



Parent  
Student  
Handbook

2011-

2012

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# Introduction and Mission

## Message from the President

Dear FSDB Parents/Guardians:

We are happy you have chosen the Florida School for the Deaf and the Blind as an educational option. It is our desire to provide a safe and comfortable learning environment to enhance meeting the individual needs of all students. Students, parents, guardians and staff can only accomplish this through a mutual understanding of policies and responsibilities.

The 2011-2012 Student Handbook is a document designed to explain school policies and to be used as a resource for student success. It is important to note that policies and rules established by the school apply to ALL students, regardless of their age. Each student, parent/guardian and staff is expected to become familiar with this handbook, and use it as a guide and reference during the 2011-2012 school year.

We are excited about the 2011-2012 school year and look forward to seeing the continued success of our students. We are happy you have decided to be part of this rich educational heritage. Please feel free to share with our staff any comments, suggestions, or recommendations you may have for the improvement of our school.

Sincerely,

A handwritten signature in black ink, appearing to read "L. Daniel Hutto". The signature is written in a cursive style with a horizontal line extending to the right.

L. Daniel Hutto  
President

## **Mission and Purpose**

The Florida School for the Deaf and the Blind is a dual school. The Department for the Deaf is accredited with honors by the Council of Educational Administrators Serving the Deaf and the Southern Association of Colleges and Schools. The Department for the Blind is accredited by both the National Accreditation Council for Agencies serving the Blind and Visually Handicapped and the Southern Association of Colleges and Schools.

The School provides Parent Infant Services, Pre K-12 programs of academic, vocational and physical education instruction, training in Career Development and in related fields. There is a program of extra-curricular activities as well as opportunities for inter-scholastic competition in a number of sports. Each of these areas offers opportunity for additional growth, development and maturity.

The school is staffed with personnel trained and experienced for their positions. In-service training is provided to keep all staff members abreast of current trends and methods in the education of hearing and visually impaired children.

The mission of the Florida School for the Deaf and the Blind is to utilize all available talent, energy, and resources to provide free appropriate public education for eligible sensory-impaired students of Florida. As a school of academic excellence, the school shall strive to provide students an opportunity to access education services in caring, safe, unique learning environment to prepare them to be literate, employable, and independent lifelong learners. The school shall provide outreach services that include collaboration with district school boards and shall encourage input from students, staff, parents, and the community. As a diverse organization, the school shall foster respect and understanding for each individual.

## **Vision**

As a recognized leader in educational programs and services for students who are deaf or blind, we are committed to providing unique learning experiences as we strive to empower students with the knowledge and skills to become self-confident and independent citizens. On a campus of unparalleled beauty, we employ enthusiastic, dedicated, and highly qualified staff; provide innovative instructional methods and materials; and integrate leading edge technology. We maintain strong partnerships with our families and the community, and serve as a comprehensive resource throughout the State of Florida and beyond. Our pride and passion for excellence are evident in our learning, living, and working environment.

## **Organizational Values**

**SAFETY AND SECURITY:** We pledge to provide the highest possible level of security for students and staff while maintaining a positive, safe, constructive learning, living, and working environment.

**INNOVATION:** We value creativity and innovation in education and seek new ways to improve and enhance services to stakeholders through responsible risk taking.

**SERVICE:** We pledge to provide quality service to FSDB students, families, staff, and community partners in a competent and courteous manner.

**PROFESSIONAL DEVELOPMENT:** We believe that education and training are an investment in our school's future. Through professional growth, we will continue to have the essential knowledge and skills to perform our duties to meet the needs of our students and others we serve.

**INTEGRITY:** We base our decisions and actions on fair, ethical, and honest standards.

**INDIVIDUAL LEARNING NEEDS:** We believe our students have unique learning needs and styles. Once identified, we adapt and implement strategies to meet these needs.

**RESPECT:** We treat others in a fair and courteous manner and give open-minded consideration to ideas expressed by others.

**ACCESSIBILITY:** We foster an environment that welcomes communication and varying perspectives. We are sensitive to the needs of individuals.

