance-Based Diploma (GED).

(5) Rule 6A-1.0995, F.A.C., provides the allowable format for State of Florida High School Performance-Based Diploma

Authority: § 1001.41, Fla. Stat.
Law Implemented: §§ 1003.4282, 1003.435, 1008.22, Fla. Stat.; Fla. Admin. Code R. 6A-6.0201, 6A-6.0212~~6A-6.021~~
History: New, June 12, 1989

Revised: May 9, 1991; February 9, 1995; August 28, 1996, January 15, 2003; January 25, 2006; January 10, 2007; August 22, 2007; November 14, 2007; December 9, 2009; December 7, 2010; November 12, 2013; January 15, 2015; June 14, 2016

REMEDIATION **8.301**

The areas of academic need and multisensory intensive systematic reading interventions ~~strategies~~ are identified through a problem-solving/ response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments~~. The annual publication of a Multi-tiered system of supports manual and parent brochure are available~~.

Student progress from grade to grade will be based on achievement/credits. Each school in the district shall provide remedial programs for those students who fail to master the district-identified curriculum. Students with disabilities must meet district proficiency levels unless the student's IEP has identified their need for an alternate curriculum (special diploma).

Each school shall be responsible for maintaining adequate documentation to verify that students who have not mastered the district-identified curriculum have been given appropriate remediation and reevaluation in accordance with § 1008.25, Fla. Stat. Parents of such students shall be notified in writing of the student's difficulty in learning and lack of achievement in reading. The school in which the student is enrolled will develop, in consultation with the student's parent/guardian, and implement a progress monitoring intervention plan designed to assist the student in meeting state and district expectations for proficiency. Parents/guardians shall be informed of strategies that will assist their child in succeeding in each identified area.

Remedial and supplemental instruction resources must be allocated as follows: first to students who are deficient in reading by the end of Grade 3, and second to students who fail to meet performance levels required for promotion/graduation. The district shall assist schools and teachers in the implementation of research-based reading activities that have shown to be successful in teaching reading to low-performing students. Schools shall also provide for the frequent monitoring of the student's progress.

If a student's documented deficiency has not been remediated, the student may be retained. If the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics are not met, remedial or supplemental instruction must be provided until expectations are met, the student graduates from high school, or the student is not subject to compulsory school attendance.

Any student in grades K-12 who is identified as not meeting specific levels of performance as determined by the School Board, or who scores below Level 3 in reading or math will receive further diagnostic assessments to determine the nature of the student's difficulty and areas of academic need leading to remediation using one or more of the intervention strategies addressed in the progress monitoring intervention plan. The progress monitoring intervention plan is intended to provide additional instruction to assist in meeting the academic needs of the student. Along with sound professional judgment, school personnel will use performance indicators to measure proficiency in reading, writing, science, and mathematics.

Based on universal screening and ongoing process monitoring, a student may not be proficient if:

Grade K:

- a significant number of skills are marked Unsatisfactory (U) on the primary report card, or
- there is a significant lack of phonemic awareness, or
- the student is working one year or more below grade level, or
- other indicators in the body of evidence reflect a lack of proficiency.

Grade 1:

- The reading, mathematics, science, or social studies oriented grade are D or F, or
- the teacher's assessment of running records indicates deficiencies, or
- the student is working one year or more below grade level, or
- the student is not demonstrating progress with grade level writing standards and/or school based writing assessment, or
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 2:

- The reading, mathematics, science, or social studies oriented grade are D or F, or
- the teacher's assessment of running records indicates deficiencies, or
- the student is working one year or more below grade level, or
- the student is not demonstrating progress with grade level writing standards and/or school based writing assessment, or
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 3:

- The reading, mathematics, science, or social studies oriented grade are D or F, or
- the teacher's assessment of running records indicates deficiencies, or
- the student is working one year or more below grade level, or
- the student is not demonstrating progress with grade level writing standards and/or school based writing assessment, or
- the student scores a Level 1 on the FL state assessment or below the 45th percentile on an approved alternative assessment, or
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 4:

- The reading, mathematics, science, or social studies oriented grade are D or F, or
- the teacher's assessment of running records indicates deficiencies, or
- the student is working one year or more below grade level, or
- the student is not demonstrating progress with state grade level writing standards and/or school based writing assessment, or
- the student scores a Level 1 on the FL state assessment or,
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 5:

- The reading, mathematics, science, or social studies oriented grade are D or F, or
- the teacher's assessment of running records indicates deficiencies, or
- the student is working one year or more below grade level, or

- the student is not demonstrating progress with grade level writing standards and/or school based writing assessment, or
- the student scores a Level 1 on the FCAT or,
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 6:

- The language arts, reading, mathematics, science, or social studies oriented grade are D or F, or
- the student is working one year or more below grade level, or
- the student is not demonstrating progress with grade level writing standards and/or school based writing assessment, or
- the student scores a Level 1 on the FL state assessment or,
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 7:

- The language arts, reading, mathematics, science, or social studies oriented grade are D or F, or
- the student is working one year or more below grade level, or
- the student is not demonstrating progress with grade level writing standards and/or school based writing assessment, or
- the student scores a Level 1 on the FL state assessment
    - or,
- the student has not received a proficient score on the Civics EOC, or
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 8:

- The language arts, reading, mathematics, science, or social studies oriented grade are D or F, or
- the student is working one year or more below grade level, or
- the student is not demonstrating progress with state grade level writing standards and/or school based writing assessment, or
- the student scores a Level 1 on the FL state assessment or,
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 9:

- The language arts, reading, mathematics, science, or social studies oriented grade are D or F, or
- the student is not demonstrating progress with grade level writing standards and/or school based writing assessment, or
- the student scores a Level 1 on the FL state assessment, or
- the student is enrolled in a Level 1 math course, or
- the student has not completed Algebra I or its equivalent, or
- the student has not received a proficient score on the Algebra I EOC, or
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 10:

- The language arts, reading, mathematics, science, or social studies oriented grade are D or F, or
- the student is not demonstrating progress with state grade level writing standards and/or school based writing assessment, or
- the student scores a Level 1 on the FL state assessment, or
- the student has not received a proficient score on the Geometry and Biology EOCs, or
- other indicators in the body of evidence reflect the lack of proficiency, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Grade 11:

- The proficiency levels for grade 10 have not been met, or
- the student does not pass the reading and/or math sections on the FL state assessment, or
- the student has not made adequate progress toward achievement of IEP goals and objectives/benchmarks.

Educational strategies for remediation may include, but are not limited to:

- Change in teacher or student assignment;
- Scheduling adjustments;
- Counseling;
- Parent conferences;
- Evaluation/reevaluation in reading, writing and/or math;
- Special tutoring;
- Consultation services;
- Summer school course work;
- Extended day services;
- Parental academic assistance programs;
- Contracted academic services;
- Exceptional education services;
- Suspension of curriculum other than reading, writing and mathematics;
- Specialized programs;
- Dropout Prevention and Academic Intervention Programs;
- Transitional class for retained 3rd grade students; or
- Online instruction.

Students not meeting grade level proficiency requirements receive increasingly intense instruction/intervention services to support student academic proficiency. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students not responding positively to core instruction, which includes differentiated instruction based on

student assessment data will receive an individual response to intervention plan that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process.

Reading Proficiency. For a student with a deficiency in reading, a school-wide system of progress monitoring can be used as the progress monitoring intervention plan. The plan must include instructional and support services to be provided in assisting the student to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress. Parents of any student who exhibits a substantial deficiency in reading must be notified in writing of the deficiency and lack of achievement in reading; a description of current services and supports provided to the student; a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency; that the student will be retained unless he/she meets one of the good cause exemptions and other provisions of School Board Policy 8.402; and the strategies a parent may use in helping their student succeed in reading proficiency.

Grades K-3. The reading ability of K-3 students shall be regularly assessed following the requirements of the Comprehensive Reading Plan. K-3 students who exhibit substantial deficiency in reading skills must be given intensive reading instruction immediately. The student's reading proficiency must be reassessed at the beginning of the next year, and such instruction will continue until the deficiency is remedied. Parents of such students shall be notified in writing of the student's difficulty in learning and lack of achievement in reading. The school in which the student is enrolled will develop and implement a progress monitoring intervention plan (RtI/MTSS) designed to assist the student in meeting state and district expectations for proficiency. Parents will be included in the development of this plan and shall be informed of strategies that will assist their child in succeeding in each identified area. If the student's reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring at least a Level 2 or higher on the FL state assessment in reading, the student must be retained, unless the student is exempt from mandatory retention for good cause, as determined by School Board Policy 8.402.

Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency as identified by a valid and reliable diagnostic assessment including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; effective instructional practices; appropriate teaching methodologies; and/or summer reading camps. A student portfolio shall be required for each retained 3rd grade student.

Grades 4-8. The reading ability of students in grades 4-8 will be regularly assessed following the requirements of the Comprehensive Reading Plan.
Level 1 readers in middle school must be enrolled in an intensive reading course.

Level 2 readers must be placed in either an intensive reading course or content course in which reading strategies are delivered.

Students may receive additional academic intervention through the ASPIRE program if they meet that program's eligibility requirements.

~~The Bay District School Board shall make as part of its rules a publication of guidelines entitled Bay District Schools' Middle School Academic Success through Prevention, Intervention, Remediation, and Enrichment (ASPIRE) Plan. This 6th–8th grade plan shall include goals for student assessment and achievement. This plan will be evaluated each year and recommended revision presented to the Bay District School Board.~~

Grades 9-12. The reading ability of students in grades 9-12 will be regularly assessed following the requirements of the Comprehensive Reading Plan. High School students who fail to master standards which are tested by the FL state assessment will be remediated and given additional opportunities to show mastery of these standards.

Level 1 readers in high school must be enrolled in an intensive reading course.

Level 2 readers must be placed in either an intensive reading course or content course in which reading strategies are delivered.

Seniors are required to show mastery of the Reading FL state assessment before they receive a standard diploma.

Authority: § 1001.41, Fla. Stat.
Law Implemented: §§ 1008.25, 1003.4282~~§ 1003.43, § 1001.43(3)~~, Fla. Stat.~~; Fla. Admin. Code R. 6A-1.0942~~
History: New, June 12, 1989
Revised: July 24, 1997; August 12, 1998; August 17, 1999; August 9, 2000; July 11, 2001; September 12, 2001; December 12, 2001; July 24, 2002; September 10, 2003; July 28, 2004; November 16, 2004; June 14, 2006; January 10, 2007; January 23, 2008; May 13, 2009; December 9, 2009; December 7, 2010; November 22, 2011; September 25, 2012; November 12, 2013; January 15, 2015

PROMOTION OF STUDENTS **8.401**

A. General Considerations. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. District-wide criteria for promotion shall include achievement of state standards and overall achievement/performance in all academic areas. The primary authority and responsibility for assessment and reporting of student achievement of standards is the classroom teacher. The teacher shall report all assessments of student achievement of standards in a timely manner at the direction of the principal or Superintendent. Work habits, attitudes and attendance will be reported separately. Conduct/behavior shall not be a determining factor in determining promotion of students.

B. Academically Challenging Curriculum to Enhance Learning (ACCEL)

All schools must offer options to eligible students that provide an academically challenging curriculum or accelerated instruction. At a minimum, these options must provide for:

1. Whole-grade or mid-year promotions to students meeting district eligibility guidelines
2. Subject matter acceleration
3. Virtual instruction in higher grade level subjects
4. A Credit Acceleration Program (CAP) open to all students

*** Promotion decisions are final.**

Additionally, schools are encouraged to offer, but not limit themselves to, the following ACCEL options:

1. Enriched STEM course work
2. General curriculum enrichment programs
3. Flexible (multi-grade level) student grouping
4. Advanced academic courses
5. Combined classes (e.g. math/science joint credit for a single course)
6. Self-paced instruction
7. Curriculum compacting (e.g. alternate or enrichment activities)
8. Advanced content instruction
9. Telescoping curriculum (e.g. combining Spanish 3 and 4 into a single course)

Decisions on student eligibility for each of the above ACCEL options will be made according to district-wide guidelines that apply to both school-level options and options that would enable a student to move between two schools. Eligibility decisions must, at a minimum, be based upon:

- Student performance on a locally determined assessment, a statewide assessment or a statewide standardized assessment
- The student's grade point average
- The student's attendance record
- The student's conduct record
- Recommendations from one or more core-curricula teachers
- A recommendation from a guidance counselor

*** The principal has the final authority for determining eligibility for the ACCEL program.**

The ACCEL options must, at a minimum, include the following implementation components:

- Principals must inform parents and students of the ACCEL options available and of the requirements for eligibility
- Parents must be allowed to request student participation in the various ACCEL options

- If a parent requests student participation in an ACCEL option and the student meets the eligibility requirements, the student must be provided the opportunity to participate
- If a student participates in an ACCEL option subsequent to a parent request, a performance contract must be executed. This contract must be signed by the student, the parent and the principal and must include, but not be limited to, minimum attendance requirements, minimum student conduct requirements and minimum participation in program components (field trips, competitions, extracurricular activities, etc.)

C. Mid-year Promotion.

1. Elementary students, in grades other than third grade, may be promoted mid-year provided that the student has met district proficiency levels based on accumulated documentation and has the approval of the classroom teacher and principal.

The principal, subject to the retention policy, has the final authority for mid-year promotion of elementary students.

Third grade students previously retained may be promoted mid-year prior to November 1 if the student can demonstrate that he or she is a successful and independent reader. To be eligible for mid-year promotion after November 1, a student must demonstrate mastery of reading skills consistent with the month of promotion to fourth grade as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:

- successful completion of portfolio elements that meet state criteria or
- satisfactory performance on a locally-selected standardized assessment.

To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade state standard benchmarks for Language Arts, and beginning mastery of the benchmarks for fourth grade. The student portfolio must meet the following requirements:

- selection by the student's teacher
- accurately depict the student's ability and include only student work that has been independently produced in the classroom
- include evidence of mastery of the benchmarks assessed by the grade 3 Reading FL state assessment
- include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FL state assessment. For each benchmark, there must be two examples of mastery as demonstrated by a grade of "C" or better; and
- approved and signed by the teacher and the principal as an accurate assessment of the required reading skills.

To promote a student mid-year using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level, in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.

2. Middle school students may be promoted mid-year provided that the student has met district proficiency levels based on accumulated documentation, has met or will meet middle school promotion requirements, and has the approval of the classroom teacher and principal. The principal, subject to the retention policy and middle school promotion requirements, has the final authority for promotion of middle school students.

3. High school students' potential for mid-year promotion is subject to the credit requirements. In the freshman year, students begin earning credits toward graduation. Credits awarded in middle school according to district and state guidelines will be applied towards graduation as stated in 8.404.

Unless otherwise specified herein, the following credits (as defined in 8.404) will be required for promotion and graduation from district schools under Option 1 (24-credit option as outlined in 8.403). ~~Credit is defined in School Board Policy 8.404~~:

For the 2015-16 school year and thereafter, the following credits will be required for promotion and graduation from **Arnold, Bay, Bozeman, Mosley, Rutherford, Rosenwald, New Horizons, Bay Virtual School, and Palm Bay Preparatory Academy**:

5	credits to become a sophomore
11	credits to become a junior
17	credits to become a senior
24	credits*, meet the graduation requirements outlined in School Board Policy 8.403

*Extenuating circumstances for transfer students new to the district can be approved on an individual basis by the Superintendent.

The following progression will be in effect for **Arnold, Bay, Bozeman, Mosley and Rutherford** as new credit requirements are implemented:

Students entering the 12th grade in 12-13 needed 27 credits to graduate.
Students entering the 11th grade in 12-13 will need 26 credits to graduate.
Students entering the 10th grade in 12-13 will need 25 credits to graduate.
Students entering the 9th grade in 12-13 and thereafter will need 24 credits to graduate.

The following credits will be required for promotion and graduation from **North Bay Haven Charter Career Academy**:

6	credits to become a sophomore
12	credits to become a junior
20	credits to become a senior
28	credits, meet the graduation requirements outlined in School Board Policy 8.403

Unless otherwise specified herein, the following credits will be required for promotion and graduation from district schools under **Option 4** (18-credit option as outlined in 8.403). Credit is defined in School Board Policy 8.404:

4.5	credits to become a sophomore
9	credits to become a junior
13.5	credits to become a senior

18 credits, meet the graduation requirements outlined in School Board Policy 8.403

Specific courses may be required by individual schools with the approval of the School Board.

Authority: § 1001.41, Fla. Stat.
Law Implemented: §§ 1002.3105, 1008.25 ~~1003.43~~, Fla. Stat.
History: New, June 12, 1989
Revised: July 24, 1997, January 14, 1998; August 12, 1998; August 17, 1999; August 9, 2000; July 11, 2001; July 24, 2002; September 10, 2003; July 28, 2004; January 25, 2006; January 10, 2007; January 23, 2008; May 28, 2008; December 9, 2009; December 7, 2010; November 22, 2011; September 25, 2012; January 8, 2013; November 12, 2013; January 15, 2015; May 24, 2016; April 11, 2017

RETENTION OF STUDENTS K-8 **8.402**

A. Student progression from grade to grade will be based on achievement/credits/units. A student may not be promoted based on age or other factors that constitute social promotion. When a student is retained, he/she must receive an intensive program that is different from the previous year's program and that takes into account the student's learning style. Students in grades K-8 who have not mastered the district identified curriculum for the grade level shall be retained. Students recommended for retention are subject to the provisions of §1008.25, Fla. Stat.

B. If at the end of the first semester a student is in danger of retention, a warning message will be printed on the student's second quarter report card. Parent~~(s)~~ or legal guardians must be notified by mail no later than 30 school days prior to the last day of school if the student appears to be in danger of retention. After this date, each student must continue to complete satisfactorily all assignments to assure promotion. Parents of students in grades 3, 5, and 8 will be notified of mandatory retention upon the district's ~~-~~receipt of all FL state assessment scores and the reasons the student is not eligible for good cause exemption. Grade three notification must also include a description of proposed interventions and supports that will be provided to the student.

C. Retention. The principal has the final responsibility to ensure that all district and state policies regarding the retention and promotion of students are followed in accordance with § 1008.25, Fla. Stat. ~~These criteria are intended to be a minimum for retention~~At a minimum, the following factors must be considered when determining whether to retain a student:

1. Failure to achieve state standards;
2. Overall achievement/performance in all academic areas;
3. Failure to achieve district level proficiencies per School Board Policy 8.301; and
4. Attendance in accordance with School Board Policy 7.104.

Students who are retained, and students needing remediation or intensive instructional support, will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

~~D. K-8 Retention Guidelines. Students are subject to the provisions outlined in the K-8 retention guidelines. School personnel shall follow all requirements set forth in those guidelines.~~

~~E.~~D. 3rd Grade – Mandatory Retention. ~~Third Grade Mandatory Retention.~~ Students with a reading deficiency, as identified by §1008.25(5)(a), not remedied by the end of Grade 3, as demonstrated by scoring a Level 1 on the statewide assessment test in reading for Grade 3, shall be subject to mandatory retention. Such students shall:

- be provided intensive reading interventions as specified in School Board Policy 8.301 to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment;
- have the opportunity to complete a student portfolio or other alternative assessment;
- be provided with intensive instructional services as identified by law;
- be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

Requests for Good Cause Exemption from Mandatory Third Grade Retention. After receipt of FL state assessment scores, the student's teacher shall submit a recommendation for good cause exemption with the student's existing progress monitoring intervention plan, IEP (if applicable), report card, alternative standardized reading assessment scores or student portfolio to the principal, who shall review and discuss the recommendation with the teacher ~~the recommendation.~~ The principal shall make the determination as to whether the student should be promoted or retained. Recommendations for promotion should be made in writing to the Superintendent, who shall accept or reject the principal's recommendation in writing.

The Superintendent may only exempt 3rd grade students from mandatory retention for good cause under the following conditions:

1. Limited English proficient students who have had less than 2 years of instruction in an ESOL program.
2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules and § 1008.212, Fla. Stat.
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 in compliance with Fla. Admin. Code R. 6A-1.094221, that the student is reading on a grade level as evidenced by demonstration of mastery of the state standards in reading equal to at least a Level 2 performance on the FL state assessment.
5. Students with disabilities who participate in the FL state assessment and who have an IEP or 504 plan that reflects that the student has received the intensive remediation in reading required above for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3.
6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1, Grade 2, or Grade 3 for a total of 2 years. A student may not be retained more than once in Grade 3.
7. ~~Students who have received the intensive remediation in reading as required above for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1 Grade 2, or Grade 3 for a total of 2 years. Intensive reading instruction for students promoted under this criteria must include an altered instructional day based upon PMP that includes specialized diagnostic information and specific reading strategies for each student.~~

FL state assessment shall not be the sole determiner of retention or promotion. Schools shall use additional evaluations, portfolio reviews, and other assessments in the body of evidence to determine student retention or promotion. A parent of a student in Grade 3 who is identified anytime during the year as being at-risk of retention may request that the school immediately begin collecting evidence for a portfolio.

Each elementary school will establish, where applicable, an intensive acceleration class for retained third grade students who subsequently score a Level 1 on the reading portion of FL state assessment. The focus of the class will be to increase the student's reading level at least two grade levels in one school year. The intensive acceleration class must provide the following:

a. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
b. Small group instruction.
c. Reduced teacher-student ratios.

d. The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.

e. A read-at-home plan.