**COMPASSION:** We share a passionate dedication and a caring commitment to our students.

# General Information

## Important Contact Information

<b>PRESIDENT'S OFFICE</b>	Danny Hutto FSDB President	(904) 827-2210 huttod@fsdb.k12.fl.us
Executive Secretary	Frances Keaton FAX: (904) 827-2598	(904) 827-2210 keatonf@fsdb.k12.fl.us
<b>PARENT SERVICES</b>	Cindy Day Exec. Director	(904) 827-2221 (904) 201-4540 VP
Executive Secretary	Pamela Palermo FAX: (904) 827-2234	(904) 827-2212 palermop@fsdb.k12.fl.us
Parent Information Specialist	Michele Love	(904) 827-2622 (904) 201-4523 VP lovem@fsdb.k12.fl.us
Parent Information Specialist	Rick Coleman	(904) 827-2227 (904) 201-4557 VP colemanp@fsdb.k12.fl.us
Parent Liaison	Kim Satterfield	(904) 827-2988 (904) 827-4527 VP satterfielk@fsdb.k12.fl.us
<b>ACADEMIC PROGRAM</b>		
Administrator of Instructional Services	debbie Schuler	(904) 827-2503 schulerd@fsdb.k12.fl.us
To Request Student Records	Suzi Gauthier FAX: (904) 827-2518	(904) 827-2504 gauthiers@fsdb.k12.fl.us
Director of Curriculum and Staff Development	Tracie Snow	(904) 827-2542 (904) 201-4549 VP snowt@fsdb.k12.fl.us
Principal: Blind Department & Career Education/Transition	Mary Lou Hofmann-Sitten FAX: (904) 827-2714	(904) 827-2700 hofmannm@fsdb.k12.fl.us
Executive Assistant	Shirley Hopkins	(904) 827-2700 hopkinss@fsdb.k12.fl.us
Assistant Principal: Blind Elementary/Middle	Justin Cosgrove FAX: 904-827-2355	(904) 827-2739 cosgrovej@fsdb.k12.fl.us
Assistant Principal: Blind High School	Charlie Crozier 904-827-2721	(904) 827-2715 crozierc@fsdb.k12.fl.us
Assistant Principal: Career Education & Transition Program (CET)	Mike Gaura FAX: 904-827-2830	(904) 827-2808 (904) 201-4559 gauram@fsdb.k12.fl.us

Principal: Deaf Department	Rebecca Hilding Wilson FAX: (904) 827-2506	(904) 827-2500 (904) 201-4525 VP <a href="mailto:hildingr@fsdb.k12.fl.us">hildingr@fsdb.k12.fl.us</a>
Executive Assistant	Denise Herrick	(904) 827-2500 <a href="mailto:herrickd@fsdb.k12.fl.us">herrickd@fsdb.k12.fl.us</a>
Assistant Principal: Deaf Elementary	Heidi Jordan FAX: 904-827-2519	(904) 827-2520 (904) 201-4505 VP <a href="mailto:jordanh@fsdb.k12.fl.us">jordanh@fsdb.k12.fl.us</a>
Assistant Principal: Deaf Middle School	Martin Price FAX: 904-827-2536	(904) 827-2530 (866) 867- 9488 VP <a href="mailto:pricem@fsdb.k12.fl.us">pricem@fsdb.k12.fl.us</a>
Assistant Principal: Deaf High School	Brent Bechtold FAX: 904-827-2543	(904) 827-2540 (904) 201-4490 VP <a href="mailto:bechtoldb@fsdb.k12.fl.us">bechtoldb@fsdb.k12.fl.us</a>
Assistant Principal: Physical Education	Donna Johnson	(904) 827-2570 (904) 201-4513 VP <a href="mailto:johnsond@fsdb.k12.fl.us">johnsond@fsdb.k12.fl.us</a>
<b>BOARDING PROGRAM</b>		
Administrator of Boarding Services	Kathleen Grunder	(904) 827-2603 (904) 201-4660 VP <a href="mailto:grunderk@fsdb.k12.fl.us">grunderk@fsdb.k12.fl.us</a>
Deaf Elementary/Middle Director of Student Life	Kerry Semenuk FAX: 904-827-2604	(904) 827-2602 (904) 201-4465 VP <a href="mailto:semenukk@fsdb.k12.fl.us">semenukk@fsdb.k12.fl.us</a>
Deaf High School Director of Student Life	Mel Goodall FAX: 904-827-2604	(904) 201-4560 VP ONLY <a href="mailto:botterm@fsdb.k12.fl.us">botterm@fsdb.k12.fl.us</a>
Deaf DSL Office Administrative Assistant	Carla Freeman FAX: (904) 827-2604	(904) 827-2600 (904) 201-4555 VP <a href="mailto:freemanc@fsdb.k12.fl.us">freemanc@fsdb.k12.fl.us</a>
Blind and CET Program Director of Student Life	Sabrah Witkamp	(904) 827-2820 (904) 201-4475 VP <a href="mailto:witkamps@fsdb.k12.fl.us">witkamps@fsdb.k12.fl.us</a>
Blind and CET DSL Office Administrative Assistant	Michelle Wehr FAX: 904-827-2829	(904) 827-2925 <a href="mailto:wehrm@fsdb.k12.fl.us">wehrm@fsdb.k12.fl.us</a>
Blind DSL Office Assistant Director	Danny Guidi	(904) 827-2703 <a href="mailto:guidid@fsdb.k12.fl.us">guidid@fsdb.k12.fl.us</a>
Blind DSL Office Administrative Assistant	Cheryl Player FAX: 904-827-2717	(904) 827-2704 <a href="mailto:playerc@fsdb.k12.fl.us">playerc@fsdb.k12.fl.us</a>
Supervisor, Independent Living Facilities	Marja DeFord	(904) 827-2900 (904) 201-4550 VP <a href="mailto:defordm@fsdb.k12.fl.us">defordm@fsdb.k12.fl.us</a>

<b>ATHLETICS AND RECREATION</b>		
Director, Athletic and Recreation	Sue Hill	(904) 827-2601 (904) 201-4509 VP <a href="mailto:hills@fsdb.k12.fl.us">hills@fsdb.k12.fl.us</a>
<b>FOOD SERVICES DEPARTMENT</b>		
Director, Food Services		(904) 827-2390
Registered Dietician	Jerome Fosaaen	(904) 827-2805 <a href="mailto:fosaaenj@fsdb.k12.fl.us">fosaaenj@fsdb.k12.fl.us</a>
<b>ALLIED HEALTH SERVICES</b>		
Director, Allied Health Services	Dr. Stan Gustetic	(904) 827-2216 <a href="mailto:gustetics@fsdb.k12.fl.us">gustetics@fsdb.k12.fl.us</a>
Administrative Assistant	Jackie Baker FAX: (904) 827-2266	(904) 827-2216 <a href="mailto:bakerj@fsdb.k12.fl.us">bakerj@fsdb.k12.fl.us</a>
School Registrar	Carla Elliott FAX: (904) 827-2218	(904) 827-2220 <a href="mailto:elliottc@fsdb.k12.fl.us">elliottc@fsdb.k12.fl.us</a>
Staffing Specialist	Cynthia Holmes	(904) 827-2706 <a href="mailto:holmesc@fsdb.k12.fl.us">holmesc@fsdb.k12.fl.us</a> (904) 827-4508 VP
Staffing Specialist	Michele Handley	(904) 827-2401 (904) 827-4508 VP <a href="mailto:handleyc@fsdb.k12.fl.us">handleyc@fsdb.k12.fl.us</a>
Student Health Services	Main Office	(904) 827-2410
Director, Mental Health Services	Dr. Silke Parl Douglas	(904) 827-2244 (904) 204-4508 VP <a href="mailto:dogulass@fsdb.k12.fl.us">dogulass@fsdb.k12.fl.us</a>
Administrative Assistant Mental Health	Anita Laton	(904) 827-2555 <a href="mailto:latona@fsdb.k12.fl.us">latona@fsdb.k12.fl.us</a>
Director, Speech and Audiology	Dr. Jonnie Wells	(904) 827-2922 <a href="mailto:wellsj@fsdb.k12.fl.us">wellsj@fsdb.k12.fl.us</a>
Occupational and Physical Therapy		(904) 827-2563
<b>BUSINESS SERVICES</b>		
Director, Business Services	Terri Wiseman	(904) 827-2300 <a href="mailto:wisemant@fsdb.k12.fl.us">wisemant@fsdb.k12.fl.us</a>
Chief of Police	Jerry Chandlee	(904) 827-2315
Student Bank	Ellen Polaskey	(904) 827-2349
Transportation Main Number		1-800-992-8747
Director, Transportation	David Hopkins	(904) 827-2430
Student Home on Weekend Buses	Guy Dudley FAX: (904) 827-2222	(904) 827-2992
Day Bus Coordinator	Paula English	(904) 827-2434