- ~~be provided to any student in third grade who was previously retained in grade 3~~
- ~~have a reduced student/teacher ratio~~
- ~~provide 180 minutes of reading instruction daily and incorporate 4th grade state standards~~
- ~~use a reading program that is scientifically research-based~~
- ~~provide intensive language and vocabulary instruction using a research-based program~~
- ~~include weekly progress monitoring~~
- ~~follow required reporting procedures to the Department of Education~~

Retained 3rd grade students shall be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity.

A student who is promoted to Grade 4 with a Good Cause Exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student. The school district shall assist schools and teachers with the implementation of explicit, systematic, multisensory reading strategies which are in compliance with § 1008.25, Fla. Stat., research-based and have shown success in improving reading among students who have reading difficulties.

E. 5th Grade. In Bay District Schools, there will be no social promotion. A student who does not qualify for a good cause exemption will be retained in 5th grade if he or she meets the following criteria:

- FL state assessment ELA Score is Level 1 (using most recent available score), **AND**
- FL state assessment Math Score is Level 1 (using most recent available score), **AND**
- Receives a final grade of "F" in reading and/or math.

~~**Good Cause Exemptions:**~~

~~**Note:** Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.~~

~~1. Limited English proficient students who have had less than 2 years of instruction in an ESOL program.~~

~~2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.~~

~~3. Students with disabilities who participate in the FL state assessment and who have an IEP plan that reflects that the student has received intensive remediation but still demonstrates a deficiency on FL state assessment. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.~~

~~4. Students who have received intensive remediation but still demonstrate a deficiency on FL state assessment. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.~~

~~5. The Superintendent, upon the recommendation of the principal, may promote a student based upon extraordinary circumstances that impacted the student's performance.~~

~~**NOTE:** If a student moves into Bay District Schools from another state after the administration of the FL state assessment, but prior to the end of the school year, the student may be promoted if the student meets all other promotion criteria.~~

~~G.~~F. 8th Grade. In Bay District Schools, there will be no social promotion. Florida Statute 1003.4156 states all students must have successfully completed three middle school or higher courses in English, mathematics, social studies, science and one course in career and education planning. If a student has met all course requirements outlined in F.S. 1003.4156, he/she may still be retained if he/she meets the following criteria:

- FL state assessment ELA Score is Level 1, **AND**
- FL state assessment Math Score is Level 1

~~H.~~G. Good Cause Exemptions for Fifth and Eighth Grade ~~Level 1~~ Students:

1. ~~**Note:**~~ Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

~~1.~~2. Fifth and eighth grade students meeting one or more of the following criteria are eligible for a good cause exemption:

a. Limited English proficient students who have had less than 2 years of instruction in an ESOL program.
b. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.
c. Students with disabilities who participate in the FL state assessment and who have an IEP that reflects that the student has received intensive remediation but still demonstrates a deficiency on FL state assessment. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.
d. Students who have received intensive remediation but still demonstrate a deficiency on FL state assessment. Students exempted from retention in this category may be assigned an alternative placement. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.
e. The Superintendent, upon the recommendation of the principal, may promote a student upon extraordinary circumstances that impacted the student's performance.

~~2.~~3. ~~**NOTE:**~~ If a student ~~moves~~ transfers into Bay District Schools from another state after the administration of the FL state assessment, but prior to the end of the school year, the student may be promoted if the student meets all other promotion criteria.

~~I.~~H. Parental Request for Retention in Grades K-8. A student's parent(s) or legal guardian may request, in writing, that the principal allow the student to be retained in their current grade for an additional year based on academic need. The principal shall have the final authority for student retention based on parental requests. The request, and all related documentation, shall be placed in the student's cumulative folder, whether the request is granted or not.

~~J.~~l. Screening and Testing. Any student who demonstrates a learning difficulty severe enough to impede mastery of district curriculum shall be referred to the child study team for consultation and/or evaluation in areas such as, but not limited to, speech, language, hearing, vision, academic achievement, and social and emotional interaction. Further assessment and evaluation shall be made as needed to ensure appropriate placement for the student.

Authority: § 1001.41, Fla. Stat
Law Implemented: §§ 1003.4156, 1008.25, Fla. Stat.; Fla. Admin. Code R. 6A-1.094221
History: New, June 12, 1989
Revised: July 24, 1997; August 12, 1998; August 17, 1999, August 9, 2000, January 10, 2001; July 11, 2001; July 24, 2002; July 28, 2004; November 10, 2004; February 23, 2006; January 10, 2007; September 12, 2007; January 23, 2008; May 13, 2009; December 9, 2009; December 7, 2010; November 22, 2011; September 25, 2012; January 15, 2015; May 24, 2016

COURSE REQUIREMENTS **8.403**

Middle School.

It is the intent of the legislature and the School Board that students promoted from the 8th grade have the necessary academic skills for success in high school. Promotion from a district middle school requires students to successfully complete the following in order for the student to be promoted to the high school level:

3 - English courses that emphasize literature, composition, and technical text
3 - math courses (Each middle school must offer at least one high school-level math course for which the student will earn high school credit.)
3 - social studies courses, one semester of which must include the study of civics education
3 - science courses
1 - career and educational planning course resulting in the completion of an Electronic Personal Education Plan (ePEP)

Successful completion of the required course means a passing grade. A student may be promoted to the next grade with one failed course; however, the course must be retaken in place of an elective the following year. A student shall not be promoted to 9th grade until all middle school course requirements have been successfully completed.
No middle school student may earn more than a maximum of seven (7) total course units per year (August 1 - July 31). Request for waiver of this provision shall be made to the Superintendent or his/her designee.

Additional Requirements

- In addition to the above unit requirements for promotion, students must complete one class period per day of physical education for one semester of each year.
- For each year in which a student scores a level 1 on FL state ELA assessment, the student must complete an intensive reading course the following year.
- For each year in which a student scores a level 2 on FL state ELA assessment, the student must complete an intensive reading course or other approved reading intervention the following year.
- For each year in which a student scores a level 1 or 2 on FL state math assessment, the student must receive remediation the following year.
- Each district student in grades 6-8 and his/her parents will be provided information concerning three-year and four-year high school graduation options.

High School. ~~All s~~Students ~~scheduled to graduate in 2004 and thereafter~~ may select one of ~~five~~ four high school graduation options: (1) completion of the four year, 24 credit program requirements for high school graduation (refer to 8.401 for staggered credit requirements); (2) completion of an International Baccalaureate (IB) curriculum; (3) completion of an Advanced International Certificate of Education (AICE) curriculum; (4) completion of an 18-credit standard diploma option through the ACCEL program. ~~For students enrolled in high school prior to 2013-2014 and opted for one of the former three-year, 18-credit accelerated high school graduation options (college preparatory or career preparatory programs), the student can continue earning credits as part of the program and upon completion of the former option, can graduate with a standard diploma.~~ Students selecting Options 2-4 should be aware that specific courses may be required by the State of Florida for graduation. Students not selecting any graduation option shall be considered to have selected the four-year general requirements for high school graduation.

Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in school in order to meet the high school course requirements. Students who are not proficient in English should receive immediate and intensive instruction. A transfer student must earn a 2.0 grade point average and pass the 10th grade FL state assessment or an alternative assessment as specified in Fla. Stat. § 1008.22(9).

Additional Requirements

- For each year in which a student scores a level 1 on FL state ELA assessment, the student must complete an intensive reading course the following year.
- For each year in which a student scores a level 2 on FL state ELA assessment, the student must complete an intensive reading course or other approved reading intervention the following year.
- For each year in which a student scores a level 1 or 2 on FL state math assessment, the student must receive remediation the following year.
- Each district student in grades 9-12 and his/her parents will be provided information concerning three-year and four-year high school graduation options.
- Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.

Option 1: Four-year, 24 credit program requirements for High School Graduation ~~(for students entering 9th grade in the 2012-2013 school year thereafter)~~:

4 - English
4 - Math (one must be Algebra I or equivalent and one must be Geometry or equivalent)
3 - Science** (one must be Biology and two of which must include a laboratory component)
1 - U.S. History
1 - World History
½ - Economics with Financial Literacy
½ - U.S. Government
½ - Personal Fitness***
½ - Physical Education
1 - Fine and Performing Arts or Practical Arts
8 - Electives*
(At least one course within the 24 credits required for graduation must be completed through online learning.)

Diploma Designations: In addition to earning a standard diploma, the following diploma designations are available for students:

Requirements for a Scholar Designation:

- Meet the requirements for the 24-credit standard high school diploma
- Earn 1 credit in Algebra II (must pass EOC)
- Pass the Geometry EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology I 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 Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course

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

Requirements for a Merit Designation:

- Meet the requirements for a standard high school diploma
- Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes)

*Students at North Bay Haven High School must earn an additional 4 credits in electives to meet the 28 credits required for graduation.

**Since laboratory facilities are not available at New Horizons Learning Center, the Superintendent has granted a waiver of the laboratory requirement at this school.

***Students ~~entering the 9th grade during the 2007-2008 school year and thereafter~~ who participate in an interscholastic sport, whether at the freshman, junior-varsity, or varsity level, for two full seasons ~~and who pass a personal fitness test~~ will satisfy the ½ credit requirement in Personal Fitness and the ½ credit in physical education. Completion of one semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities or dance shall satisfy the ½ credit requirement in PE or ½ credit in performing arts; this credit may not be used to satisfy the personal fitness requirement or adaptive PE under an IEP or 504 plan. Students completing 2 years of ROTC shall satisfy one credit in PE and one credit in performing arts; this credit may not be used to satisfy the Personal Fitness requirement or adaptive PE under an IEP or 504 plan.

School Specific Requirements/Allowances for Option 1:

Rosenwald High School:

- Students may earn course credits through competency-based programs which use portfolios to determine final grades earned by the student. The administrator of the program has final review and approval of all portfolios submitted for grades.

New Horizons Learning Center:

- Students may earn course credits through competency-based programs which use portfolios to determine final grades earned by the student. The administrator of the program has final review and approval of all portfolios submitted for grades.

- Upon entry into the New Horizons Learning Center, a conference will be held with the student and parents or legal guardians to explain that if the student intends to transfer to another district high school, the credit hours required must be earned for graduation from another high school. A copy of the explanation and guidelines for graduation from New Horizon Learning Center will be given to the student and the parents or legal guardians, who must acknowledge in writing receipt of the explanation and guidelines.

Option 2: International Baccaluareate (IB) Diploma Program: The IB Diploma Program is a rigorous pre-university course of study leading to internationally standardized tests. The program's comprehensive two-year curriculum allows its graduates to fulfill requirements of many different nations' education systems. Students completing IB courses and exams from six subject groups are eligible for college credit. The award of credit is based on scores achieved on IB exams. Students can earn up to 30 postsecondary semester credits by participating in this program at the high school level. For information, visit http://www.ibo.org. (Online course requirement does not apply to this diploma program.)

Option 3: Advanced International Certificate of Education (AICE) Program: The AICE Program is an international curriculum and examination program modeled on the British pre-college curriculum. To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either the full (one-credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from each of the three curriculum areas. Florida's colleges and universities provide college credit for successfully passing the exams. For

information, visit http://www.cie.org.uk/qualifications/academic/uppersec/aice. (Online course requirement does not apply to this diploma program.)

Option 4: 4 year 18-credit Accelerated Program: For students entering the 9th grade in the 2013-2014 school year and thereafter, the 18 required credits for graduation must include:

4 - English, must include ELA I, II, III and IV or equivalent
4 - Math (one must be Algebra I or equivalent and one must be ~~g~~Geometry)
3 - Science (two of which must include a laboratory component, must include Biology I and two equally rigorous courses)
1 - U.S. History
1 - World History
½ - Economics with Financial Literacy
½ - U.S. Government
1 - Fine and Performing Arts or Practical Arts
3 - Electives

Prior to enrolling in Option 2, 3, or 4: (1) school personnel should meet with the interested student and his/her parent to explain requirements and advantages/disadvantages of each option and, (2) the student shall have submitted to his/her principal and guidance counselor a signed parental consent to enter the specified option.

Early Admission to College. To qualify for early admission, a student must:

1. have passing scores on state-mandated assessments or concordant score;
2. have a composite score of 26 on the ACT or 1170 on the SAT;
3. have a 3.5 grade point average on a 4.0 scale;
4. have earned 20 credits including all required courses except senior English and Economics/American Government;
5. be approved by his/her high school principal;
6. be accepted by an accredited college;
7. have completed accelerated graduation form signed by the parents;
8. be approved by the School Board; and
9. have completed two (2) years of instruction above grade 9.

Students in the Early Admission to College program may be awarded a diploma with their regular class:

1. if the student has completed two (2) college semesters or equivalent with a normal class load (12 semester hours each semester) including six (6) semester hours of English, three (3) semester hours of both Economics and American Government,
2. if the student maintains at least a 2.0 grade point average or equivalent, and
3. if the student's cumulative folder shows adequate notations covering the work accomplished while in college.

Authority: § 1001.41, Fla. Stat.
Law Implemented: § 1008.25, ~~§ 1003.43~~ Fla. Stat.; Fla. Admin. Code R. 6A-1.094122~~1~~, 6A-6.014, 6A-6.020, 6A-6.0201
History: New, June 12, 1989Revised: July 24, 1997, January 14, 1998; August 12, 1998; August 17, 1999; August 9, 2000; July 11, 2001; July 24, 2002; September 10, 2003; July 28, 2004; January 10, 2007; January 23, 2008; December 9, 2009; December 7, 2010; November 22, 2010; September 25, 2012; January 8, 2013; November 12, 2013; January 15, 2015; May 24, 2016

HIGH SCHOOL CREDIT **8.404**

Credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course which contains student performance standards. For a high school that has been authorized by the School Board to implement block scheduling, credit for high school graduation is defined as a minimum of 120 hours of instruction in a designated course which contains student performance standards. Credit cannot be earned twice for the same course, with the exception of Intensive Reading which is an elective credit.

To receive credit, students must demonstrate mastery of the student performance standards as evidenced by a final course grade of 60% or better and compliance with the attendance requirements included in 7.104.

Under no conditions may work done under a private tutor be accepted for credit, a grade, or for purposes of promotion except when a course is not offered or no certified teacher employed by the School Board is available to provide the instruction. The tutor and course must be approved by the Superintendent or his/her designee prior to instruction. In order for credit to be awarded, the student's private tutor must meet the requirements of School Board policy regarding home education students.

Students enrolled in a full-year course shall receive ½ 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. If the averaging of the first half and second half grades would result in a passing grade, and the student has successfully completed assignments and other indications of student performance, the student shall receive full credit for the course. The only exception to this averaging practice would be as it relates to state mandated End of Course exams that must count 30% of the student's overall average.

The principal may recommend that a student earn new credit or additional credit. However, taking additional courses for credit toward graduation may adversely affect a student's grade point average. Students must obtain written permission from the principal ~~BEFORE~~ before beginning any such program. Sources for new or additional credit are:

1. College summer institutes which earn at least 3 hours of college credit (3 hours of college credit = ½ high school credit).
2. Dual enrollment programs.
3. Correspondence school accredited by a regional accreditation agency (one credit per year).
4. Haney Technical Center for 16 years old or older.
5. Bay ~~Florida~~ Virtual School

Students who withdraw from a district high school and enter other educational institutions may transfer no more than ten ~~(10)~~ credits per year (August 1 - July 31) with a maximum of five ~~(5)~~ credits per semester/term when reentering a district school. Credits from accredited institutions will be accepted at the face value, subject to validation, if deemed necessary. Credit from non-accredited institutions will be validated on the basis of student performance standards or examination.

No student may earn more than five ~~(5)~~ credits per semester/term or more than a maximum of ten ~~(10)~~ total credits per year (August 1 - July 31). This applies to students enrolling in virtual school courses beyond the regular school day. Request for waiver of this provision shall be made to the Superintendent or his/her designee.

Work successfully completed in a district school program conducted at any location (including ~~Panama City Marine Institute,~~ Starting Over Straight, and Department of Juvenile Justice) will be used to determine credit at any district school. These programs must use school board approved student performance standards. Every effort will be made to put a student in the same course at the special facility that he/she was taking before he/she entered the special facility.

In order to provide reasonable consistency of maturity levels among students in the traditional high school program, high school students pursuing a regular high school diploma must be able to graduate from school prior to their ~~20th~~ twentieth birthday. If a student attains the age of eighteen ~~(18)~~ prior to completing his/her tenth grade year, the student may be reassigned to a district alternative ~~school~~ program or be afforded the opportunity to pursue ~~a high school diploma through the~~ General Education Development (GED) programs of the district. The provisions of this paragraph shall not apply to students who are classified as exceptional students.

Middle school students enrolled in a course designated by a high school course code will earn credit to be used in satisfying high school graduation requirements using the criteria set forth in district guidelines.

Students shall not be enrolled in Level 1 courses unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan signed by the principal, the guidance counselor, and the parent or guardian or the student if he/she is 18 years old or older prior to enrollment. No student may be granted credit toward high school graduation for enrollment in the following courses or programs:

1. More than a total of nine ~~(9)~~ elective credits in remedial programs.
2. More than one ~~(1)~~ credit in exploratory career technical courses.
3. More than three ~~(3)~~ credits in practical arts home economics.
4. Any Level 1 course that does not meet the requirements above.

Authority: § 1001.41, Fla. Stat.
Law Implemented: §§1003.43, 1003.436, 1008.30, 1009.28, Fla. Stat.; Fla. Admin. Code R..6-1.099
History: New, June 12, 1989
Revised: July 24, 1997; August 12, 1998; August 17, 1999; January 25, 2000; August 9, 2000; July 11, 2001; December 12, 2001; July 24, 2002; September 10, 2003; January 10, 2007; December 9, 2009; December 7, 2010; November 12, 2013; February 14, 2017; April 11, 2017

GRADUATION REQUIREMENTS **8.405**

Students at grade levels 6-8 who successfully meet the requirements of courses designated in the Course Code Directory as appropriate for grade levels 9-12 must use these courses to satisfy high school graduation requirements or Florida Bright Futures Program requirements. The grade earned in such courses will be used in computing the State grade point average.

At the end of each semester, the parents/legal guardians of students in grades 9-12 who have a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation shall be notified by mail no later than 30 days prior to the last day of school that the student is at risk of not meeting the requirements for graduation. The notice will meet the criteria explained in §1003.43, Fla. Stat. Parents will be informed at this time that students must successfully complete state assessment requirements in order to receive a diploma upon completion of all district requirements for graduation. A record of each notification shall be placed in the student's folder.

A student's 9th grade year of entry will determine state assessment criteria for graduation. Assessment requirements by year of entry can be found at http://fcat.fldoe.org/eoc (Graduation Requirements). Students must also meet the required grade point average as specified in School Board Policy 8.202, earn the number of required credits, and meet the diploma/program requirements in order to graduate.

A student who does not complete his/her work as previously described will have two (2) calendar weeks to present a written appeal to the principal. This appeal must be accompanied by appropriate documentation explaining any extenuating circumstances which might allow the student to work past the deadline. If the principal agrees, the principal shall submit a written appeal to the Superintendent requesting a specific extension.

A student must be enrolled full-time in a district school for the final grading period of the last semester of his/her senior year and complete the required credits by the last day of the district's regular school year or forthcoming summer school program, if offered, in order to receive a diploma from a district high school. For extenuating circumstances, the Superintendent, or his/her designee, shall make the final determination.

Each student has the option of graduating as soon as the student has earned 18 credits that meet high school graduation requirements. Students who graduate early will still be able to participate in high school graduation activities. A student who graduates at the end of the first semester is eligible for a Bright Futures Scholarship to enter college in the Spring term.

Transfer students shall meet the number of credits required for graduation from the school district, state or country from which he/she is transferring, earn a 2.0 grade point average, and pass the state assessment criteria in order to receive a district diploma. An 11th or 12th grade student entering the district may substitute an SAT/ACT score that is concordant with the 10th grade FL state assessment in order to receive a district diploma.

In lieu of passing FL state assessment a student may use Reading concordant scores, if allowed by DOE, under the following conditions:

1. pursuant to S. 1008.22(10)(a), Fla. Stat. (Concordant Scores for the FL state assessment), a student must take the Grade 10 Reading FL state assessment without earning a passing score in order to use a concordant subject area score to satisfy the assessment requirement for a standard high school diploma. This requirement shall not apply to a new student who enters the Florida public school system in Grade 11 or 12, who may either achieve a passing score on the FL state assessment Retake or use an approved subject area concordant score to fulfill the graduation requirement.
2. when content alignment and concordant scores can be determined, the Commissioner of Education shall adopt those scores as meeting the graduation requirement in lieu of achieving the FL state assessment passing score and may adopt those scores as being sufficient to achieve additional purposes as determined by rule. Each time that test content

or scoring procedures change for the FL state assessment or for a high school achievement test for which a concordant score is determined, new concordant scores must be determined.

3. once a student has met the assessment graduation requirement for a standard high school diploma with a concordant score Florida's school code does not require the student to continue retaking the Grade 10 FL state assessment for the purpose of high school graduation. However, S.1003.43, Fla. Stat., requires district school boards to establish standards for graduation, and these standards must include the completion of all other applicable requirements prescribed in the district's Student Progression Plan pursuant to S.1008.25.

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra I or an equivalent course, Geometry or an equivalent course, or Biology I or an equivalent course, the student must also have a documented passing score on a statewide, standardized EOC assessment; otherwise, the student must sit for all state-required EOCs in order to graduate.

Types of Diplomas.

A. Standard Diploma. Students who pass the state assessment criteria, master the performance standards and the required district courses, will be granted a Standard Diploma.

B. Career and Technical Education – Graduation Pathway Option. Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option.

To earn a standard high school diploma through this pathway option, a student must:

1. Successfully complete a minimum of 18 credits;
2. Have a minimum, cumulative GPA of at least a 2.0 on a 4.0 scale;
3. Meet the requirements of:
   a. 4 English credits (including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score);
   b. 4 Math credits (including the statewide Algebra 1 EOC assessment, or earn a comparative score);
   c. 3 Science credits; and
   d. 3 Social studies credits.
4. Complete two credits in career and technical education. The courses must result in a program completion and an industry certification; and
5. Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

~~Standard Diploma - Career Technical Certificate. In addition to the standard diploma, a student may receive a career technical certificate in any career technical program. Students who desire to earn a career technical certificate must complete all course requirements for the identified minimum three (3) credit programs. Any student who does not wish to receive a career technical certificate may take any career technical course as an elective or to meet the practical arts/career technical education graduation requirement.~~

~~1. A student may substitute competencies acquired in Practical Keyboarding Skills and Practical Computer Skills for competencies required in Business Systems and Technology I for the purpose of business program completion. A student may substitute competencies acquired in Practical Keyboarding Skills for competencies required in first semester of Business Systems and Technology I for the purpose of business program completion.~~

2. A student may substitute competencies acquired through a dual-enrolled career technical course which is equivalent to a required course in his/her program for the purpose of program completion. This substitution also applies to the requirements for the Bright Futures Gold Seal Vocational Scholarship. In addition, students must show a mastery of basic skills as outlined in the career technical program/course frameworks and standards and complete the career technical program with competence in those outcomes listed in the program/course frameworks.

C. Standard Diploma - Students with Disabilities.

In addition to the four options available for students to earn a standard diploma listed above, Rule 6A-1.09963, Florida Administrative Code (F.A.C.), High School Graduation Requirements for Students with Disabilities, outlines three additional options that students with disabilities may complete toward a standard diploma.

- Standard Diploma – 24 credit Access Course Requirements. Specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills and instruction in the Florida Standards Access Points is the most appropriate means of providing the student access to the general curriculum~~:~~.

  4 – English (Access English I, II, III, IV)
  4 - Math (Access Algebra IA and IB; Access Geometry; 1 additional math)
  3 – Science (one must be Access Biology and two of which must include a laboratory component)
  1 – Access World History
  1 – Access U.S. History
  ½ - Access U.S. Government
  ½ - Access Economics with Financial Literacy
  1 –Fine and Performing Arts, Speech and Debate or Practical Arts
  1 - Physical Education
  8 – Electives (Must include a course in Self-Determination or Transition Planning)
  At least one course within the 24 credits required for graduation must be completed through online learning unless waived by the IEP team.
  Eligible CTE courses may substitute for certain credits.

- Standard Diploma – 18 credit Access Course Requirements. Specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

  4 – English (Access English I, II, III, IV)
  4 - Math (Access Algebra IA, IB, Access Geometry, 1 additional Math)
  3 – Science (one must be Access Biology and two of which must include a laboratory component)
  1 – Access U.S. History
  1 – Access World History
  ½ - Access Economics with Financial Literacy
  ½ - Access U.S. Government
  1 - Fine Arts or Performing Arts
  3 – Electives – (must include a course in Self-Determination or Transition Planning)
  At least one course must be completed through online learning unless waived by the IEP team.
  Eligible CTE courses may substitute for certain credits.

The potential to defer receipt of a standard high school diploma applies to any student with a disability, as long as the requirements of s. 1003.4282(10)(c) are met.

If a student's IEP Committee determines that the required state assessment criteria cannot accurately measure the student's abilities, the team may recommend that the student be considered for a waiver. To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.
2. The student must have an Individual Education Plan (IEP)
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with s. 1008.22(3)(c)2, F.S., the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking in to consideration all allowable accommodations for students with disabilities.

D. State of Florida High School Diploma. A student desiring to take the General Education Development (GED) Test shall meet Bay District School Board policy and GED Testing Service policy on administration and eligibility requirements for the GED Test. Students who pass the GED exam will receive a State of Florida High School Diploma.

E. State of Florida High School Performance-based Diploma. A diploma will be awarded when a student enrolled in the GED Exit option program meets the following requirements:

1. Successfully passes the FL state assessment.
2. Successfully passes the GED.

F. Special Diploma - Student with Disabilities. The repeal of s.1003.438, F.S., effective July 1, 2015, does not apply to a student with a disability as defined in s.1003.438, F.S., whose IEP, as of June 20, 2014, contains a statement of intent to receive a special diploma. Such student shall be awarded a special diploma in a form prescribed by the Commissioner of Education, if the student meets the requirements specified in s.1003.438, F.S., and in effect as of June 20, 2014.

Students identified as having the following disabilities are eligible to receive a Special Diploma, either through Option 1 or 2:

1. Intellectually Disabled;
2. Deaf or Hard of Hearing;
3. Orthopedically Impaired;
4. Other Health Impaired;
5. Traumatic Brain Injury;
6. Language Impaired;
7. Emotional/Behavioral Disabled;
8. Specific Learning Disabilities;
9. Dually Sensory Impaired; or
10. Autism Spectrum Disorder

Students with disabilities who earn a Special Diploma, Option I or 2 will continue to be eligible for services as outlined in the Special Programs and Procedures for Exceptional Students Manual (SP&P). Students so choosing would continue in courses addressing the needs identified in the Individual Education Plan (IEP) concentrating on coursework related to their transition needs to move from school to post-school adult living.

Special Diploma - Option 1: For students with disabilities entering grade nine (9) during 2010-2011 school year through the 2013-2014 school year, completion of credits in Access Points for Special Diploma is required. The following descriptions provide course requirements and expectations.

2.0 GPA in the following:

4 – Language Arts

4 – Math
3 – Science
2 – Social Studies
1 – .5 in Health and .5 in Physical Education OR
1 – Physical Education that includes integration of Health
4 – Career and Technical Education for students with disabilities OR General Career and Technical Education
6 – Electives*

Special Diploma - Option 2: Option 2 is an individually designed option that may meet the needs of some students with disabilities. Option 2 requires that the student:

1. be at least 16 years of age to be considered for this option and 18 years of age to graduate;
2. satisfactorily complete the equivalent of 13 credits out of which must include three (3) credits in mathematics and three (3) credits in language arts;
3. be successfully employed at least 25 hours per week in a community based job for a minimum of one (1) semester, unless the student is placed in supported employment;
4. achieve the annual goals and short-term objectives related to employment and community competencies specified in his/her Transition IEP;
5. demonstrate mastery of the employment and community competencies specified on the Graduation Plan.

For students with disabilities entering the Option 2 program during the 2012-2013 or 2013-2014 school year, completion of these requirements apply:

1. be at least 16 years of age to be considered for this option and 18 years of age to graduate;
2. 2.0 GPA in the following credits:
   2 - language Arts
   2 - mathematics
   4 - career and technical education for students with disabilities, general career and technical education, or special skills courses with an emphasis on community competencies;
3. be successfully employed at least 25 hours per week in a community based job for a minimum of one (1) semester, unless the student is placed in supported employment;
4. achieve the annual goals and short-term objectives related to employment and community competencies specified in his/her Transition IEP;
5. demonstrate mastery of the employment and community competencies specified on the Graduation Plan.

G. Certificate of Completion. Students who complete the required credits, but have not passed the state-mandated assessments or do not have the required grade point average are eligible to receive a Certificate of Completion. Students awarded a Certificate of Completion solely by virtue of not passing the state-mandated assessments shall be awarded a Standard Diploma if they subsequently pass the state-mandated assessments. A Certificate of Completion is available only to students exercising the graduation requirements in Option 1 in School Board Policy 8.403.

5th Year Senior Options

At the discretion of the principal, after consultation with the District Graduation Assistance Team, students who have completed four years of high school, but are still credit deficient may be assigned one of the following 5th year senior options:

- Full-time high school student enrolled in a full course load
- ~~Part-time Haney Technical Center student (day or evening) and part-time virtual school student enrolled in credit recovery courses, if necessary~~

- Part-time or full-time virtual school student
- Full-time alternative program student

A Sstudents returning to school as a fifth- –year senior may earn a Standard Diploma or may earn a Certificate of Completion. However, any student who is otherwise entitled to a Certificate of Completion may elect to remain in the secondary school either as a full-time student or as a part-time student for up to one (1) additional year and receive special instruction designed to remedy his/her identified deficiencies.

Graduation Ceremonies

Each high school will have its graduation at the end of the second semester. A student must meet all the requirements for the type of a standard high school diploma that he/she will earn before participating in graduation exercises. Students will not be permitted to participate in graduation exercises and walk the stage with a Certificate of Completion.

Students meeting all the district-identified graduation requirements by the end of the first semester of their senior year may receive a letter certifying that all graduation requirements have been met. These students will be eligible to participate in the regular graduation ceremony at the end of the second semester.

Students who meet all of the graduation requirements at the end of summer school will be given a high school diploma at this time. Diplomas not issued after the conclusion of summer school must be destroyed by the respective high school. Students meeting graduation requirements after the conclusion of summer school must be issued a diploma for the current school year in which the requirements were met.

Beginning with the graduating class of 2015, senior class GPA academic achievements will be calculated at the end of the first semester and recognized as follows:

*Valedictorian
*Salutatorian

4.0 and higher (weighted GPA) – (with Distinction)
3.75 – 3.99 (weighted GPA) – (with Excellence)
3.5 – 3.74 (weighted GPA) – (with Honor)

Students who graduate with Distinction will select at least one speaker from within the with Distinction graduates for participation in the graduation ceremony.

*In order to be eligible for valedictory and salutatory awards, at the time of calculation, a student must have been enrolled for at least two (2) consecutive semesters during the junior and senior years in the school from which he/she is seeking the award. In computing a student's class rank for Valedictorian and Salutatorian determination, only grades in courses taken in grades 9-12 will be used.

Authority: § 1001.41, Fla. Stat.
Law Implemented: §§ 1008.22, 1008.25, 1003.4282, § 1003.43 Fla. Stat.; Fla. Admin. Code R. 6A-1.094121, 6-1.099, 6A-6.014, 6A-1.09961, 6A1.09963
History: New, June 12, 1989
Revised: July 24, 1997, January 14, 1998; August 12, 1998; August 17, 1999; August 9, 2000; July 11, 2001; September 12, 2001; July 24, 2002; July 28, 2004; January 10, 2007; February 28, 2007; May 23, 2007; January 23, 2008; October 22, 2008; May 13, 2009; December 9, 2009; February 24, 2010; December 7, 2010; November 22, 2011; September 25, 2012; January 8, 2013; November 12, 2013; October 14, 2014; January 15, 2015; April 14, 2015; April 12, 2016; May 24, 2016; December 13, 2016; April 25, 2017

ADOPTION OF INSTRUCTIONAL MATERIALS (Definitions) **8.501**

The Superintendent and District Instructional Staff shall prepare and recommend to the School Board for adoption of Adequate Instructional Materials after consultation with teachers, principals, and parents.

A. Definitions of instructional materials include the following:

1. Adequate Instructional Materials. The term means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-back or soft-back instructional materials, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware of software that serve as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature. ~~The district school board has the following specific duties:~~

(a) The district school board has the duty to~~core of study; adoption —~~ adopt courses of study for use in the schools of the district. This includes state, district, and/or school adopted instructional materials and other resources.

(b) The district school board has the duty to ~~instructional materials —~~provide for proper requisitioning, distribution, accounting, storage, care, and use of all instructional materials and furnish such other instructional materials as may be needed. The district school board shall ensure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks adopted by rule of the State Board of Education, as well as with the state and district performance standards provided for in 1003.41, Fla. Stat~~FS. 1001.03(1)~~.

(c) ~~s~~Supplementary materials may also be provided by the district. These materials consist of ~~—~~all forms of instructional materials which enhance the instructional program but are not core texts/core materials. This class of items consists of instructional materials, regardless of format, which do not appear on the list of instructional materials adopted by the State Board of Education and which do not conform to the definition of instructional aids stated above but which are used to clarify concepts, enrich background information, or extend learning in one or more areas of the curriculum. Items in this class include, but are not limited to, the following: maps, charts, posters, photographs, films, filmstrips, film "clips", Internet resources, videotapes, audiotapes, records, pamphlets, newspapers, magazines (including instructional magazines such as The Weekly Reader, Scholastic Scope, etc.), study guides, teacher-produced handouts, student-produced material (such as pieces of creative writing, essays, reports, videotapes, audiotapes, etc.), excerpts from books and other print media, models, realia, workbooks, sheet music, computer software, and books selected by individuals or groups of students from a prescribed list for small group and independent reading and discussion.

(d) ~~s~~School library media services ~~— library media services~~ will be established and maintained as a program of school library media services for all public schools in the district, and District Media Center.

(e) ~~o~~Other instructional resources which may be available include~~—~~ all forms of instructional media that have been mentioned and implied that are available from sources but not be limited to the public library, state library and other public and private organizations.

(f) Instructional resources may also be supplemented with digital content, digital software and online databases that comply with copyright law.

2. Instructional Aids. This class of items consists of instructional materials, regardless of format, which do not appear on the list of instructional materials adopted by the State Board of Education but are required for use by the class as a whole as primary material to meet

instructional objectives in one or more areas of the curriculum. Items in this class include, but are not limited to, the following: novels; plays; works of literary, artistic, and historical criticism; instructional games; computer software; and instructional kits of the type available in reading, mathematics, vocabulary development and social studies.

3. Classroom Libraries. This class of items consists of materials other than those adopted by the State Board of Education and other than supplementary materials as defined in paragraph A.1.(c) above, which are physically present in the classroom and available for students' independent reading.

4. Other Material. All other material not falling into the above-mentioned categories, shall not be placed in the classroom, but rather in the school media center.

5. Performance Material Text. This class of items consists of those texts that serve as the basis for script of plays and/or motion pictures the performance of which the School Board, Superintendent or School Principal authorizes students to attend. These texts are deemed approved for classroom use at or above the grade level of the students authorized to attend the performances.

B. Other Special Academic Programs.

1. Advanced Placement. Advanced Placement courses shall be governed by the objectives set by the Advanced Placement Program of the College Board and shall be exempt from the provisions of this policy.

2. International Baccalaureate Program. International Baccalaureate courses shall be governed by the objectives set by the International Baccalaureate Organization, based in Geneva, Switzerland, and shall be exempt from the provisions of this policy.

3. Dual Enrollment. Dual Enrollment courses shall be governed by the objectives set by the college or university, and shall be exempt from the provisions of this policy.

4. Advanced International Certificate of Education. Advanced International Certificate of Education (AICE) and Pre-AICE courses shall be governed by the objectives set by the University of Cambridge International Examinations, based at University of Cambridge, Cambridge, England, and shall be exempt from the provisions of this policy.

~~Performance Material Text. This class of items consists of those texts that serve as the basis for script of plays and/or motion pictures the performance of which the School Board, Superintendent or School Principal authorizes students to attend. These texts are deemed approved for classroom use at or above the grade level of the students authorized to attend the performances.~~

C. School Board Responsibility and Selection Criteria.

The School Board is responsible for assuring that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks approved by the State Board of Education, as well as the state and district performance standards.

The selection of instructional materials is a part of the total process of curriculum development. As such, it is the responsibility of professionals employed by the Bay County School Board, with input and assistance from parents, students, and other lay members of the community as appropriate to make recommendations. Motion picture and television rating systems shall be used as a guide in determining the appropriateness of content and format of such media. The schools shall consider

but not be limited to the following categories: G, PG and TV-Y in elementary grades; G, PG, TV-Y, TV-Y7, and TV-G in middle grades; G, PG, PG13, TV-Y, TV-Y7, TV-G, and TV- PG in high school grades. Instructional materials with other ratings or without an assigned rating shall be selected using the criteria outlined in this policy. Personnel involved in the process should consult reputable professionally prepared selection aids and other appropriate reviews of instructional materials, when available, to ensure that the selection process yields the following:

1. Instructional materials which are appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials were selected.
2. Instructional materials with significant literary, scientific, artistic, or musical merit.
3. Instructional materials which foster an awareness, understanding and respect for the many important contributions to our multi-cultural society.
4. Instructional materials which illustrate the historical and contemporary forces or attitudes which have influenced the economic, political, religious, and ethical development of our society.
5. Instructional materials which are designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend duties, responsibilities, rights, and privileges as citizens in our multi-cultural society.
6. Instructional materials concerning current issues, events, or artistic developments which have not yet been incorporated into textbooks, but may affect our society today
7. Instructional materials which do not contain vulgar, obscene or sexually explicit material unless those attributes are outweighed by the work's literary merit.
8. Instructional materials shall be selected for their strengths, rather than rejected for their weaknesses.

Nothing in this policy limits or removes the responsibility of the district to include in its curriculum the required instruction specified in s. 1003.42, Florida Statutes, including, but not limited to, the following: the history of the United States; the history of the Holocaust; the history of African Americans; the study of Hispanic contributions to the United States; the study of women's contributions to the United States; the nature and importance of free enterprise to the United States economy; patriotism; the events surrounding the terrorist attacks occurring on September 11, 2001, and the impact of those events on the nation; the elementary principles of agriculture; and kindness to animals.

Selection is an ongoing process which includes the removal of instructional materials no longer appropriate and the replacement of lost and worn instructional materials still of educational value.

All materials used for instructional purposes shall comply with state and federal law and the current fair use guidelines as clarified in "Copyright: A Guide to Information and Resources", by Gary H. Becker, a copy of which shall be kept at each school. No exception will be allowed without appropriate written permission from the copyright holder.

Instructional Aids should not, at any time, replace or be used in lieu of district adopted instructional materials.

Materials that are not the property of the district or one of its entities may be used if they meet the School Board's criteria for appropriateness.

Copies of the policy and procedures for selection of instructional materials shall be furnished to all instructional staff and shall be redistributed when updates occur. All new instructional staff employees shall receive a copy upon employment at a school site. This distribution is intended to clarify and facilitate requests for approval of new instructional materials.

Each principal or his/her designee shall review with their staff the policies and procedures for selection of instructional materials at the start of each school year. It is the responsibility of the principal to inform, monitor and enforce the School Board's policies regarding appropriate use of instructional materials.

Each principal shall be responsible for including the current district policy on the appropriate use of instructional materials in their school's handbook for teachers.

Authority: § 1001.41, Fla. Stat.
Law Implemented: §§ 1006.28, 1006.283, 1001.42, Fla. Stat.
History: New, June 12, 1989
Revised: July 12, 1990, May 9, 1991, December 12, 1991; August 12, 1998; January 26, 1999; January 23, 2008; December 9, 2009; December 7, 2010 (Without requirement of meeting); November 22, 2011; April 14, 2015; November 8, 2016

EVALUATION OF
INSTRUCTIONAL MATERIALS **8.502**

All classroom materials, including State-adopted instructional materials, being used as single source textbooks in the Bay District Schools for the first time shall undergo an evaluation. This evaluation shall determine the suitability of the materials for information being taught in the classroom in relationship to State standards, curriculum frameworks, and district programs, as well as with state and district performance standards. The following procedures shall be observed in conducting evaluations.

Materials to be Reviewed. The district's review cycle for subject area instructional materials will stay within two years of the state adoption cycle to ensure access to current instructional materials. ~~All State-adopted i~~Instructional materials for a particular course or subject shall be carefully examined to determine the most appropriate for a course or subject. These materials include but shall not be limited to student textbooks, activity books, laboratory books, workbooks, test books, teacher's editions, teacher's guides, teacher's manuals, pamphlets, keys, study guides, record books, charts, musical arrangements, cards, transparencies, tests, copies of materials on duplicating masters, prints, computer software, compact discs, digital and online resources. Samples of ~~State-adopted~~ materials ~~as of 2011~~ will be made available for evaluation in digital format to all teachers. The district may request hard copy samples if needed.

Duties, responsibilities, and requirements of instructional materials publishers and manufacturers. Publishers and manufacturers of instructional materials, and their representatives, shall at all times remain in compliance with Florida law, including Florida Statutes § 1006.38, which is incorporated herein by reference.

Publishers Presentations. The Superintendent or his/her designee will notify in writing all publishers who have been evaluated and selected by the ~~state committee~~ district instructional materials reviewers for hard copy samples and/or on digital format samples. The Superintendent or his/her designee will give each publisher an opportunity to ~~establish a schedule of~~ make a presentation of materials. ~~for each publisher, with e~~Each publisher will be ~~being~~ given equal time. No other presentations may be given and publishers will not be permitted to ~~nor may publishers~~ visit schools without written permission from the Superintendent or his/her designee.

Examination of All State-Adopted and Non-State Adopted Instructional Materials. In accordance with the provisions of Florida Statutes, the Superintendent shall ensure that there is an evaluation of any instructional materials to be requisitioned that has not been used previously in the schools. All instructional materials, both state adopted and non-state adopted, may be purchased only after having been reviewed and approved through procedures established by the Superintendent.

Content instructional specialist and/or the district review committee may use online instructional materials evaluation tools to ensure the accuracy and alignment to Florida standards. Fla. Stat. § 1003.41, 1006.31.