# Student Rights, Discrimination, Complaints, and Bullying Information

## Rights: Civil Rights Guarantee

The Individuals with Disabilities Act (IDEA) provides for the following guarantees:

- Right to an education
- Right to a free education
- Right to an appropriate education
- Right to a least restrictive environment
- Right to due process
- Right to confidentiality
- Right to non-discriminatory testing

## Title IX (Sex Discrimination)

It is the policy of the Florida School for the Deaf and the Blind to comply with Title IX of the Education Amendment of 1972. Title IX does not allow sex discrimination in programs which receive federal money. If any student feels that he/she has been discriminated against because of his/her sex, the student should discuss the problem with the Classroom Teacher or the Residential Instructor. If this does not solve the problem, the student may write a grievance.

## **FLORIDA SCHOOL FOR THE DEAF AND THE BLIND OPERATIONAL POLICIES & PROCEDURES**

### **POLICY NUMBER**

### **SUBJECT**

**OPP 12.05**

**Student Complaints and Grievances**

**POLICY:** The Florida School for the Deaf and the Blind affirms its policy that no student or applicant for admission shall be excluded from participation in, or be denied the benefits of, any educational program or activity on the basis of race, color, national origin, gender, disability, marital status, age, religion, or any other basis protected by law. Any student or applicant who believes that he or she has been the victim of discrimination based upon any factor identified above, may file a complaint with the President of the School or the Equity Coordinator pursuant to Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Amendment Act of 2008.

### **PROCEDURES:**

- I. The students, student applicants, parents or guardians are responsible for filing a written complaint of an alleged incident within sixty (60) calendar days of occurrence. The complaint/grievance shall be filed in writing. Under extenuating circumstances, the complaint may be made orally. If the complaint is made orally, the Equity Coordinator shall record it in written form, which shall be reviewed and signed by the complainant to verify its accuracy. A complaint may be amended to correct technical defects, omissions, or to clarify or amplify allegations made therein. An

amendment may be filed at any time before the investigation is completed. The complainant may withdraw a complaint at any time.

2. Upon receipt of the complaint of discrimination by the President, or designee, written acknowledgment of receipt of the complaint shall be forwarded to the complainant within five (5) working days. This acknowledgment shall identify the person responsible for investigation. The President has designated the Principal in the Department for the Deaf or Department for the Blind to be responsible for the coordination of investigations and management of complaints procedures initiated by students, parents or guardians.
3. The Principal shall conduct an appropriate investigation and in consultation with the President make a final decision within thirty (30) calendar days of the receipt of the filing.
4. Retaliation against an individual for filing a complaint or against individual providing information regarding such a complaint is prohibited.
5. The use of these complaint/grievance procedures shall not prohibit the complainant from seeking redress from other available state and/or federal sources.
6. The right of confidentiality, both of the complainant and of the accused, will be respected.

APPROVED:

\_\_\_\_\_  
L. Daniel Hutto, President

\_\_\_\_\_  
Date

STATUTORY AUTHORITY: Fla. Stat. § 1002.36(1)

LAW IMPLEMENTED: 1002.36

HISTORY:

NEW: 6/24/04

REVISED: 11/29/04, 1/5/09, 6/21/11

For more information on Discrimination Complaint Procedures, you may contact the appropriate individual:

EDUCATION EQUITY COORDINATOR  
ESOL CIVIL RIGHTS OFFICER  
debbie Schuler  
Administrator of Instructional Services  
207 North San Marco Avenue  
St. Augustine, FL 32084-2799  
(904) 827-2503

TITLE IX (Student Issues) COORDINATOR  
Cindy Day  
Executive Director of Parent Services  
207 North San Marco Avenue  
St. Augustine, FL 32084-2799  
(904) 827-2221

FSDB President  
L. Daniel Hutto  
207 North San Marco Avenue  
St. Augustine, FL 32084-2799  
(904) 827-2210

Inquiries or complaints may also be addressed to the Office of Civil Rights, 101 Marietta Tower, Atlanta, GA 30323

# FLORIDA SCHOOL FOR THE DEAF AND THE BLIND OPERATIONAL POLICIES & PROCEDURES

## POLICY NUMBER

## SUBJECT

**OPP 10.29**

**Bullying and Harassment**

### a. Policy:

In compliance with Florida Statutes and the Office of Civil Rights (OCR) it is the policy of the Florida School for the Deaf and the Blind (FSDB) that all students and school employees have an educational, boarding, or work setting that is safe, secure, and free from bullying and harassment of any kind. Parents, third party visitors, vendors or other people having business with Florida School for the Deaf and the Blind are expected to be free of bullying and harassment. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.