District Review Committee. District reviewers will be selected by the content instructional specialist and or appointed by the superintendent and or his/her designee. This committee will consist of two or more classroom content area teachers, one or more parents of a child at content grade level as recommended by school principals, and/or district personnel.

Content area teachers will be selected by the district content area specialist or appointed by the superintendent and or his/her designee ~~school principal~~ to serve on the district review committee. The district content specialist ~~school principal~~ will provide to the committee a list of recommended parents who have a student~~(s)~~ at the grade level of the instructional material under consideration. The district review committee will select from that list ~~two~~ one or more parents to serve on the committee. ABCE may provide one representative to serve on the district review committee. The committee will evaluate and provide rubrics concerning the instructional materials samples. They will review and research the instructional materials to make sure they meet the district goals and objectives and the curriculum frameworks adopted by rule of the State Board of Education, as well as with the state and district performance standards provided for in Fla. Stat. § 1001.03(1).

Student editions of recommended instructional materials will be made accessible online at least 20 calendar days before the school board meeting, or any public hearings regarding the instructional materials.

~~The district will host an open, noticed public meeting, providing all teachers and the public an opportunity to review instructional materials that might be considered for adoption. The meeting notice will specifically state which instructional materials are being reviewed and how they may be accessed for public review~~ Prior to final adoption, the School Board will hold an open, noticed school board hearing to receive public comment on the recommended instructional materials. An open, noticed public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased will take place on a different date following the hearing. ~~Fla. Stat.~~ § 1006.283~~(8)(a, b, c, d)~~(2)(b)8, Fla. Stat.

~~Teachers shall examine and evaluate all State-adopted instructional materials for their particular class, subject area or grade level. Teachers shall register their choice through a balloting process and evaluation form, with the ballot and evaluation form being turned in at a designated faculty or department meeting. All ballots and evaluation forms will be returned to the Superintendent or his/her designee. Each teacher ballot must have an evaluation form attached to be counted. A committee of administrators, teachers, the Senior ABCE representative or his/her designee, and district staff will count the ballots.~~

The district review committee will present a recommendation to all schools involved in the adoption process in the given year and or content area(s). Each school site will be given a minimum of thirty days to review the proposed titles to be adopted district wide. Each school site will submit a completed rubric and any concerns and/or feedback related to the materials presented to the Teaching and Learning Department. The Teaching and Learning Department will take under consideration all feedback given by the school sites. The Teaching and learning Department will be responsible for the final recommendation of the instructional material(s) for adoption to the superintendent.

AP instructional materials will be adopted and implemented district wide for the entirety of the adoption cycle. AP instructional materials will be selected by consensus of the district content area specialist and content area teachers.

Within the parameters of financial resources and sound educational practice, the instructional materials adoption for the core courses of mathematics, language arts, social studies, science, reading and literature in grades K-12 shall be standardized.

The Teaching and Learning Department will be responsible for the final recommendation of the instructional material(s) for adoption to the ~~Superintendent's designee will submit the results of the balloting to the~~ Superintendent for recommendation to the School Board for official adoption of materials for purchase and use in Bay District Schools. Such purchases shall be made within the first two ~~three (3)~~ years of the adoption cycle. In accordance with Fla. Stat. §1006.28, the Superintendent or his/her designee shall notify the Department of Education by April 1 of each year the titles of the district-adopted or State-adopted instructional materials that will be requisitioned for use in the district.

The following procedures shall apply to all objections to instructional materials adopted by the district school board:

1. The parent or a resident of Bay County, as defined by Florida Statutes, ~~of a student enrolled in a Bay County public school~~ may contest the district school board's adoption of a specific instructional material by filing a petition, on form (Motion to Contest an Instructional Material Adoption Form), within thirty ~~(30)~~ calendar days after the adoption of the material by the school board.
2. The form (Objection to Instructional Material) must be signed by the parent or resident of the county, include the required contact information, and state the objection to the instructional material based on the criteria stated in Florida Statutes § 1006.31(2) or 1006.40(3)(d).

3. Within thirty ~~(30)~~ days after the initial 30-day period has expired, the school board ~~will~~ must, for any petitions timely received, conduct at least one open public hearing ~~on all petitions timely received and provide the petitioner written notification of the date and time of the hearing at least seven (7) days before the hearing~~ before an unbiased and qualified hearing officer. The hearing officer may not be an employee or agent of the school district. The hearing is not subject to the provisions of Chapter 120; however, the hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer. ~~All instructional materials contested must be made accessible online to the public at least 7 days before a public hearing.~~ The School board's decision after convening a hearing is final and not subject to further petition or review. Fla Stat. § 1006.28(3).

Evaluation Forms. The online instructional materials evaluation tools and rubrics used ~~evaluation forms prescribed by the Florida Department of Education for use~~ in the State-wide and district evaluation processes will be made available to the schools to rank the instructional materials submitted for evaluation. In this way, evaluations will be based on legally required criteria in the areas of content, presentation, instructional design, and classroom use.

Conflict of Interest. Bay District employees will not solicit or accept any emolument, money or other valuable thing, or any inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material during the months actually engaged in performing duties under his/her contract, shall not receive any private fee, gratuity, donation or compensation in any matter whatsoever for promoting the sale or exchange of any school book, map or chart in any public school or be an agent for the sale or the publisher of any school textbook or reference work, or be directly or indirectly pecuniarily interested in the introduction of any such textbook.

Piloting Instructional Materials. Use of instructional materials, to include, but not limited to textbooks, software or digital subscriptions, for the purpose of piloting prior to the evaluation and selection process is permitted in the Bay County Schools under the following conditions.

1. All instructional material pilot programs must be arranged and coordinated through the appropriate curriculum supervisor with approval of the Superintendent or his/her designee.
2. All piloted materials shall be collected from schools at the conclusion of the school year.
3. Funds may not be spent to obtain more than the instructional materials being piloted.
4. Teachers piloting instructional materials should be prepared to expend the extra time necessary in using a different text instructional material without additional pay.
5. Teachers piloting instructional materials will make class time available for the purpose of administering evaluation instruments as necessary.

~~6. Teachers piloting instructional materials will not be eligible for voting.~~

~~7.~~6. Only one ~~(1)~~ district school may pilot a specific program for school/district consideration.

~~8.~~7. The district may not pilot a program of materials being considered for adoption during the 18 months prior to the adoption of the materials by the Commissioner of Education. Fla. Stat. § 1006.32(3).

~~9.~~8. Any pilot program during the first two ~~(2)~~ years of the adoption period must have the prior approval of the Commission of Education. Fla. Stat. § 1006.32(3).

Evaluation and Adoption of Other Classroom Instructional Aids. The following procedures shall be followed in the evaluation, selection, and use of additional instructional aids for classroom use which have not been adopted by the State Board of Education, and approved for use:

1. When teachers, groups of teachers, or academic departments determine that the need exists for new or additional classroom instructional aids, they shall review available items and seek input and assistance, when appropriate, from parents, students, and other lay members of the community, and determine which instructional aid or aids best meet instructional needs.
2. After making this determination, they shall prepare a written rationale for each instructional aid,

which includes, but is not limited to, the following:

A. The class(es) or age group(s) for which the instructional aid is appropriate.
B. The curriculum objective(s) to be addressed through the use of the instructional aid.
C. The way(s) in which the instructional aid will be used to meet the curriculum objective(s).
D. Problems, if any, of style, tone, content or theme inherent in the instructional aid, and the way(s) in which these problems will be addressed during the instructional process.
E. Other appropriate instructional aids which individual students might use in place of the one selected.
F. Where applicable, supporting professional materials which were used in selecting the instructional aid.

3. The rationale shall be submitted to the principal. The principal shall review the rationale to determine whether it demonstrates that the instructional aid is consistent with the district goals and with the school and course objectives. Within ten ~~(10)~~ working days, the principal shall recommend, in writing, the approval or the rejection of the instructional aid, or shall return the rationale to the teacher for revision. If the instructional aid is recommended for rejection or returned for revision, the principal shall state his/her reasons in writing. Upon resubmission of a revised rationale by the teacher, the principal shall make a decision for recommendation or rejection within ten ~~(10)~~ working days.
4. The principal shall submit his/her recommendation to the Supervisor of Instructional Technology and Media Services. At the time of any submission by the principal to the Supervisor of Instructional Technology and Media Services concerning any particular instructional aid, the teacher requesting the instructional aid shall be furnished with copies of such submission. If the principal fails to make a decision within ten ~~(10)~~ working days from the date of submission, the teacher will have twenty ~~(20)~~ working days from the date of submission to file a written request for review by the Supervisor of Instructional Technology and Media Services. If the instructional aid is rejected by the principal, the teacher shall have ten ~~(10)~~ working days from the date of rejection to file a written request for review by the Supervisor of Instructional Technology and Media Services.
5. Within ten ~~(10)~~ working days, the Supervisor of Instructional Technology and Media Services will make his/her recommendation for approval or rejection to the Director of K-12 and Adult Instructional Services and the Superintendent. If the Supervisor of Instructional Technology and Media Services fails to make a decision within ten ~~(10)~~ working days from the date the request for review is received, the teacher will have twenty ~~(20)~~ working days from the date of the receipt of the request for review to file a written request for review by the School Board. If the instructional aid is rejected by the Director of K-12 and Adult Instructional Services and the Superintendent, the teacher shall have ten ~~(10)~~ working days from the date of rejection to file a written request for review by the School Board.
6. Quarterly the Superintendent shall submit to the Board a written list of any instructional aids which have been submitted by teachers and rejected by a principal, the Supervisor of Instructional Technology and Media Services, the Director of K-12 and Adult Instructional Services, or the Superintendent, and not appealed by the teacher. This list shall state the reasons for the rejection of each instructional aid. At the time of any submission by the Director of K-12 and Adult Instructional Services or by the Superintendent to the School Board concerning any particular instructional aid, the teacher requesting the instructional aid shall be furnished with a copy of such submission.
7. The School Board shall notify the teacher initially requesting approval of the instructional aid of the date and time of the School Board's consideration of the request. The teacher shall have the opportunity to be heard prior to the Board's making a decision on the material. The teacher shall be granted a temporary duty assignment for the purpose of attending the meeting.
8. The School Board shall make a decision on the material within 45 working days of the receipt of a recommendation or an appeal.
9. The rejection at any level, of the use of an instructional aid shall be for that academic year only. Any instructional aid previously rejected, at any level, may be resubmitted in any subsequent year.
10. Materials approved shall be deemed appropriate for use at the grade level requested and may be used at higher levels throughout the district providing that the curriculum sequence is maintained.

Use of Supplementary Materials. All supplementary materials as defined in 8.501 must be consistent with the district goals and objectives, School Board policies, and the State standards approved by the State Board of Education. Because of their nature, there is no formal procedure established for their approval; however, each teacher shall be responsible for previewing these materials prior to classroom use. All supplementary materials shall be subject to the review process outlined in 8.503

Use of Elementary School and Exceptional Student Instructional Aids. All elementary school and exceptional student education instructional aids must be consistent with the district goals and objectives, School Board policies, and the State standards approved by the State Board of Education. Because of their nature, there is no formal procedure established for their approval; however, each teacher shall be responsible for previewing these materials prior to classroom use. All elementary school and exceptional student education instructional aids shall be subject to the review process outlined in 8.503

Classroom Libraries. Materials in this category presently in the classroom which have been approved for classroom use shall remain available for continuing use by students. Materials acquired to replace or duplicate books or other materials which have already been approved may be made available for student use without resubmission of their titles to the school's media center. When new materials are added to the classroom library, a list of said new materials shall be submitted to the school's media center. In selecting new materials, teachers shall apply the selection criteria in 8.501. Materials available in the classroom libraries are subject to the material review process set forth in 8.503.

Course Outline. Upon request by a parent, a teacher shall provide a brief course outline listing the instructional aids he/she anticipates using during that grading period. To meet student needs the teacher thereafter may amend the outline and list.

Listing of Approved Instructional Aids. Prior to the beginning of the school year, the Supervisor of Instructional Technology and Media Services or his/her designee shall prepare a list of instructional aids approved for use throughout the district at each grade level and subject area. This list shall be available on the Instructional Technology and Media Service webpage. The list shall be updated to reflect additions or deletions.

The Superintendent shall prescribe a standard approval form to be used throughout the district which shall contain all data required above. This completed form shall be submitted by the teacher to the principal for his/her approval. After it is approved, a copy of it shall be kept on file in the classroom for review by parents.

Authority: §1001.41, Fla. Stat.
Law Implemented: §§ 1006.28, 1006.283, 1006.32, Fla. Stat.
History: New, June 12, 1989
Revised: July 12, 1990, December 20, 1990, December 12, 1991, August 12, 1998; August 13, 2003; November 14, 2007; December 9, 2009; December 7, 2010 (Without requirement of meeting); November 22, 2011; April 14, 2015; November 8, 2016

REVIEW OF CLASSROOM
INSTRUCTION MATERIALS **8.503**

The following process and procedures shall be followed by any parent~~(s)~~ or ~~citizens~~ resident who object to the use of specific material in a classroom. All instructional materials, instructional aids, supplementary materials, and classroom library materials used in the classroom shall be subject to review under this procedure.

As needed, there shall be created in each school in the district an Instructional Material Review Committee. It shall be made up of five ~~(5)~~ citizens selected by the School Board who reside in the particular school zone, two ~~(2)~~ teachers selected by the Superintendent from the particular school, and two ~~(2)~~ teachers selected by the principal from the particular school. Each committee member shall be selected for a one ~~(1)~~ year term.

Parents or ~~citizens~~ Bay County residents who object to the use of specific material should make their objections explicitly known to the teacher and principal and attempt to resolve the problem at that level. If their objections cannot be resolved at that level, a request for Reconsideration of Instructional Material form shall be filed with the School Instructional Material Review Committee. Within ten ~~(10)~~ working days of such filing, parents of other students in the class(es) involved or potentially affected in that school shall be notified in writing by the principal that a challenge has been initiated.

Based upon a parent or ~~citizen's~~ resident's written complaint, each School Instructional Material Review Committee is authorized to conduct a review of the text-book(s), instructional aid(s), or supplemental material(s) under challenge. If the complainant is a member of the review committee, he or she shall not participate in a review of the challenged material.

The School Instructional Material Review Committee shall meet and shall make written recommendations to the individual principal within thirty ~~(30)~~ working days of the filing of a complaint. The Committee recommendations shall address whether the challenged material is consistent with the selection criteria outlined herein. The Committee shall have no authority to determine curriculum. The principal shall take into account these recommendations when making his/her decision as to whether the material should be retained or removed.

Within ten ~~(10)~~ working days of receiving the recommendations of the School Instructional Material Review Committee, the principal shall make a decision whether to retain the material or remove the material.

If the principal determines that the challenged material be retained, the complainant shall be notified in writing within five ~~(5)~~ working days. The complainant shall be given a copy of the decision of the School Instructional Material Review Committee and a copy of the procedures for filing an appeal. If the principal determines that the challenged material be removed, then the complainant, the teacher(s), the students in the class, and the parents of the students in the class where the complaint was initiated, shall be notified in writing within five ~~(5)~~ working days of the decision at the same time the decision will be referred to the District Instructional Material Review Committee.

An appeal of a principal's determination to retain challenged material must be filed with the principal within five ~~(5)~~ working days of notification of that determination and shall include a specific statement of the complainant's grounds for disagreement with the principal's determination. Copies of the appeal shall be furnished to the teacher(s) and the parents of the students in the class where the complaint was initiated within five ~~(5)~~ working days of the filing of the appeal.

The Superintendent shall appoint a District Instructional Material Review Committee to hear appeals from decisions made at the school level. The Committee shall be composed of the following 13 members. All but 4, 5 and 6 below shall be appointed for one ~~(1)~~ year terms. In the event the challenge originates at the same school at which a member of the committee works then the Superintendent shall substitute another individual from the same category.

1. Two ~~(2)~~ Lay Persons. One ~~(1)~~ of whom shall be a citizen at large, and one ~~(1)~~ of whom shall be a member of and approved by the Public Library Board.
2. District Level Staff Member. One ~~(1)~~ staff member from the level or special area where the material has been challenged.
3. Three ~~(3)~~ Principals. One ~~(1)~~ principal shall be appointed from each level (elementary, middle, and high school). However, only the principal from the same level as the school at which the challenge originates shall serve on the review panel for the particular material.
4. Grade Level Instructional Staff Member. One ~~(1)~~ instructional staff member who is a department head, grade level chair or team leader from the same level (elementary, middle, or high school) at which the challenge originates.
5. Three ~~(3)~~ Teachers. Three ~~(3)~~ teachers from the same level at which the challenge originates shall be appointed by name.
6. Four ~~(4)~~ Parents. One ~~(1)~~ shall be a parent of an elementary school student, one ~~(1)~~ shall be a parent of a middle school student and two ~~(2)~~ shall be the parents of high school students.
7. One ~~(1)~~ instructional staff member designated by the ABCE.

The District Instructional Material Review Committee shall make recommendations to the Superintendent as to whether challenged material is appropriate under the criteria set forth herein. The Superintendent shall take into account the recommendations of the committee when making the decision as to whether or not the challenged material should be removed.

The District Instructional Material Review Committee shall have 30 working days from the date of the complaint to file its written decision with the Superintendent, who shall then have ten ~~(10)~~ working days from that date to make a written decision, and distribute it to the complainant, the teacher, the principal of the school involved, and the School Board.

If the Superintendent recommends removal of the material, the School Board shall act on the recommendation within 45 working days. Should the Superintendent decide not to recommend removal, that decision shall be final unless the complainant appeals in writing directly to the School Board within ten (10) working days of the decision. The School Board shall act upon the appeal within 45 working days.

The School Board shall notify the complainant and teacher(s) seeking to use the challenged material of the date and time of the School Board's consideration of the recommendation to remove or the appeal of the recommendation not to remove. The School Board shall furnish the complainant and the teacher(s) seeking to use the challenged material an opportunity to be heard prior to the Board's making a decision on the approval or rejection of the challenged material. The teacher(s) shall be granted a temporary duty assignment for the purposes of attending the meeting.

A decision by the principal or the Superintendent to remove the instructional material shall result in an automatic appeal to the next level. If the School Instructional Material Review Committee or the District Instructional Review Committee fails to act within the time specified, the principal or Superintendent shall then make the decision without Committee input.

During the review process, the material shall not be removed from use.

The school board's decision after convening a hearing is final and not subject to further petition or review. ~~The decision not to remove a challenged work shall be final for that school year and no other challenge to the same material shall be considered during that school year.~~

The decision to remove challenged material from use shall, unless otherwise determined by the School Board, be effective at the grade level at which the material is in use and all lower grades.

Administrative Procedures. The Superintendent shall develop whatever administrative procedures are necessary to implement this Rule. Copies of the procedures, and any subsequent amendments, shall be submitted to the Board for information purposes.

Authority: §1001.41, Fla. Stat.
Law Implemented: §1006.28, Fla. Stat.
History: New, June 12, 1989
Revised: December 12, 1991; August 12, 1998; August 13, 2003; December 7, 2010 (Without requirement of meeting); November 22, 2011; November 8, 2016

CONTROVERSIAL ISSUES **8.505**

The responsibility and right of any member of the instructional staff to present information of a controversial nature is hereby recognized. The teacher shall not present controversial material or issues which are not directly or closely related to the subject area being taught. In presenting controversial materials or an issue, the teacher shall present all sides of the question without bias or prejudice and shall permit each student to arrive at his/her own conclusions. District supervisory personnel shall monitor such instruction to verify that both sides of such issues are presented objectively.

Before any course or unit in the objective study of the Bible or a comparative study of religion, as provided in § 1003.45, Fla. Stat., is installed in any school, a course description shall be presented to the School Board for approval. The description shall give in detail the purpose of the course, the materials to be used, grade location, length of the course and credit value. No teacher shall present or permit to be presented any material which holds up to ridicule any religious sect, belief, or faith.

Prior to the installation of any course or unit of instruction in sex education as such, a course outline and complete description of the course shall be filed with the School Board for approval. The course outline and description shall show the purpose of the course, the grade level or levels at which the course will be taught, the materials to be used (including audio-visual materials), the credit value, the names of the teachers and the names of any resource people who will be used. This rule does not preclude the teaching of personal cleanliness in health and physical education classes or in the elementary grades, or the teaching of matters relating to sex as provided in state-adopted textbooks, or information relating to sex as required in health education courses or any other course using duly adopted textbooks and materials where sex is an incidental part of the course.

It shall be the responsibility of the school to make students aware of the dangers and consequences of venereal diseases. The manner, scope and levels at which this information will be presented shall be determined by the Director of Secondary ~~K-12~~ and Adult Instructional Services, in consultation with other instructional supervisors and school principals. Prior to the installation of any such unit of instruction, the proposed program, the materials to be used and other essential information shall be presented to the School Board for approval. Where any information to be used is questionable for showing to mixed groups, there shall be a separation by sexes for presentation of the materials.

Parents have the right to “opt out” of curriculum due to religious beliefs. However, students are required to demonstrate proficiency on all state standards content and are responsible for all areas tested by FL state assessment.

Authority: § 1001.41 Fla. Stat.
Law Implemented: § 1006.28, ~~§ 1001.44~~ Fla. Stat.
History: New, June 12, 1989; January 10, 2007; December 9, 2009; December 7, 2010 (Without requirement of meeting); January 15, 2015; May 24, 2016

SELECTION OF LIBRARY MEDIA **8.506**

The primary objective of the school library media center is to implement, enrich and support the educational program of the school. It is the duty of the library to provide a wide range of materials on the different levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the School Board or the school advocates or endorses the contents of that item. In fulfilling this responsibility each school library media center shall:

- Provide a collection of instructional and supplemental materials that will enrich and support the curriculum, taking into account the varied interests, abilities, and maturity levels of the students being served.
- Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- Provide a background of information which will enable students to make intelligent judgments in their daily lives.
- Provide materials on opposing sides of controversial issues in order that young citizens may develop, under guidance, the practice of critical analysis of all media.
- Provide materials representative of the many religious, ethnic and cultural groups, and of their contribution to the heritage and culture of America and the world.
- Place principle above personal opinion and reason above prejudice in the selection of materials of high quality in order to assure a comprehensive collection appropriate for the users of the library media center.

Legal Responsibility for Selection. The School Board of Bay County is legally responsible for all matters relating to the operation of the Bay County Schools. The responsibility for the selection of educational materials is delegated to professional administrative and instructional personnel employed by the Board.

Parental Responsibility. Parents shall have the right to review materials in the media center and request that it be noted in the Student's library record that the student not be allowed to check out certain material.

Standards for Selection. The process of evaluating materials for inclusion in collections shall be continuous and systematic. It is preferable to examine materials before purchasing them; however, this is often impractical. In such cases, selection should be based upon bibliographic reference sources, selected lists, and reviews in reputable professional journals and publications.
First consideration shall be given to the needs of the individual school based on knowledge of the curriculum of the existing collections, and of the needs of children and youth. Requests from users of the collection (administrators, faculty, parents, students) shall be given high priority. Materials shall be selected so as to provide a wide range of levels of difficulty.

Materials for purchase shall be considered on the basis of overall purpose, timeliness, importance of the subject matter, quality of writing or production, readability and popular appeal, authoritativeness, reputation of the author, artist publisher or producer, format, and cost.

Consideration shall be given in determining the suitability and value of the material for the following elements: religion, ideologies, sex education, sex, profanity, and science.

Religion. Factual unbiased material which represents all major religions shall be included in the collection.

Ideologies. Factual information on any ideology or philosophy which exerts a strong force in society shall be included in the collection.

Sex Education. Factual information appropriate for the age group or related to the school curriculum may be included in the collection.

Sex. Pornographic, sensational, or titillating materials shall not be included.

Profanity. The fact that limited profanity appears in material shall not automatically disqualify a selection. However, care shall be taken to exclude materials using profanity in a lewd or detrimental manner and not in context with the material.

Science. Factual information about medical and scientific knowledge shall be included in the collection without any biased selection of facts.

Procedures for Selection.

1. When teachers, groups of teachers, or academic departments determine that the need exists for new or additional library media they shall review available items and seek input and assistance.
2. Materials for media centers are selected by the professional media staff with due regard to suggestions from the administration, faculty, parents, and students. Final selection is made by the media specialists of the school in which the center is housed. Professionally recognized reviewing periodicals, standard catalogs, and other selection aids are used by the media specialists and the faculty to guide them in their selections.
3. In determining materials to be purchased, school personnel shall follow these procedures:
   A. Multiple items of outstanding and frequently used materials may be purchased as needed.
   B. Worn and missing basic items shall be replaced periodically.
   C. Out-of-date or no longer useful materials shall be withdrawn from the collection and replaced by new and appropriate materials.
   D. Materials may be purchased in many types of format: digital, ebooks, electronically, soft or hard bound.
   E. Sets of materials and subscription materials shall be examined carefully and shall be purchased to fill a definite need.

Challenged Materials. Library materials deemed by some persons to be objectionable may be considered by others to have sound educational value. Any concerned ~~district~~ Bay County resident or employee of the district may request reconsideration of school library media; however, the challenged material shall not be removed from circulation during the reconsideration process. When a complaint is made, the following procedure shall be followed:

1. The library media specialist shall discuss the matter informally with the complainant explaining the selection procedures for library media materials. If the complainant accepts the explanation given by the media specialist, the reconsideration process concludes.
2. If the explanation fails to resolve the objection, the principal will ask the complainant initiating the challenge to file, within two weeks, a formal written objection by completing a “Request for Reconsideration of Library Media” form which must reflect that the complainant has read the material in full. Failure to do so results in the conclusion of the reconsideration process.
3. Upon receipt of the completed form "Request for Reconsideration of Library Media," the principal shall forward copies to the appropriate personnel as outlined in the Routing Information section of the form.
4. The challenged material shall remain available for circulation during the reconsideration process.
5. The Superintendent shall appoint a District Review Committee with the following composition:
   (1) One ~~(1)~~ representative of the Public Library Board;
   (2) One ~~(1)~~ representative of the general public at large; and
   (3) One ~~(1)~~ representative of a school parent organization.
   (4) One ~~(1)~~ principal from the level at which the complaint originated (K-5, 6-8, or 9-12).
   (5) Three ~~(3)~~ school-level instructional staff members including the following:
      (a) One ~~(1)~~ media specialist from the level at which the complaint originated;
      (b) One ~~(1)~~ media specialist from another level; and
      (c) One ~~(1)~~ classroom teacher from the level at which the complaint originated.
   (6) Two ~~(2)~~ district-level instructional staff members including the following:

(a) One ~~(1)~~ district-level instructional staff member from the level where the material is in question; and
(b) The Supervisor of Technology and Instructional Media Services.

6. The Review Committee, in carrying out its assigned function, shall:
   A. Read, view or listen to the material in its entirety;
   B. Check general acceptance of the material by reading reviews and consulting recommended lists;
   C. Determine the extent to which the material supports the curriculum;
   D. Complete the "Checklist for Reconsideration of Library Media," judging the material for its strength and value as a whole and not in part; and
   E. Forward, within 30 days, a written recommendation to the Superintendent.
7. The Superintendent's designee will inform the complainant and the school's media specialist of the committee's decision to retain or withdraw the challenged material as recommended by the District Review Committee.
8. If the complainant or the media specialist is dissatisfied with the District Review Committee's decision, a written appeal may be filed with the Superintendent. Failure of the complainant to file a written appeal within 30 days of the District Review Committee's decision will result in a conclusion of the reconsideration process and the decision of the District Review Committee shall be final.
9. The Superintendent shall, within 30 days of receipt of the appeal, send the complainant and the school media specialist a written decision. An appeal to the School Board of the Superintendent's decision must be filed within 30 days after the Superintendent's decision.
10. The School Board shall consider the decision of the District Review Committee and the Superintendent and any other appropriate documentation (i.e. meeting summaries, material reviews, etc.). The decision of the School Board regarding appropriateness of a particular Library Media material item will be considered final. Library Media materials in question, can only be removed from circulation and/or used in the school district through the procedures of this policy.

Authority: § 1001.41, Fla. Stat.
Law Implemented: § 1006.28, Fla. Stat.
History: New, June 12, 1989
Revised: October 14, 1998; June 24, 2009; December 9, 2009; December 7, 2010 (Without requirement of meeting); November 22, 2011

SCHOOL ADVISORY COUNCILS **8.601**

Each school in Bay County shall establish a School Advisory Council ("Advisory Council"). The Advisory Council at each school in the district shall assist in the preparation and evaluation of the School Improvement Plan which shall provide a system of school improvement and accountability in accordance with Florida law.

Membership and Composition of the School Advisory Council. That majority membership of each Advisory Council shall be members that are not employed by the district. Advisory Councils shall be composed of the principal, an appropriately balanced number of teachers, educational support personnel, parents, and other business and community citizens who are representative of the ethnic, racial and economic community served by the school. Career technical, adult high school, and high school Advisory Councils shall include students. Middle school Advisory Councils may include students. Advisory Council members shall be elected by their respective peer groups at the school in a fair and equitable manner, affording the school flexibility to conduct such elections in the manner of their choosing, as follows:

1. Teachers shall be elected by teachers.
2. Education support employees shall be elected by education support employees.
3. Students shall be elected by students.
4. Parents shall be elected by parents.
5. Business and other community members shall be selected by the school. Each school shall publish its need for business and community members in school newsletters, or from contacts with the business community, and formalized school business partnerships. Additional parents and community members may be appointed to the Advisory Council as the school year progresses, however, all changes and additions must conform to State law and must be approved by the School Board. Any member of the school or school community may attend Advisory Council meetings, however, only Advisory Council members approved by the School Bboard can vote on Advisory Council business or motions.

Board Approval of Advisory Councils. The School Board shall review the membership composition of each Advisory Council annually at the regularly scheduled December board meeting. Each School Advisory Council shall prepare a report on the Advisory Council's membership and submit the report to the School Board for review prior to that meeting. The report shall list the names of each member, their peer group title and ethnic, racial or group representation. Should the Board determine that the membership elected by the school is not representative of the ethnic, racial, and economic community served by the school, the Board shall appoint additional members to achieve proper representation.

Duties of the Advisory Council. Each Advisory Council shall assist in the preparation and evaluation of the school improvement plan as part of an ongoing process to provide the parents, School Board and State Board of Education with the goals required by the State for improvement in education. No Advisory Council shall have any of the powers and duties reserved by law to the sSchool bBoard.

Advisory Council Operating Procedures.

- Each Advisory Council's name shall include the words "School Advisory Council".
- Each Advisory Council shall have a set of bylaws which are in compliance with Florida Statutes and Department of Education rules and annually reviewed by the School Board. A copy of each Advisory Council's bylaws shall be maintained at the school site and at the district office.
- Each Advisory Council member and all Advisory Council meetings shall be subject to Florida's Sunshine Law.
- At the beginning of each school year, the district's ~~c~~Code of ~~c~~Conduct must be presented to the Advisory Council for review.
- Each Advisory Council shall elect a Chairperson and such other positions deemed necessary by the Advisory Council members.
- The Advisory Council shall establish and publish a calendar of School Advisory Council meetings in accordance with Florida's Sunshine Law.
- The Advisory Council shall maintain accurate minutes of the meetings and records of attendance at each meeting.
- All minutes, resource materials, and other documents provided to, and used by, each Advisory Council are public records and shall be maintained in the school's media center, and at the district office and shall be available for public inspection.
- All meetings must be open to the public, with proper notification to all members of the Advisory Council and the general public.
- All expenditures shall be made and appropriately documented in accordance with state law and district policies.

Advisory Council Member Training. The district's Office of School Improvement shall offer ~~training~~ resources to the Advisory Council chairperson each school year. The ~~training~~ resources shall be designed to include the structure, purpose and role, Florida's Sunshine Law requirements, school and community involvement, how the Council works through the school improvement planning cycles and needs assessment, and how to assist in the development of the school improvement plan.

Authority: § 1001.41, Fla. Stat.
Law Implemented: § 1001.452, § 1008.345, Fla. Stat.
History: New, June 12, 1989,
Revised: December 12, 1991, September 9, 1993, June 14, 2000; July 24, 2002; October 22, 2008; December 9, 2009; December 7, 2010 (Without requirement of meeting); April 12, 2016; December 13, 2016

SCHOOL IMPROVEMENT PLANS **8.602**

Each school improvement plan shall be based on an analysis of student achievement and other school performance data. Following this data analysis, ~~E~~each plan shall ~~address issues relative to budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, and other areas specifically covered by law~~ establish areas of focus that were revealed during the data analysis as problematic. A rationale shall describe why the areas of focus are worthy of attention and intended outcomes will establish targets necessary to impact the problematic areas. Action steps will be included and will address professional development, monitoring, and any other required information. Where necessary, subgroups will be identified and included. The plan shall also include data driven improvement activities to address State goals and performance standards, definitions of adequate progress, and any requests for waivers.

Approval Process. The evaluation of each school's improvement plan is an on-going process and is the primary responsibility of the Advisory Council. A finalized copy of the school's approved school improvement plan will be submitted to the district office and be available at the school.

Submission of Plan. Each plan shall be submitted via the FDOE CIMS system by the assigned deadline. Schools shall receive feedback on the School Improvement Plan ~~SIP via the PLUS^2 process, peer review during annual training, and/or~~ from the Office of School Improvement. ~~PLUS^2 teams are comprised of district and school staff.~~ Plans shall be submitted in accordance with the state guidelines. The Superintendent will forward the recommended plans to the School Board for approval at the next regularly scheduled School Board meeting.

Appeals Process. In the event the School Board does not approve the plan, the Board must state the elements within the plan that were found to be problematic~~;~~ and submit recommendations for changes to the Advisory Council which would enable the plan to be approved. If the Advisory Council determines that the Board's suggested changes are not consistent with the goals of the Advisory Council and/or do not desire to modify the plan, the following steps shall be taken to resolve the dispute:

1. The School Board shall direct district staff to establish a mutually agreed upon meeting time for the Advisory Council, ~~PLUS^2 Team~~the Office of School Improvement, and members of the Board;
2. At that meeting, the Advisory Council shall detail specific reasons why the suggested changes are not consistent with the school's goals or why the Council does not agree with the recommended changes;
3. At that same meeting, the ~~PLUS^2 Team~~ Office of School Improvement shall specify their concerns and reasons for making suggested changes;
4. If the revised plan meets with the approval of the Advisory Council and the ~~PLUS^2 Team~~ Office of School Improvement, that school improvement plan shall be resubmitted to the Superintendent for Board approval.
5. If no approval can be reached at the conclusion of meeting(s), the State Board of Education shall be notified of the need for assistance.

Waiver Process. To facilitate innovative practices and to allow for district selection of educational methods, the State Board of Education may waive, at the request of the School Board, requirements of the State Board of Education rules and Florida Statutes that pertain to civil rights, and student health, safety and welfare. If a school's needs assessment process identifies an area requiring attention:

1. The Advisory Council shall recommend a strategy to address the need;
2. The school's principal shall check the Florida Statutes and Department of Education rules to determine if the proposed strategy is in conflict with any of the above;
3. If there is a conflict, the Advisory Council shall complete a Request for Waiver and submit the waiver to the office of the School Board secretary for placement on the agenda of the next regularly scheduled Board meeting for consideration by the Board. If the Board approves the waiver, the waiver shall be submitted to the State Board of Education. If the waiver is not approved, the Board shall return the waiver to the Advisory Council for further consideration.

Accountability Reporting. Accountability reporting shall be as required by the State Board of Education Rules and other applicable Florida law.

Authority: § 1001.41, Fla. Stat.
Law Implemented: §§ 1001.452, 1008.345, Fla. Stat.
History: New, June 12, 1989,
Revised: December 12, 1991, September 9, 1993, June 14, 2000; July 24, 2002; October 22, 2008; December 9, 2009; December 7, 2010 (Without requirement of meeting); January 15, 2015; April 12, 2016; December 13, 2016

CHARTER SCHOOLS **8.701**

Charter schools shall be recognized as public schools. A public school may not use the term "charter" in its name unless it has been approved as a charter school in the manner described herein.

Statute and Policy Exemptions. A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, charter schools shall be in compliance with the following statutes in chapters 1000-1013:

- those statutes specifically applying to charter schools;
- those statutes pertaining to the provision of services to students with disabilities;
- those statutes pertaining to student health, safety, welfare;
- those statutes pertaining to civil rights, including § 1000.05, relating to discrimination;
- those statutes pertaining to the student assessment program and school grading system;
- § 286.011 Fla. Stat., relating to public meetings and records, public inspection, and criminal and civil penalties;
- Chapter 119, relating to public records;
- § 1003.03, Fla. Stat. relating to the maximum class size, except that the calculation for compliance pursuant to s. 1003.03 shall be the average at the school level;
- § 1012.22(1)(c), Fla. Stat. relating to compensation and salary schedules;
- § 1012.33(5), Fla. Stat. relating to workforce reductions; and
- § 1012.335, Fla. Stat. relating to contracts with instructional personnel hired on or after July 1, 2011.

Eligibility to Apply for Charter School Status. The term "charter school" when used hereinafter, shall include a new charter school, a conversion charter school, a charter school-in-the-workplace, a charter school in a development, or a charter school in a municipality. A charter school may not be affiliated with a nonpublic sectarian school or religious institution and shall be nonsectarian in programs, admission policies, employment practices, and operations. Private schools, parochial schools and home education schools are not eligible for charter status. The School Board or School Board employees who have control over personnel actions any of its employees shall not take unlawful reprisal against another district school board employee because that employee is either directly or indirectly involved with an application to establish a charter school. "Unlawful Reprisal" is defined in 1002.33(4)(a), Fla. Stat.

1. New School. An application for a new charter school may be submitted to the School Board by an individual, teachers, parents, a group of individuals or any legal entity organized under the laws of the State of Florida.
2. Conversion of an Existing School. The Bay District School Board, principal, teachers, parents and/or the school advisory council of an existing district public school that has been in operation for at least two ~~(2)~~ years may submit an application for the conversion of an existing district public school, including a public school-within-a-school that is designated as a school by the School Board, to a conversion charter school provided that the applicant demonstrates the support of at least 50% of the teachers currently employed at the proposed conversion school and 50% of the parents voting whose children are currently enrolled in the proposed conversion school, provided that a majority of the parents eligible to vote participate in the ballot process, according to procedures established by rules of State Board of Education.
3. Schools-in-the Workplace. A legally organized business may submit an application for a charter school-in-the-workplace when the business applicant provides the school facility to be used and meets the enrollment provisions required by law.
4. School-in-a Municipality. A municipality possessing a charter may submit an application for a charter school-in-a municipality provided that it meets the enrollment provisions required by law.

~~Pre-application Technical Assistance. The administrative staff of the district will provide technical assistance to the extent feasible and with current resources as deemed appropriate and necessary by the Superintendent. Applicants that wish to have their application reviewed by the district's **Technical Review Committee** (TRC) must submit a copy of their application to the committee no later than June 1st. The TRC will review the application, give feedback as deemed appropriate, and return the application to the applicant no later than July 1st.~~

~~The Department of Education provides technical assistance upon written request to any applicant.~~

Time for Submission of Charter School Applications. The Board will receive and consider applications for a public charter school received on or before close of business on February 1st of each calendar year for charter schools to be opened eighteen (18) months later at the beginning of the School District's next school year, or to be opened at a time agreed to by the applicant and the Board. Applications may be mailed or hand delivered on or before the stated deadline to be considered. ~~The School Board shall annually accept and consider applications received between July 1 and 4:30 p.m. August 1 of the calendar year for charter schools to be opened at the beginning of the district's next school year, or to be opened at a time agreed to by the applicant and the School Board. If August 1 falls on a Saturday, Sunday or holiday, applications will be accepted on the next business day.~~ The School Board requests letters of intent to apply for application prior to ~~June~~ December 1 of each year to allow the School Board to ensure that there is adequate staffing to review applications. Failure to provide a letter of intent will not in any way affect the application procedure or approval/disapproval of the application. Within 15 days of receipt of the application, the School Board shall report to the Department of Education the name of the applicant, the proposed charter school location, and its projected FTE. The School Board shall by a majority vote approve or deny an application no later than 60 calendar days after the application is received, unless the School Board and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the School Board shall by a majority vote approve or deny the application. This mutually agreed upon extension shall be in writing and detail the extension date or timeframe.

Elements of the Charter Application. The application is not the legal contract between the School Board and the school's governing body. Applicants must submit an application on FLDOE's Model Florida Charter School Application template and forms. Incomplete applications will not be accepted for final consideration. ~~Bay District Schools ("District") will use the Florida Department of Education application process and the Model Florida Charter School Application template found on the DOE website (www.floridaschoolchoice.org).~~

Indemnification. The application shall contain an indemnification and hold harmless agreement executed by the applicant and all members of its governing body requiring the applicant and members of its governing body to indemnify, defend with competent legal counsel selected by the charter school with the School Board's approval, and to hold harmless the School Board for any expense, cost, loss, damage, claim, judgment or claims bill incurred or rendered against the School Board, its agents and employees, including attorneys' fees and investigation expenses (pre-suit, suit, trial, appeal, and post appeal proceedings) on account of any intentional or negligent acts or omissions of any officer, director, employee, agent, or servant of either the applicant, the charter school, or the not for profit corporation, arising out of the application, grant of charter, or operation of the charter school.

Management. The application shall clearly describe the management and governance structure of the charter school. Such structure shall provide that the governing body of the non-profit organization to which the charter is granted shall approve all elements of the charter, and all subsequent changes which management of the school may make to such policies, practices, or plans described in the school's charter with the School Board. If the charter school is operated or administered under a management agreement with another entity, it must be disclosed in the application. The management agreement must be negotiated at arms length between independent and unrelated parties who are prohibited from self-dealing. For-profit management or management consulting entities employed by the charter holder shall not be owned or controlled by any member of the non-profit organization or any member of his/her immediate family. No member of the governing body of the charter holding non-profit organization shall have a beneficial interest

in any for-profit management or management consulting company employed to operate or administer the charter school.

Application. Applicants will also be required to submit an application on a model application form that is prepared by the FDOE, and the district must evaluate the application using an evaluation instrument developed by the FDOE. The District is permitted to require applicants to provide additional information during the application review process as part of the applicant interview phase of the review process. There shall not be a fee for processing or considering an application, and approval of an application may not be based on promise of future payment of any kind.

Application Review. The District shall evaluate all timely applications as submitted. During the evaluation process: 1) applications cannot be amended and 2) missing documentation and unsolicited information will not be accepted or considered.

Technical Review Committee (TRC) . ~~In addition to giving pre-application assistance to charter applicants, the~~ The TRC may review applications that comply with the School Board's application instructions and make recommendations to **the Application Review Committee** (ARC). Applications that exhibit significant deficiencies will not be reviewed by ARC but will be forwarded directly to the Superintendent with a recommendation for denial.

Before approving or denying any application, the District shall allow the applicant at least ~~7~~seven calendar days after receipt of written notification, to make technical or nonsubstantive corrections and clarifications to the application, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the School Board as cause to deny the application. If the School Board fails to notify the applicant of necessary technical or nonsubstantive corrections and clarifications then these may not be used to deny the application.

The TRC may be comprised of one ~~(1)~~ or more representatives from District departments deemed necessary by the School Board to properly review the applications. At a minimum, TRC may include department representatives that oversee the following areas:

1. Assessment and Accountability
2. Curriculum and Instruction
3. Budget and Finance (including Risk Management)
4. Exceptional student education/ESOL
5. Facilities
6. Human Resources/Teacher Evaluation
7. Student Services: Charter Schools

Application Review Committee (ARC) The purpose of this committee is to identify assets and deficiencies in the written application and/or areas that require clarification to fully evaluate the quality of the application or the capacity of the applicant to properly implement the proposed plan As part of the clarification, the District may solicit additional information during the interview and evaluation of the charter school application such as whether the applicant currently operates charter schools in Florida and if the proposed school will be a replication of an existing school design. This information may be used to evaluate the applicant's ability to operate a charter school. Any substantive changes in the application, prior to approval by the School Board, shall be treated as a new application and will be considered in the next year's application window.

Applicants are notified and requested to attend the review. The applicant shall have at least one (1) governing board member present. The ARC may, at its sole discretion, evaluate the application without any additional input from the applicant if at least one (1) governing board member of the charter school is not available. The ARC shall review applications forwarded by TRC and consider the recommendations of the TRC. By majority vote, the ARC shall make a recommendation to the Superintendent to approve or deny each application. All applications will be submitted to the School Board by the Superintendent with a recommendation for approval or denial based on the findings.

The ARC shall be comprised of five members appointed by Superintendent's from the Superintendent's staff or their appropriate designees, school principals and other community leaders with the designated areas of expertise and five community members appointed by the School Board:

1. Student Services: Charter Schools: Non-voting chair
2. Curriculum/ Instruction/ Assessment
3. Exceptional Student Education/ESOL
4. Office of Information Technology (MIS)
5. Career and Technical Education
6. Five Community Members as chosen by the School Board

A majority of the voting membership shall constitute a quorum for voting purposes.

Approval/Disapproval. The ARC will use the Florida Charter School Application Evaluation Instrument to evaluate the written application and the interview.

The School Board shall by a majority vote of the full Board approve or deny a formal application no later than 60 calendar days after receiving the completed application during the submission period, unless the School Board and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, upon receiving a recommendation from the Superintendent.

If the application is initially approved by the School Board, the terms and conditions for the operation of the charter school shall be set forth in a written contractual agreement called a charter. The School Board shall not impose unreasonable rules or regulations that violate the intent of giving charter schools greater flexibility to meet educational goals. The School Board shall have 60 days to provide an initial proposed charter contract to the charter school. The applicant and the School Board shall have 75 days thereafter to negotiate and develop the charter contract for final approval by the School Board unless both parties agree to an extension. The Department of Education shall provide mediation services for any dispute subsequent to approval of a charter application, except disputes regarding application denial, and for any dispute related to the approved charter.

If the application is denied, the School Board must, within ten (10) calendar days, articulate in writing the specific reasons based upon good cause supporting its denial of the charter application. If the application is for a conversion charter school, the School Board must, within 30 days provide notice of denial to the applicants in writing, specifying the exact reasons for denial and supporting documentation.

The School Board shall report to the Department of Education the approval or denial of a charter application within 10 calendar days of the approval or denial. If the application is approved, the report must include the final projected FTE for the charter school. After an application is approved and at least thirty (30) calendar days prior to the first day of classes, charter school applicants must participate in training by the Department of Education If the applicant is a management company or a non-profit organization, the charter school principal and the chief financial officer or equivalent shall participate in the training. A high-performing charter school or charter school system applicant is not required to participate in the training more than once.

Appeal. The School Board's denial of a charter school application must be served upon the applicant by certified mail, return receipt requested. The denial of or failure to act upon an application may be appealed to the State Board of Education on or before 30 calendar days from the date of receipt of the School Board's decision or failure to act. The applicant shall notify the School Board of any appeal. The School Board response shall be submitted to the State Board within 30 calendar days after notification of the appeal. The State Board of Education shall remand the application to the School Board with its written decision that the School Board approve or deny the application. The School Board shall implement the State Board of Education's decision within 30 calendar days after it is received. The decision of the State Board of Education shall constitute a final order subject to judicial review as provided by law.

Prerequisites before entering into a contract:

a. Evidence of a proper legal structure (e.g., articles of incorporation, bylaws, municipal charter). The applicant shall be a not for profit organized pursuant to Fla. Stat. Chapter 617.
b. The actual location and evidence that a facility has been secured for the term of the charter must be received by the School Board for the applicant. Evidence may include, but is not limited to: letter of intent from the landlord or mortgagee indicating property usage and term of occupancy, executed lease or certificate of occupancy, and/or use or occupational license indicating proper use. If the applicant requests an extension of the time for negotiating and notice the charter contract for final approval in order to secure an actual location it shall be granted by the School Board. However, such extension shall not extend the time beyond April 1.
c. If more than one school will operate on the site, the applicant shall identify the grade levels, maximum number of students in each grade and the projected number of students enrolled in each school.
d. The School Board may inspect the facility and solicit additional information from the applicant about the proposed facility.

Request to Extend Negotiations/School Opening

- The applicant and the School Board may mutually agree to extend the statutory timeline to negotiate and consider approval of the charter contract for a period not to exceed one (1) year from the approved opening date in the charter school application. Requests shall be submitted to the Charter School representative, in writing, by an authorized agent of the charter school, detailing the reason for the requested extension.
- If the statutory timeline to negotiate and enter into a charter contract is extended and prior to resuming negotiations, the applicant shall provide an updated budget, application and revisions necessitated by the delay. The term of the contract shall be adjusted to reflect cancellation of one year of the term.
- The application shall be automatically rescinded, without further action by the School Board, if the applicant does not open the school within: (1) the timeframe specified by law, or (2) the date of extension which has been mutually agreed upon in writing by both parties.
- Unless extended pursuant to this policy, an approved applicant shall open its charter school at the beginning of the School Board's next school year following the approval of the charter school application.
- An approved contract shall be automatically revoked, without further action by the School Board, if the applicant does not open the school on: (1) the first day of school of the initial school year indicated in the contract, or (2) the first day of the school year indicated in the approved deferral.

Elements of the Charter. The charter shall be signed by the entire governing body of the charter school and the School Board, following a public hearing to ensure community input. The following elements must be included the school's charter with the School Board:

- School vision and mission
- Students to be served (ages, grades, current school of zone and projected FEP categories)
- Student criteria for admissions, selection process and dismissal procedures
- Marketing/recruitment plan
- FTE enrollment verification process. Charter schools must bring their financial spending plan to the School Board prior to October FTE. The District is not responsible for FTE repayment of interest penalties.
- Focus of the curriculum

- Instructional methods to be used, including services to Exceptional Student Education, Americans with Disability Act and Limited English Proficiency students
- Identification and acquisition of appropriate technologies needed to improve educational and administrative performance
- Current commercial or generally accepted instrument to determine incoming baseline standard of student academic achievement, outcomes to be achieved and method(s) of measurement; with detailed description of how the baseline student academic achievement levels and prior rates of academic progress will be established, how these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school, and to the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations
- Methods used to identify the educational strengths and needs of students and how well goals are met by the students
- Participation in the statewide required assessment programs including a requirement for compliance with § 1008.24 Fla. Stat. (Test Security), and Fla. Admin. Code R. 6A-10.042 (Maintenance of Test Security)
- Method for determining that a student has met graduation or grade completion
- Code of Student Conduct. Student expulsions shall be heard by the School Board
- Conflict resolution strategies for students, parents and staff
- The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the district, as applicable
- A reasonable demonstration of the professional experience or competence in financial and administrative management of those who shall operate the charter school with responsibilities clearly delineated
- Provisions for annual progress reports to include state required information
- Specific insurance coverages as specified and required by this Policy
- Indemnification and hold harmless agreement
- Length of the charter
- Provision for cancellation of the agreement for insufficient progress
- Facilities to be used and their location and evidence of all codes having been met
- Qualifications of teachers
- Statement that charter will be responsible for any financial penalty relating to non-certified teachers and/or class size penalties.
- Recruitment and staff selection, training and retention strategies
- Professional development plan
- Status as a private or public employer
- Requirement of SACS accreditation within the length of the charter
- Staff status related to certification or subcontracting
- Articles of incorporation and governance structure, including names, addresses, financial disclosure to include the same requirements in Chapter 112, Fla. Stat. as for School Board members, and background checks for governing body
- Implementation timetable
- Alternative arrangements for students, teachers and non-instructional staff at a converting public school who choose not to participate
- Internal financial controls and audit process
- Proposed budget including salary and benefits of staff, and letter of credit or other funds to cover start up costs
- Provisions for renewal and modification of the agreement
- Nature of parental involvement
- Transportation, food service or other plans and agreements with the district or other contractors

- Method for resolving conflict between School Board and governing body of the charter school
- Provisions for program evaluation and reporting plans
- Method of providing for safety of students and employees in case of a health hazard, fire, natural disaster or emergency
- Provision for financial states of emergency as required by the Department of Education.

Charter Contract Amendments

1. There shall be no modification of any contractual provision(s) of the standard charter contract language, unless mutually agreed by both parties in writing or specified by Florida Statutes~~.~~. All amendments must be negotiated in compliance with the contract negotiation process. Unilateral modification made by the charter school is grounds for termination or non-renewal.
2. Amendments may be considered by the School Board if either party can demonstrate that an amendment is necessary to protect the health, safety, or welfare of the students and/or the school has satisfactory academic performance, fiscal management, and operational compliance.
3. All contract amendment requests shall be submitted in writing to District's Charter School representative by an authorized agent of the charter school.
4. The charter school shall provide evidence of governing board approval for all proposed amendments (e.g., governing board resolution, governing board meeting minutes).
5. At the sole discretion of the School Board, reasonable additional information or documentation may be requested for consideration of any amendment requests.
6. Any charter school seeking an amendment must demonstrate the following:

    a. success of the current academic program as measured in the Charter contract (not required for requests to change the current academic program);
    b. achievement of its goals and objectives, related to accountability standards;
    c. financial viability of the organization and school;
    d. compliance with terms of the charter; and
    e. fiscal impact.

    The School Board may deny an amendment request if the charter school fails to demonstrate any of items (a) – (e).

7. Requirements for Amendment Requests

    a. Education Program Amendments

    Significant changes in the curriculum or changes in grade levels (except for high-performing charter schools) constitute a change in the educational program and shall require an amendment which may include submission of a revised charter school application pursuant to the initial application process. Requests for such amendments shall include the following information and supporting documentation:

        1) justification for change
        2) effective date of the change
        3) evidence that financial implications, feasibility, and student access issues have been addressed, including provisions for all required resources, staff, and materials
        4) evidence of parental support

    A charter school designated as high-performing pursuant to state law shall notify the Board in writing by March 1st, of the preceding school year, of its intent to expand the grade levels it serves the following school year. The written notice will specify the grade levels that will

be added and redistribution of enrollment. Failure to timely notify the School Board will preclude the school from changing its grade levels under this provision in the law.

b. Location Amendments

1) Changes in locations or addition of location (i.e., relocation, secondary campus, satellite locations) shall include the following information and supporting documentation:
   (a) description of location, including identification as permanent or temporary.

   If the relocation will be temporary, the request shall include the period of time during which the school will be at the temporary location.
   (b) effective date of the relocation
   (c) evidence that financial implications, feasibility, and student access issues have been addressed
   (d) evidence of parental support for the new facility
   (e) evidence of the school's property interest in the facility (owner or lessee)
   (f) a disclosure affidavit in accordance with Fla. Stat. 286.23, if the school leases the facility

2) The School Board, at its sole discretion, may limit the number of facilities, campuses, and/or locations associated with a charter school's operations.

3) The school shall not change or add facilities or locations at any time during the term of the charter contract without prior approval of the School Board through the contract amendment process. Violation of this provision constitutes a unilateral amendment or modification of this contract and good cause for termination.

4) If the request for a location amendment involves a facility in which other schools are operating, the names of the school(s), the grade levels, number of classrooms, number of students in each class, and the number of students enrolled in each school shall be included in the request, in addition to the information and documentation described in paragraphs a and b above.

5) No later than thirty (30) days prior to the opening of schools or the initial use of the facility by the school, the school shall have an approved contract and evidence of all necessary permits, licenses, zoning, use approval, facility certification and other approvals required for use of the facility by the local government.

6) The School Board shall not unreasonably deny a request to amend a charter to change the location of the facility or for the addition of locations.

c. Enrollment Capacity Amendments

Changes to enrollment capacity shall include the following information and supporting documentation:

1) justification for change

2) effective date of the change
3) evidence of proper facility approvals and/or allowable facility capacity
4) evidence that financial implications, feasibility, and student access issues have been addressed
5) evidence of parental support

A charter school designated as high-performing pursuant to State law shall notify the Board in writing by March 1st, of the preceding school year, of its intent to increase enrollment the following year. The written notice shall specify the number of students by which the enrollment will increase, by grade level. Failure to timely notify the School Board will preclude the school from amending its enrollment under this provision in the law.

d. Management Company Contract Amendments

All proposed amendments to the contract between the school and the management company must be submitted to the School Board prior to execution. Material changes to the original mission of the school's scope of services, or in the Management Company, may require an amendment to this contract.

8. The CRC shall be convened to negotiate any significant amendments or any changes in the contract that significantly deviate from the standard charter contract language.

9. Whenever a contract is amended or renewed, it shall be updated to comply with this policy.

Pre-Opening Requirements

No later than thirty (30) days prior to the initial use of the facility by the school, the school shall have an approved contract and provide evidence of all necessary permits, licensing, zoning, use approval, facility certification and other approvals required for use of the facility by the local government. Failure to comply shall result in automatic rescission of the contract, with no further action by the School Board

Charter School Operational Requirements.

Insurance. Proof of insurance shall be provided on or before 30 days from the approval of the charter school contract. The applicant shall comply with the following insurance requirements:

1. The insurance companies writing coverage must have and maintain a rating of "A" or better and a financial size category of "VII" or better according to A.M. Best Company.

2. General liability: occurrence basis policy, minimum limits of $1,000,000 per occurrence and $2,000,000 aggregate, combined single limit covering bodily injury, property damage, personal injury, premises, operations, products, completed operations, consultants and independent contractors, insured vs. insured, and contractual liability. The School Board of Bay County, Florida/School District of Bay County, Florida shall be named as an additional insured.

3. Property insurance: for special perils (all risk) with limits of no less than 100% of replacement value of the facility and all contents therein which are owned by the district and coverage for business income in no less than the amount of the annual rent, if any, paid to the district. If the charter school is to occupy a facility owned by The School Board of Bay County, Florida, The School Board of Bay County, Florida shall be named as an insured, as its interest appears and as trustee for claims payments under the policy. If the facility is subject to "Certificate of Participation" financing, the entities involved in any such transaction as lessee, assignee and trustee shall be named as an additional insured, as their interests appear.

4. Automobile insurance covering owned, non-owned and hired vehicles with limits of $1,000,000 per occurrence combined single limit and comprehensive and collision coverage with a deductible of not more than $1,000. The coverage must extend to employees, agents and volunteers of the charter school who utilize personal vehicles within the course and scope of their employment. The School Board of Bay County, Florida/School District of Bay County, Florida shall be named as an additional insured.

5. School Leader's Errors and Omissions Liability Insurance having limits of $1,000,000 per occurrence and $2,000,000 aggregate including an employment practices endorsement and coverage for student liability, including corporal punishment and sexual misconduct. The School Board of Bay County, Florida/School District of Bay County, Florida shall be named as an additional insured.

6. Fidelity/Dishonesty/liability coverage, with coverage limits of $1,000,000 insuring The School Board of Bay County, Florida/ School District of Bay County, Florida as against dishonest acts of employees or volunteers of the charter school resulting in loss to the School Board.

7. To the extent that a charter school contracts with the School Board for transportation services, the applicant must comply with the hold harmless requirements of § 1006.261, Fla. Stat.

8. Such professional liability or other professional liability coverage as is dictated by curriculum offerings.

9. Worker's compensation coverage as required by state law.

Required insurance shall be documented by certificates of insurance which provide that the School Board shall be notified at least 30 days in advance of cancellation, nonrenewal or adverse change. New certificates of insurance shall be provided to the School Board at least 15 days prior to the effective date of the coverage thereby documented. Upon request, the applicant will provide a complete copy of any insurance policy. The applicant upon request of the School Board, shall provide a statement as to the amount of claims payments or reserves chargeable to the aggregate amount of policy coverage, as to commercial-general liability coverage. The receipt of certificates of insurance or other documentation of insurance or policies or copies of policies by the School Board, which indicate less coverage than required shall not constitute a waiver of the requirements herein stated.

The School Board reserves the right to amend or waive any requirements herein set forth on the basis that the scope of the charter school, not to include conversion charter schools, is not such as to require the full amount of the coverage, as is herein required, both as to type of insurance and limits of coverage. The failure of the charter school to maintain the required coverages at all times during the term of its charter may establish "good cause" for non-renewal or termination of the charter as provided herein.

Fingerprints. All individual applicants, officers, and employees of the charter school shall submit a complete set of fingerprints taken by an authorized law enforcement agency in Bay County, Florida at the time of employment. Said fingerprints will be processed by the School Board for the same charge and in the same manner as fingerprints of applicants for employment by the School Board are processed.

Fidelity Bond: All officers, directors and employees of the charter school who have authority to receive and expend Full Time Equivalent (FTE) funds on behalf of the charter school, shall be bonded to the same degree as officers and employees of the School Board. All bonds shall show as beneficiaries the charter school, the not for profit corporation, and the School Board of Bay County, Florida.

Tuition Prohibition. A charter school shall not charge tuition or fees, except those fees normally charged by other public schools.

Personnel Options. A charter school shall select its own employees or may contract with the district for services of personnel employed by the district. Credential verification will be required for all employees of the charter school required to hold certification.

Charter school employees may bargain collectively as a separate unit or as part of the existing applicable district collective bargaining unit(s) or elect not to bargain collectively.
If teachers at a charter school choose to be part of a professional group that subcontracts with the charter school to operate the instructional program under the auspices of a partnership or cooperative that they collectively own, they shall not be considered public employees.

Teachers employed or under contract to a charter school shall be certified as required by Chapter 1012, Fla. Stat. or if not certified, contracted with according to the provisions defined in Chapter 1012, Fla. Stat. A charter school may not knowingly employ any individual who has resigned a school district in lieu of disciplinary action or been dismissed for just cause by any school district with respect to child welfare or safety. The qualifications of teachers shall be disclosed to parents.

The governing body of a charter school may elect to participate in the Florida Retirement System after proper application under § 121.021, Fla. Stat.

Charter School Student Transfer to District Schools. A charter school student shall only be permitted to transfer to a district school under the provisions of School Board Policy 7.102. If a charter is not renewed or is terminated, a student who attended the school may apply to, and shall be enrolled in, another public school. Normal application deadlines shall be disregarded under such circumstances.

Funding and Financial Requirements. Each charter school shall report its student enrollment to the School Board in accordance with Chapter 1011, Fla. Stat. and School Board policy and procedures. The School Board shall include each charter school's enrollment in the district's report of student enrollment.

Funding for student enrollment in each charter school shall be the sum of district operating funds from the Florida Education Finance Program (FEFP), including state and local funds, discretionary lottery funds, and discretionary operating millage funds, divided by total district funded Weighted Full-Time-Equivalent (WFTE) students, multiplied by the weighted full-time-equivalent students of each charter school. If eligible, each charter school shall also receive its proportionate share of categorical program funds included in the FEFP. Each charter school shall provide the School Board with documentation that categorical funds received by the charter school were expended for purposes for which the categoricals were established by the Legislature. Charter schools will be responsible for purchasing ALL textbooks/materials (including advanced academic programs) from their portion of the state allocated textbook funds.

Any eligible student enrolled in a charter school shall be provided federal funds for the same level of service provided other eligible students in schools operated by the School Board. Funding shall be received by the charter school not later than five (5) months after the charter school first opens and within five (5) months after any subsequent expansion of enrollment.

Total funding shall be calculated during the school year to reflect actual WFTE, students reported by each charter school subsequent to each FTE survey period. Additionally, funding for each charter school shall be adjusted as follows. In the event of a state holdback or a proration which reduces district funding, each charter school's funding will be reduced proportionately. In the event the district exceeds the state cap established by the legislature, resulting in unfunded WFTE for the district, then each charter school's funding shall be reduced proportionally.

A charter school shall not levy taxes or issue bonds secured by any tax revenue.

If a charter is not renewed or is terminated, any public unencumbered funds from the school shall revert to the School Board. In that event, all charter school property and improvements, furnishings, and equipment purchased with public funds shall revert automatically to full ownership by the School Board.

Each charter school shall be responsible for its own debts and shall not pledge the full faith and credit of the School Board in regards to any debt. Payments shall be made to a charter school no later than ten (10) working days after the School Board receives a distribution of state and federal funds. If the warrant for payment to the charter school is not issued within 30 working days after receipt of funding by the district, the district shall pay the charter school interest at a rate of one (1) percent (1%) per month calculated on a daily basis on the unpaid balance from the expiration of the 30 day period until such time as the warrant is issued. The revenue earned by a charter school shall be paid in arrears in twelve (12) monthly installments. Each payment will be based upon the revenue estimate for the projected enrollment adjusted retroactively for the actual FTE count, and adjusted for prior payments and the administrative fee. A worksheet will be provided by the School Board which will provide for the appropriate calculations. The final payment during any year shall be adjusted to reflect the final actual funded WFTE membership.

Any administrative fee charged by the School Board to a charter school shall be no more than 5% of the available revenue as defined above, not including capital outlay funds, federal and state grants, or any other funds unless explicitly provided by law. The 5% will be held back from the available revenue. If the administrative fee is less than the anticipated 5% cost, the balance due to the school will be reimbursed to the charter school within 30 days of determination of final revenue and WFTE membership. Administering the charter includes providing technical assistance, monitoring policy compliance, and processing financial, student and other records or required reports. The performance of other specific services for a charter school by the School Board will be negotiated, with fees determined on an actual cost basis.

Financial records will be maintained by each charter school as provided for in the manual "Financial and Program Cost Accounting and Reporting for Florida Schools." Each charter school must provide an unaudited annual financial statement to the School Board no later than 45 days after the close of a fiscal year and an audited financial statement no later than 75 days after the close of a fiscal year. On or before June 1 of each year the charter school shall notify the Superintendent of the independent Certified Public Accounting firm that has been contracted by the charter school to perform the audit.

Charter schools will post for public review a monthly financial statement to be accessed by the School Board and in a form prescribed by the Department of Education.

Under no circumstances will the School Board advance funds to a charter school. However, the School Board may approve a charter before the applicant has secured space, equipment and personnel, if the applicant indicates approval is necessary in order for working capital to be raised.
Any loss of funds as a result of FTE/Financial or Program Audit is the sole responsibility of the charter school. Amounts determined by the Auditor General will be automatically deducted from the next scheduled payment. The School District reserves the right to inspect the FTE records of the charter school to ensure compliance with state reporting requirements.

The governing board of the charter school shall annually adopt and maintain an operating budget.

Facilities Requirements. A charter school shall utilize facilities which comply with the State Uniform Building Code for Public Educational Facilities Construction adopted pursuant to § 1013.37-372, Fla. Stat. and State minimum fire protection codes pursuant to § 633.025, Fla. Stat. and Comprehensive Land Use plan as adopted by the authority in whose jurisdiction the facility is located.

Facilities funded by "Certificate of Participation" funding may be available for use by charter schools, subject to approval of bond counsel, the issue insurer, the ground lessee, and the U.S. Internal Revenue Service regarding the tax free status of the issue. Approval of bond counsel, etc. may also be required for those facilities financed by the proceeds from the district's "full faith and credit bond issue." If bond counsel so advises, the section will be amended accordingly. District owned or leased facilities may be available for use by charter schools, on such criteria as the School Board deems appropriate for the facility to be used,

to include but not be limited to provision for maintenance, repair, upkeep, and replacement of non-structural facility components, attributable to charter school use. The proposed charter school facilities must be adequate to accommodate and fulfill the education plan of the charter school.

A non-conversion charter school must submit a copy of its facility lease agreement and evidence that all applicable codes have been met no less than three (3) weeks prior to the first day of the fall semester of the current school year or the school will not be permitted to be open to students.

Length of the School Year. A charter school shall provide instruction for at least 180 days and may provide instruction for additional days. The length of the school day shall be that as defined and required of public schools by Florida law. Reimbursement for additional days of instruction will be subject to the limits of the Florida Education Finance Program, General Appropriations Act and other rules or programs that restrict funding by the district. Additional instructional days will not be funded by district required FTE funds, but will only be funded if the Legislature appropriates specific FTE funding for such purpose. Upon approval of a charter application, the initial startup must commence with the beginning of the school year calendar(s) adopted by the School Board.

Monitoring and Review. The Superintendent or his/her designee, shall have ongoing responsibility for monitoring the health, safety and well being of students, as well as academic progress, and the fiscal responsibility of all approved charter schools. The Superintendent or his/her designee, shall have free and open access to the charter school at all times. Other district officials shall have reasonable access to the charter school during regular business hours of the school. Annually, no later than 45 calendar days following the end of the regular school term, the governing body of the charter school shall submit the following for School Board review:

1. The charter school's progress towards achieving the goals outlined in its charter.
2. The charter school's annual report to parents pursuant to § 1001.11 and § 1008.345, Fla. Stat.
3. An annual financial audit report obtained by the school reflecting generally accepted financial accounting standards.
4. Salary and benefit levels of charter school employees.
5. Any other information provided by the school, the Superintendent or the internal auditor.

The School Board shall, upon receipt and verification of the required annual report, provide the same to the Commissioner of Education. The district shall prepare an analysis and comparison of the overall performance of charter school students including all students whose scores are counted as part of the norm-referenced assessment tests, versus comparable public school students in the district as determined by norm-referenced assessment tests currently administered in the district, and, as appropriate, required state assessments. Any other assessments administered pursuant to §1008.22, Fla. Stat. shall be included in the report from the School Board.

The School Board reserves the right to send proctors into the charter school on testing and assessment days to ensure test security, and to monitor the processes used in test administration to ensure the integrity of the testing and assessment program of the charter school.

Renewal or Modification of Charter. A charter may be renewed every five ~~(5)~~ school years, provided that the criteria above has been successfully accomplished and that none of the grounds for nonrenewal have been documented. Charter schools operating for two ~~(2)~~ years and demonstrating exemplary academic performance and fiscal management are eligible for a 15-year renewal. A charter may be modified upon the recommendation of the School Board or the governing board, provided both parties agree to the modification(s). Charter renewal documents will be distributed October 1. Charter renewal documents are due to the charter office January 1 for the year prior to charter expiration. Renewal will be presented to the Board in the month of March. Program review of these areas will be considered:

A. the level of success of the current academic program as measured by the charter contract.

B. achievement of the goals and objectives required by state accountability standards and successful accomplishment of the criteria under Fla. Stat. 1002.33(7)(a),
C. the financial viability of the organization,
D. compliance with terms of the charter, and
E. that none of the statutory grounds for non-renewal exist.

Causes for Nonrenewal or Termination. During the term of a charter or at the end of the term of a charter, the School Board may choose to terminate or not to renew the charter for any of the following grounds based upon information provided by the Superintendent to the Board in the required annual report:

1. Failure to meet the requirements for student performance stated in the charter.
2. Failure to meet generally accepted standards of fiscal management.
3. Violation of law; or
4. Other good cause shown.

A charter may be terminated immediately if the School Board determines that good cause has been shown or if the health, safety, or welfare of the students is threatened. The School Board shall assume operation of the school under these circumstances. The governing board may, within 14 days after receiving the School Board's decision to terminate the charter, appeal the decision pursuant to procedures established herein.

In the event a charter is not renewed or is terminated, the School District may assume the operation of the school, or the school shall be dissolved and students assigned to other public schools. All unencumbered public funds, as well as property and improvements, furnishings and equipment purchased with public funds, shall automatically revert to full ownership of the School Board.

If a charter is not renewed or is terminated, the charter school is responsible for all debts of the charter school. The district shall not assume the debt from any contract for services made between the governing body of the school and a third party.

At least 90 days prior to renewing or terminating a charter, unless a state of emergency exists, the School Board shall notify the governing body of the school of the proposed action in writing, detailing the grounds for the action and stipulating that a request for an informal hearing may be requested within 14 days of receipt of the notice. The School Board shall conduct an informal hearing within 30 days after receiving a written request. The charter school's governing body may, within 14 days after receiving the School Board's decision to terminate or refuse to renew the charter, appeal the decision to the State Board of Education, pursuant to the procedures established above.

Voluntary Termination

The charter school's governing board may also elect not to renew the charter.

1. Upon election of termination/non-renewal by the charter school's governing board, notification, in writing, shall be provided to the School Board indicating the final date of operation. A board resolution, signed by the charter school's governing board chair and secretary, indicating support of this action, shall accompany the written notification provided to the School Board.
2. Student records and copies of administrative, operational, and financial records of the charter school shall be made available to the School Board immediately.
3. The School Board shall notify the appropriate District offices so appropriate action can be taken regarding: staffing and planning; unencumbered public funds (except for capital outlay funds and program grant funds); furniture, fixtures and equipment purchased with public funds; and student and financial records. Funds provided by a charter school to a management company/education service provider to purchase property and assets for the school are public funds.

Immunity from Suit. For purposes of tort liability, the governing body and employees of a charter school shall be governed by § 768.28, Fla. Stat., as same shall be amended from time to time. Officers, employees and agents of a charter school shall not be deemed to be officers, employees or agents of the School Board of Bay County, Florida. The School Board shall not assume any liability for actions of the governing body of a charter schools or for acts of its employees or agents.

Interpretation

In the event that an existing charter school contract provision is found to be inconsistent with this policy, the contract provision prevails. Any charter approved after the adoption of this policy is required to be fully consistent with this policy.

Authority: § 1001.41, Fla. Stat.
Law Implemented: § 1002.33, § 1013.62, Fla. Stat.
History: New, February 25, 1998
Revised: August 12, 1998, August 17, 1999; August 9, 2000; November 8, 2000; September 12, 2001; July 24, 2002; June 25, 2003; May 28, 2008; December 9, 2009; December 7, 2010 (Without requirement of meeting); September 25, 2012; October 9, 2012; January 15, 2015

8.901 HOME EDUCATION PROGRAMS

Definition. A "home education program" means the sequentially progressive instruction of a student directed by his/her parent in order to satisfy attendance requirements established by Florida law.

Establishing, ~~and~~ Maintaining, and Terminating a Home Education Program. Bay District Schools will accept students from a home education program, provided such program meets the criteria identified in State law. If the parent or guardian fails to meet all requirements for establishing and maintaining a home education program, the student will be considered truant and appropriate procedures will be taken as provided by § 1003.26, Fla. Stat. Requirements to establish and maintain a home education program include:

a. Notice of Intent. The parent or guardian shall in writing notify the Superintendent of his/her intent to establish and maintain a home education program within 30 days of the establishment of such program or within 30 days of withdrawing the student from a district school. The notice shall be signed by the parent or guardian and shall include the names, addresses, and birth dates of all children to be enrolled as students in the home education program.

b. Records Portfolio. The parent or guardian shall maintain and preserve for a period of two years a portfolio of records and materials consisting of:

   i. A log of educational activities which is made contemporaneously with the instruction and designated by title and author any reading materials used (including textbooks and supplementary materials); and
   ii. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student; and
   iii. The parent or guardian shall make available the student's portfolio for a minimum of the previous two years of home education available to the Superintendent or his/her designee within 15 days of the Superintendent's request for such materials.
   iv. The parent or guardian may access Florida Virtual School: Home-school option, independent of Bay District Schools, for access to non-diploma seeking coursework.

c. Termination. "The parent shall file a written notice of termination upon completion of the home education program with the district school superintendent, along with the annual evaluation required in paragraph (f), within 30 days of termination." § 1002.41, Fla. Stat.

Students Exhibiting a Pattern of Nonattendance. If a parent or guardian enrolls their student in a home education program due to a pattern of nonattendance as defined in School Board Policy 7.105, the parent or guardian shall meet the requirements of paragraphs 1 and 2, above. The Superintendent shall provide the parent or guardian with a copy of § 1002.41, Fla. Stat. and these rules and shall refer the parent or guardian to a home education review committee organized in accordance with § 1003.26, who shall review the student's portfolio every 30 days during the regular school term, until such time the committee is satisfied that the home education program is in compliance with this policy. The first review shall occur with 30 calendar days of establishment of the home education program. Adequate progress in 4 core classes in the virtual school curriculum is defined by FLVS and may be used for compliance for attendance/driver's license requirements (portfolio review). Failure to provide a portfolio to the committee shall result in termination of the home education program and shall require enrollment of the student in a district school within three (3) days. Continued non-enrollment shall result in truancy proceedings as outlined in School Board Policy 7.105. If the home education program is terminated under the provisions of this paragraph, parents or guardians shall not be eligible to enroll their student in home education program for a period of 180 school days.

Evaluation of Student Progress. The parent or guardian shall submit to the Superintendent or his/her designee an annual educational evaluation which documents the student's demonstration of educational progress at a level commensurate with his/her ability. The method of evaluation shall be selected by the parent or guardian from one of the following options:

1. Review of the student's portfolio and discussion with the student by a certified teacher selected by the parent or guardian;
2. Review of the student's virtual school transcript; Adequate progress in the virtual school curriculum is defined by FLVS and will be used for annual evaluation purposes to determine that a student is working "at a level commensurate with his/her ability".
3. Any nationally normed student achievement test administered by a certified teacher;
4. FL state assessment administered by a certified teacher at a location and under testing conditions approved by the district;
5. Evaluation by a validly licensed psychologist; or
6. Evaluation with any other valid measurement tool agreed upon by both the Superintendent and the parent or guardian.

Failure of the parent or guardian to provide the yearly evaluation will indicate non-compliance with this policy and, upon written notification from the district, the parent or guardian will be required to choose another education option. The Superintendent or his/her designee shall review and accept the results of the annual educational evaluation. If the evaluation does not demonstrate educational progress at a level commensurate with the student's ability, the Superintendent shall notify in writing the parent or guardian. The parent or guardian shall have one (1) year from the date of receipt to such letter to provide remedial education, after which time the student shall be re-evaluated as established above. At the conclusion of the one (1) year period, continuation of the home education program shall be contingent upon student demonstration of educational progress commensurate with his/her ability.

Entering a Public School from a Home Education Program. Students will be accepted from a properly established and maintained home education program upon the parent or guardian's written notice of termination of the program, which shall be filed in the Superintendent's office within 30 days of termination. The parent or guardian shall make available the student's portfolio for the previous two years of home education available to the Superintendent or his/her designee within 15 days of the Superintendent's request for such materials. In addition to the items listed above, the student's portfolio shall include work samples commensurate with enrolling grade level expectation or course description for which the student is seeking credit. Elementary writing samples should include appropriate grade level vocabulary, decoding skills and comprehension through samples of expository and narrative writings. Middle and high school writing samples should include well developed essays which include examples of expository, narrative, and persuasive writing. At least one-half of the writing samples in grades K-12 should be in the student's own handwriting, unless the student has a documented disability that would prevent the student from handwriting. Failure to comply with the above requirements will result in a temporary student placement or award of no credit until further assessment can be accomplished.

Grade Placement and Award of Credit. Grades from home education will not be used in the computation of grade point average. Please note that this portfolio of student work samples for grade placement and award of credit is more comprehensive than that required for annual review purposes. The grade placement guidelines for students entering public schools from home education are as follows:

1. Portfolios submitted for K-5 students and those desiring to enter the sixth grade shall be evaluated by the elementary school for which the student is zoned. Portfolios submitted for students in grades 7-9 shall be evaluated by the middle school for which the student is zoned. All other portfolios are evaluated by the student's zoned school. Portfolios are evaluated by the home zoned school unless the student is re-entering public school into a charter school. If the student has already been granted a lottery slot, the receiving charter school will be responsible for evaluating the incoming student's portfolio.
2. Upon review of the materials provided by the parent, the principal will place the student in the grade deemed most appropriate. The decision for placement shall be based on student

achievement as evidenced by the student's portfolio and student age. Principals/designees may administer end of the year assessments/achievement tests if insufficient portfolio evidence exists. A 60% score demonstrates mastery.

3. In addition to the above, middle and high school principals may administer the semester exam for the courses to determine successful academic performance/ achievement. A score of 60 or better must be earned for award of credit. Failure to comply with all requirements will result in award of no credit.
4. Enrolling 9th grade student's portfolios must reflect the successful completion of the class work required for promotion from middle school to high school.
5. Sufficient evidence of course level work must be provided for the school to award middle school units or high school credit.

Alternatively, home education students may earn credit through Bay/Florida Virtual School. These credits can be accessed by guidance personnel and used to assist in determining grade placement.

Students attending home education programs during grades 11 and 12 must meet the guidelines for a Bright Futures Scholarship established in § 1009.53-1009.539, Fla. Stat. and Bay District School Board Policy 8.801.

Students attending home education programs may participate in extracurricular student activities in accordance with § 1006.15, Fla. Stat.

Students attending home education programs may participate in dual enrollment programs in accordance with § 1007.27(4) and § 1007.271(10), Fla. Stat.

Authority: § 1001.41, Fla. Stat.
Law Implemented: § 1002.01, §1002.41, Fla. Stat.; Fla. Admin. Code R. 6-1.099
History: New, June 12, 1989
Revised: July 24, 1997; August 12, 1998; August 8, 2001; December 12, 2001; July 24, 2002; June 25, 2003; September 13, 2006; December 9, 2009; December 7, 2010; November 22, 2011; November 12, 2013; January 15, 2015

PROFESSIONAL DEVELOPMENT **8.1001**

Professional Development is an essential element of Bay District's Division of Teaching and Learning. Responsibility for this program lies with the Coordinator of Staff Development and includes:

- the assessment of inservice training needs
- the providing of resources to meet inservice needs
- the evaluation of activities implemented to meet those needs
- the assessment of impact on programs and students
- the collaboration with administrative personnel, managers, instructional personnel, school advisory councils and the representatives from the collective bargaining units to seek input to enable the school community to meet state and local student achievement standards.

The district shall develop a coordinated system of professional development for all employees to meet state and local achievement standards, school improvement as described by Florida law, and keep employees knowledgeable and effective in their jobs.

The goals of this system must:

1. increase the success of district educators in guiding student learning and development so as to implement state and local educational standards, goals, and initiatives;
2. assist the employees in providing activities that encourage and motivate students to achieve at the highest levels and to become active learners; and
3. provide continuous support for all educational professionals who need improvement in knowledge, skills, and performance.

In order to meet the specified goals, the professional development system must meet the requirements in § 1012.98, Fla. Stat. and the following:

1. include a master plan for inservice activities for the entire school community, which may be in the form of workshops, conferences, online learning, special training sessions or similar events;
2. Provide inservice activities coupled with follow-up supports that are appropriate to accomplish district-level and school-level improvement goals and standards:
   - Instructional personnel: activities shall primarily focus on subject content and teaching methods, including technology, as related to state standards, assessment and data analysis, classroom management, and school safety.
   - Administrative personnel: activities shall identify competencies and skills necessary for effective school management and instructional leadership that align with student performance standards and accountability measures.
   - Support personnel: activities shall be job related and focus on support for student achievement and safety.

Bay District New Teacher Induction Program. The Bay District New Teacher Induction Program shall be required of all instructional employees new to teaching, the district, or the State of Florida as a condition of employment within the district, regardless of whether or not a five (5) year certificate has been issued. The program shall be completed within the first three years of district employment. The program will provide a competency-based preparation by which members of the district's instructional staff may satisfy the mastery of professional preparation and education. R~~r~~equirements of the program may include:

1. an initial orientation to the school site and environment, procedures, and guidelines;
2. online modules to document and evaluate the educational competencies of the new teacher;
3. data indicators for student progress;

4. a review of the Bay District Schools Teacher Appraisal System and the Charlotte Danielson Framework for Effective Teaching;
5. methodologies, including technology-based methodologies, for teaching subject content that supports state standards;
6. techniques and strategies for effective classroom management and assurance of a safe learning environment; and
7. documentation assuring successful completion of the program.

Deliberate Practice: School principals shall be required to establish and maintain a Deliberate Practice for each instructional employee assigned to the school, as required by the Bay District Teacher Appraisal System.

Funding and compensation issues shall be in accordance with § 1011.62, Fla. Stat.

The Superintendent or his/her designee, shall provide inservice training for those administrative staff members with responsibility for assessing the performance of instructional staff.

Every employee is encouraged to avail him/herself of every possible opportunity to attend and participate in inservice activities relative to his/her area of responsibility. Some inservice activities may be mandatory. District inservice programs with required attendance shall be considered a regular work day. It is the employee's responsibility to complete the appropriate inservice forms in order to receive points toward extending his/her teaching certificate or other certifications as required.

Authority: §1001.41, Fla. Stat.
Law Implemented: § 1000.03, § 1011.62, § 1012.98, Fla. Stat.; Fla. Admin Code R 6A-5.071
History: New, June 12, 1989
Revised: August 12, 1998; July 24, 2002; January 25, 2006; December 9, 2009; December 7, 2010 (Without requirement of meeting); November 22, 2011; January 15, 2015; December 13, 2016

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: ASSISTANT STADIUM MANAGER

QUALIFICATIONS:

1. ~~Graduation from a standard~~ High School ~~or equivalent~~ diploma or G.E.D.
2. ~~Possess a~~ Valid Florida driver's license
3. Two (2) or four (4) year degree in Turf Grass Management or five (5) years supervisory experience in related field.
4. Current Florida pesticide license or the ability to obtain license with the first six (6) months of employment.
5. Working knowledge of the maintenance of sports fields.
6. High level of understanding the sport's governing body's requirements for field layouts and markings.
7. ~~Minimum of three years' experience in turf and irrigation maintenance.~~
8. ~~Minimum of three years' experience in stadium management and supervision.~~
9. ~~Must have~~ Overall good health with no restrictions.

PHYSICAL REQUIREMENTS: Heavy, capable of working in the sun for prolonged periods of time

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Assists in planning, supervising and executing the maintenance of the athletic fields.
2. Assists in ~~supervising stadium~~ personnel management and evaluation, employee safety and training. ~~in the absence of Stadium Manager~~.
3. Schedules and supervises maintenance work to achieve the most efficient utilization of crew and equipment which may include modifying the daily ~~Assists in planning~~ work schedule~~s and ensures that all jobs are completed in a timely and efficient manner~~.
4. ~~Responsible for training personnel in turf management.~~
5. ~~Responsible for training personnel in proper preventive maintenance on all equipment.~~
6. ~~Assists in preparing work requests for work to be performed at the stadium.~~
7. ~~Assists in equipping the stadium for each event.~~
8. ~~Responsible for applicable computer operations that apply to stadium.~~
9. ~~Assists in panning for annual budget.~~
10. ~~Assists in storing and securing equipment and supplies in a safe and organized manner.~~
11. ~~Assists in providing technical advice for turf maintenance programs for all middle and high schools.~~
12. ~~Responsible for maintaining an inventory of supplies to maintain stadium cleanliness.~~
13. ~~Responsible for maintaining an inventory of equipment to maintain all work sites.~~
14. ~~Assists in scheduling stadium events.~~
15. Operates equipment and instructs equipment operators on the operation and care of mowing and other equipment such as but not limited to reel and rotary mowers, tractors, utility vehicles, backpack blowers, top dressers and aerators.
16. Supervises chemical applications and/or operates and calibrates chemical application equipment including the proper use of various fertilizers and soil conditioners, herbicides and pest control methods and materials.
17. Supervises and participates in the operation and maintenance of irrigation systems.
18. Supervises and participates in all types of sports field maintenance such as turf grass management, sod cutting and installation, irrigation management, moving, trimming, use of hand-held power equipment, fertilizing with walk behind and vicon spreaders, field markings, logo painting, topdressing, vertical mowing,

aerification, and all other cultural practices in turf grass management. The planting cultivating, pruning and caring for plants, shrubs and trees.

19. Serves as a designated member of the hurricane and disaster response team and performs other tasks consistent with the responsibilities of this position.
20. Responds after hours/weekends as needed with work schedules adjusted accordingly.
21. Demonstrates initiative in identifying potential problems or opportunities for improvement and takes appropriate action.
22. Performs other duties as assigned by ~~the immediate~~ supervisor.

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check is required for employment.
2. Twelve (12) months. Paygrade as established by the School Board in Current Salary Schedule ~~3~~ 2.

EVALUATION: Performance evaluated annually in accordance with School Board Policy ~~on evaluation of educational support personnel.~~

_____
Reviewed by Dept. of Human Resources

Revision Approved: _____
Adopted by Bay District School Board: January 10, 2001

Bay District Schools is an Equal Opportunity Employer

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: SAFETY & SECURITY TELE-COMMUNICATOR AND VIDEO SPECIALIST

QUALIFICATIONS:

1. High School ~~graduation required~~ **diploma or G.E.D.**
2. A minimum of three (3) years of office experience.
3. Excellent computer skills with a working knowledge of Microsoft Office.

PHYSICAL REQUIREMENTS: Medium

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Operates all school surveillance (CCTV) equipment including but not limited to computers, CCTV cameras, controllers, monitors, archiving, viewing and collecting as evidence all video requested incidents.
2. Coordinates with School Administration on all requests for school surveillance camera video footage.
3. Operates the SEON school bus surveillance camera system including but not limited to scheduling, archiving, viewing and collecting as evidence all video requested incidents.
4. Coordinates with Transportation Administration, bus drivers and school administrators on all requests for school bus surveillance camera video footage.
5. Coordinates with Law Enforcement on all requests for school and school bus surveillance camera video footage.
6. Maintains a log and record of all surveillance camera video footage requests electronically and written.
7. Prepares a daily and monthly report of all surveillance camera video requests and disposition of each request.
8. Maintains a daily log of suspicious persons, vehicles and incidents observed on school property and school buses.
9. Transports and delivers recorded incidents to SRD and School Administrators as evidence on DVD and obtains necessary signatures for release of recorded incidents.
10. Ensures confidentiality of information regarding reports, investigations and surveillance camera video footage.
11. Provides written and oral court testimony when subpoenaed for criminal trials.
12. Dispatches and monitors radio communications from BDS Law Enforcement officers in service and on duty.
13. Communicates with BDS Law Enforcement Officers with proper radio etiquette and dispatch signals and codes.
14. Maintains a dispatch log for all Bay District School Law Enforcement Officers in service and on duty.
15. Notifies emergency responders, school administration and others when officers request assistance or a critical incident is observed on surveillance cameras.
16. Works independently.
17. Writes legibly and maintains detailed records.
18. Communicates effectively with others by using positive, effective interpersonal communication skills.
19. Uses GPS, two-way and emergency alert radio systems, and general office applications, internet, email access, Zonar and bus routes.
20. Uses logic and good judgement to quickly access the type of service required by citizens and officers in the field.
21. Functions effectively and efficiently in a high stress environment during emergency situations.
22. Utilizes multiple information sources to coordinate services to include NCIC/FCIC, Computer Aided Dispatch (CAD), computer databases and directories.

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check (Level II) is required for employment.
2. Must be NCIC/FCIC, CJNET, and DAVID certified within six months of employment.
3. Ten (10) or twelve (12) months. Pay grade as established by the School Board in current Salary Schedule 3.

EVALUATION: Performance evaluated annually in accordance with School Board Policy.

_____ Reviewed by Dept. of Human Resources

Revision Approved: _____
Adopted by Bay District School Board: May 24, 2016

Bay District Schools is an Equal Opportunity Employer

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: CUSTODIAN

QUALIFICATIONS

1. High school diploma or GED preferred ~~or(must obtain within three (3) year period before becoming eligible for continuous employment)~~
2. Good health with no restrictions; capable of lifting weights in accordance with prescribed safety standards
3. Valid Florida driver's license

PHYSICAL REQUIREMENTS: Heavy

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Inspects, cleans and stocks restrooms and locker rooms daily
2. Maintains facility in a clean and safe condition as required by County Health Department standards
3. Performs routine damp cleaning of all windows, window ledges and furniture in all assigned areas
4. Performs routine high dusting of all rooms in scheduled areas
5. Spot mops and damp mops the hard surfaces of rooms and corridors daily
6. Vacuums and spot cleans carpeted rooms and hallways daily
7. Maintains the inventory of custodial supplies, tools, and materials for use in the facility
8. Assists in the supervision of the physical security of the building as it pertains to security lights, locking and unlocking of the facility
9. Provides emergency clean-up for spills and mishaps throughout the facility
10. Assists in setting up for meetings and workshops
11. Assists in minor maintenance repairs
12. Patrols the facility and grounds to pick up litter
13. Participates in workshops and training sessions as required
14. Completes cleaning schedule for areas assigned
15. Performs special cleaning programs and projects
16. Inspects routinely those areas on assigned schedule for possible personnel and safety hazards and reports to head custodian or facility administrator
17. Operates machinery and equipment in a safe manner
18. Performs grounds care functions as required
19. Responds in emergency situations as required
20. Performs other duties as assigned

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check is required for employment.
2. Ten (10) months. Paygrade as established by the School Board in Current Salary Schedule 3.
3. Hours may vary depending on assignment.

EVALUATION: Performance evaluated annually in accordance with School Board Policy.

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Reviewed by Dept. of Human Resources

Revision Approved: _____
Adopted by Bay District School Board: September 12, 2007

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: EMPLOYEE BENEFITS MANAGER

QUALIFICATIONS:

1. Standard high school diploma or G.E.D.; associate's degree preferred.
2. Five (5) years successful experience with regard to employee benefit programs.
3. Knowledge of office practices, experience with benefit enrollment systems and payroll software applications.
4. Knowledge of word processing and spreadsheet applications.

PHYSICAL REQUIREMENTS: Light; ability to sit and/or stand for long periods of time, climb, reach, bend, stoop and kneel.

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Assists the Payroll Officer with the overall functions of the Insurance Department.
2. Coordinates and manages all aspects of employee benefits, which includes health insurance, dental, vision, long-term disability (LTD), worksite products (accident, cancer, critical illness, short term disability), basic and voluntary life insurance, flexible spending account plans, wellness clinic, etc.
3. Ensures compliance with and reporting requirements as mandated by federal and state laws.
4. Provides assistance and direction to Payroll and Risk Management Department staff members with regard to employee benefit transactions.
5. Prepares correspondence and memoranda regarding various employee benefit related problems, issues and concerns.
6. Maintains knowledge and expertise in employee benefit services. Makes recommendations based upon legislation, experiences and/or coverage limitations.
7. Assists in the development and distribution of Open Enrollment information at the beginning of each plan year. Coordinates the Open Enrollment process to ensure that all applicable personnel are notified and have the information needed to make an election during the specified time period.
8. Performs a variety of functions regarding employee benefit programs including providing explanation of program orientation, benefit enrollment, claim processing and other related matters.
9. Assists eligible individuals in the enrollment process and in the completion of other employee benefit materials.
10. Establishes and maintains files and records pertaining to employee program participation.
11. Serves as a liaison to insurance carriers regarding claim problems, issues and concerns being experienced by employee participants.
12. Monitors compliance with regard to the COBRA notifications for new hires, terminated employees and/or non-qualified dependents.

13. Schedules and performs benefit exit conference meeting with retirees. Assists with information sessions regarding the benefit options offered by the District.
14. Works in conjunction with the benefit enrollment software company to keep system information current.
15. Works in conjunction with the District Insurance Consultant on all benefit related items.
16. Participates in the District Insurance Committee meetings.
17. Assists with the processing of the end of year reporting and distribution of benefit coverage statements.
18. Coordinates the training of district and school personnel in the understanding and utilization of employee benefits.
19. Oversees the reconciliation of the monthly insurance remittances.
20. Performs other duties as assigned.

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check is required for employment.
2. Twelve (12) months. Pay grade as established by the School Board in current Salary Schedule 2.

EVALUATION: Performance evaluated annually in accordance with School Board Policy.

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Reviewed by Dept. of Human Resources Adopted by Bay District School Board

Bay District Schools is an Equal Opportunity Employer

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: EQUIPMENT OPERATOR

QUALIFICATIONS:

1. High School diploma or G.E.D.
2. Valid Commercial Driver's License (Class ~~B~~ A with air brakes).
3. Ability to operate **fork lift, grapple, skid steer,** tractor-mower, box blade, backhoe, ~~and~~ dump body truck, ~~and~~ low boy **and other heavy equipment**.
4. Five (5) years documented experience in the field. Graduation from an accredited technical institute in the field of service may substitute for some years of experience.

PHYSICAL REQUIREMENTS: Heavy. Capable of lifting and carrying weights within the prescribed safety limits. Capable of working in cramped positions, confined spaces, and of being exposed to the sun for prolonged periods of time.

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Levels grounds using box blade; digs and covers ditches using backhoe; hauls and spreads fill dirt.
2. **Operates dump trucks up to 12 yard capacity.**
3. **Moves furniture and playground equipment to other sites.**
4. **Keeps Maintenance Department grounds, vehicles and equipment clean and safe.**
5. **Maintains retention ponds from growth or erosion.**
6. **Loads and unloads equipment safely.**
7. Makes repairs on equipment and associated attachments.
8. Performs grounds-keeping activities such as grass cutting, trimming shrubs and/or trees, hauling trash, etc., as specified by supervisor.
9. Keeps Maintenance grounds and vehicles clean and safe.
10. Provides personal tools as specified by supervisor
11. Works effectively with co-workers, school personnel and supervisors.
12. Operates county vehicle and equipment in a safe manner.
13. Serves as designated member of Hurricane/Disaster Response team.
14. Responds after hours/weekends as needed with work schedules adjusted accordingly by Maintenance Supervisor.
15. **Assures conformance to established safety procedures for self and co-workers.**
16. Performs other duties as assigned by supervisor.

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check is required for employment.
2. **Twelve** (12) months. Paygrade as established by the School Board in Current Salary Schedule 3.

EVALUATION: Performance evaluated annually in accordance with School Board Policy.

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Reviewed by Dept. of Human Resources

Revision Approved: _____
Adopted by Bay District School Board: February 12, 2013

Bay District Schools is an Equal Opportunity Employer

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: HEAD CUSTODIAN

QUALIFICATIONS

1. High school diploma or GED **preferred**
2. Two years of experience in custodial or related work
3. Good health with no restrictions; capable of lifting weights in accordance with prescribed safety standards
4. Valid Florida driver's license

PHYSICAL REQUIREMENTS: Heavy

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Performs minor maintenance as needed
2. Assigns and schedules work of custodial staff members
3. Maintains facility in a clean and safe condition as required by County Health Department standards
4. Maintains an appropriate level of inventory of supplies and equipment
5. Prepares, maintains, and submits reports and logs as required
6. Oversees and efficiently maintains a high standard of safety and cleanliness in the facility
7. Monitors heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season in accordance with approved Board policy
8. Monitors emergency equipment and knows the location of all major electrical shut-off switches and plumbing shut-off valves
9. Assumes responsibility for opening and closing of the facility as required
10. Reports any damage and/or necessary major repairs to the facility administrator
11. Assists maintenance crews as required
12. Provides leadership and coordinates team building effort among custodians using positive, effective interpersonal communication skills
13. Performs related work consistent with the goals and objectives of this position
14. Responds in emergency situations as required
15. Operates machinery and equipment in a safe manner
16. Performs other duties as assigned by supervisor

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check is required for employment.
2. **Twelve** (12) months. Paygrade as established by the School Board in Current Salary Schedule **3**.
3. Hours may vary depending on assignment

EVALUATION: Performance evaluated annually in accordance with School Board Policy.

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Reviewed by Dept. of Human Resources

Revision Approved: _____
Adopted by Bay District School Board: September 12, 2007

Bay District Schools is an Equal Opportunity Employer

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: MAID

QUALIFICATIONS

1. High School diploma or GED preferred ~~or (must obtain within three (3) year period before becoming eligible for continuous employment)~~
2. Good health with no restrictions; capable of lifting weights in accordance with prescribed safety standards

PHYSICAL REQUIREMENTS: Medium

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Dusts and polishes furniture, spot cleans walls and washes windows and blinds
2. Reports the need of cleaning materials and supplies to facility administrator or designee
3. Sweeps and damp mops hard surfaces daily
4. Secures all doors of all rooms that have been cleaned
5. Vacuums and spot cleans carpets daily
6. Empties trash receptacles and picks up litter daily
7. Inspects, cleans and stocks restrooms, classrooms and locker rooms daily
8. Assists in security of the facility
9. Reports safety hazards to facility administrator or designee
10. Performs other related duties as assigned by supervisor
11. Responds in emergency situations as required

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check is required for employment.
2. Ten (10) months. Paygrade as established by the School Board in Current Salary Schedule 3.
3. Hours may vary depending on assignment

EVALUATION: Performance evaluated annually in accordance with School Board Policy.

_____
Reviewed by Dept. of Human Resources

Revision Approved: _____
Adopted by Bay District School Board: September 12, 2007

Bay District Schools is an Equal Opportunity Employer

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: SAFETY & SECURITY TELE-COMMUNICATOR AND VIDEO SPECIALIST

QUALIFICATIONS:

1. High School ~~graduation required~~ **diploma or G.E.D.**
2. A minimum of three (3) years of office experience.
3. Excellent computer skills with a working knowledge of Microsoft Office.

PHYSICAL REQUIREMENTS: Medium

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Operates all school surveillance (CCTV) equipment including but not limited to computers, CCTV cameras, controllers, monitors, archiving, viewing and collecting as evidence all video requested incidents.
2. Coordinates with School Administration on all requests for school surveillance camera video footage.
3. Operates the SEON school bus surveillance camera system including but not limited to scheduling, archiving, viewing and collecting as evidence all video requested incidents.
4. Coordinates with Transportation Administration, bus drivers and school administrators on all requests for school bus surveillance camera video footage.
5. Coordinates with Law Enforcement on all requests for school and school bus surveillance camera video footage.
6. Maintains a log and record of all surveillance camera video footage requests electronically and written.
7. Prepares a daily and monthly report of all surveillance camera video requests and disposition of each request.
8. Maintains a daily log of suspicious persons, vehicles and incidents observed on school property and school buses.
9. Transports and delivers recorded incidents to SRD and School Administrators as evidence on DVD and obtains necessary signatures for release of recorded incidents.
10. Ensures confidentiality of information regarding reports, investigations and surveillance camera video footage.
11. Provides written and oral court testimony when subpoenaed for criminal trials.
12. Dispatches and monitors radio communications from BDS Law Enforcement officers in service and on duty.
13. Communicates with BDS Law Enforcement Officers with proper radio etiquette and dispatch signals and codes.
14. Maintains a dispatch log for all Bay District School Law Enforcement Officers in service and on duty.
15. Notifies emergency responders, school administration and others when officers request assistance or a critical incident is observed on surveillance cameras.
16. Works independently.
17. Writes legibly and maintains detailed records.
18. Communicates effectively with others by using positive, effective interpersonal communication skills.
19. Uses GPS, two-way and emergency alert radio systems, and general office applications, internet, email access, Zonar and bus routes.
20. Uses logic and good judgement to quickly access the type of service required by citizens and officers in the field.
21. Functions effectively and efficiently in a high stress environment during emergency situations.
22. Utilizes multiple information sources to coordinate services to include NCIC/FCIC, Computer Aided Dispatch (CAD), computer databases and directories.

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check (Level II) is required for employment.
2. Must be NCIC/FCIC, CJNET, and DAVID certified within six months of employment.
3. Ten (10) or twelve (12) months. Pay grade as established by the School Board in current Salary Schedule 3.

EVALUATION: Performance evaluated annually in accordance with School Board Policy.

_____ Reviewed by Dept. of Human Resources

Revision Approved: _____
Adopted by Bay District School Board: May 24, 2016

Bay District Schools is an Equal Opportunity Employer

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: ASSISTANT TO THE COORDINATOR

QUALIFICATIONS:

1. Graduation from a standard high school or equivalent.
2. One (1) year of educational secretarial and/or clerical experience.
3. Demonstrates knowledge of office technology and procedures including word processing and spreadsheets.
4. Demonstrates knowledge of budgeting, finance, and accounting.

PHYSICAL REQUIREMENTS: Light

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Serves as confidential secretary and assistant to the Coordinator; duties include planning, initiating, and completing a variety of clerical, secretarial, bookkeeping, and administrative activities.
2. Maintains departmental calendar(s) of meetings, appointments, district deadlines, and any other vital activities of the department.
3. Assists in daily operation of the department; trains clerical and support staff in performance of programmatic activities, when required.
4. Greets, announces, routes visitors. Answers, screens and directs phone calls.
5. Prepares and completes all departmental fiscal activities in a timely manner.
6. Prepares payrolls and accompanying forms.
7. Maintains files and records.
8. Receives and distributes incoming mail for the department in a confidential manner. Independently replies to correspondence not requiring administrative action.
9. Performs other duties as assigned.

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check is required for employment.
2. Twelve (12) months. Paygrade as established by the School Board in Current Salary Schedule 4.

EVALUATION: Performance evaluated annually in accordance with School Board Policy.

Reviewed by Dept. of Human Resources

Adopted by Bay District School Board

Bay District Schools is an Equal Opportunity Employer

BAY DISTRICT SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
JOB DESCRIPTION

TITLE: STUDENT SUPPORTIVE CARE MANAGER

QUALIFICATIONS:

Minimum of a Bachelor's degree with preferred 2 years of experience in a mental health or health-related field

PHYSICAL REQUIREMENTS: Medium

- *Light Work: Exerting up to 25 pounds of force occasionally and/or up to 15 pounds of force as frequently as needed to move objects.*
- *Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.*
- *Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.*

REPORTS TO: As assigned by Bay District Organizational Structure.

SUPERVISES: As assigned by Bay District Organizational Structure.

PERFORMANCE RESPONSIBILITIES:

1. Serves as active member of the school behavior response team.
2. Provides emotional support for students including use of Crisis Prevention Intervention (CPI) de-escalation protocol.
3. Assists with the Community of Care system for the school.
4. Screens for mental health care and makes connections to BDS Mental Health Team or community mental health agencies, as appropriate.
5. Provides information on mental health resources to school families, faculty and staff.
6. Collaborates with interventionist, social worker, school counselor(s) or problem solving team to direct students to the appropriate intervention service and monitor intervention success.
7. Serves families and students by coordination of resources, home visits, and supports for overcoming barriers to school attendance.
8. Consults with parents, teachers and other school personnel to determine causes of problems and effects solutions.
9. Follows the professional standards and adheres to the ethics policy established by The Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling, and state abuse and neglect reporting statutes.
10. Exhibits effective record keeping and communication skills in compliance with district and state guidelines, rules and laws.
11. Performs other duties as assigned.

TERMS OF EMPLOYMENT:

1. Successful completion of State and Federal Background check is required for employment.
2. Ten (10) months. Paygrade as established by the School Board in Current Salary Schedule 5.

EVALUATION: Performance evaluated annually in accordance with School Board Policy.

Reviewed by Dept. of Human Resources

Adopted by Bay District School Board

Bay District Schools is an Equal Opportunity Employer