1. During any program or activity sponsored by FSDB.
2. On a school bus or FSDB vehicle.
3. Through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the Florida School for the Deaf and the Blind.
4. Through the use of personal communication devices.

### b. Definitions:

**Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance, participation or disability; and may involve but is not limited to:

1. Teasing
2. Social Exclusion
3. Threat
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public humiliation
10. Destruction of property
11. Other

**Harassment** means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property.
2. Has the effect of substantially interfering with a student's educational performance, opportunities, benefits or an employee's work environment.
3. Has the effect of substantially disrupting the orderly operation of a school.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

When harassment is based on race, color, national origin, sex, or disability, it violates the civil rights laws that OCR enforces.

**Bullying and harassment** also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - a. Incitement or coercion.
  - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system.
  - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

**Cyberstalking** as defined in s. 784.048(1) (d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

**c. Behavior expected from each student and employee of FSDB:**

The Florida School for the Deaf and the Blind is committed to a climate free of bullying and harassment. The development of this climate requires the positive reinforcement of good conduct, self-discipline, good citizenship, and respect for self and others, as well as for school and community property on the part of students, staff, and community members.

FSDB expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.

Student and staff standards for behavior are outlined in:

Students: Code of Student Conduct (6D-7.007), Students Rights and Responsibilities (6D-7.0071)

Staff: Employee Handbook – Code of Ethics and Standards of Conduct, Grounds for Disciplinary Action (6D-7.0072), Disciplinary Procedures and Disposition (6D-7.0073), Florida Administrative Code, and Board of Trustee Rules.

**d. Training and Education:**

Continuing to change the social climate of the school and the social norms with regards to bullying and/or harassment is important. This requires the efforts of everyone in the school environment.

Students, parents/legal guardians, school employees, and school volunteers shall be provided annual access to instruction on FSDB's Policy against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying and harassment in schools. Instruction and publication of the policy may include but is not limited to: electronic, small-group, classroom, and assembly formats. Additional training may be provided as a result of documented OCR violations.

FSDB shall provide notice to students and staff of this policy through appropriate references in the student code of conduct, student handbook, employee handbook, and other reasonable means. The Administrator of Business Services shall also make all contractors working for FSDB aware of this policy.

**e. Accountability:**

The president, administrators, and department supervisors share accountability for implementation of this policy. They shall take steps to assure that standards are fully integrated into school operations and student programming and are pursued with equal effort in policy and practice.

**f. Bullying and Harassment Procedures – Students:**

Reporting Procedures:

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

- Students who witness, are the target of, or have credible information that an act of bullying or harassment has taken place are strongly encouraged to report all incidents to a staff member.
- All school employees are required to report alleged bullying and harassment to the appropriate Assistant Principal and/or Director of Student Life in the academic and/or boarding programs.
- Within each department, the Assistant Principal or the Director of Student Life is responsible for receiving and investigating reports of bullying or harassing behavior.
- All other members of the school community, including, parents/legal guardians, volunteers, and visitors are strongly encouraged to report any act that may be a violation of this policy.
- Individuals making reports in good faith to the appropriate school official, in compliance with the procedures set forth in the FSDB policy, are immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

Investigation Procedures:

The Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life, or the Director of Student Life, trained in investigative procedures, initiates the bullying and/or harassment investigation. The investigator may not be the accused perpetrator (bully or harasser) or victim.

As the investigation is initiated, the investigator will determine if the act of bullying or harassment falls within the scope of the school.

- If it is within scope of the school, move to Procedures for Investigating Bullying and/or Harassment.
- If it is outside scope of the school, and determined a criminal act, refer to appropriate law enforcement.
- If it is outside scope of the school, and determined not a criminal act, inform parents/legal guardians of all students involved.

The Procedures for Investigating Bullying and/or Harassment include:

1. The investigator will conduct and document interviews of the victim, alleged perpetrator, and witnesses. Each individual (victim, alleged perpetrator, and witness) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together. These interviews are conducted privately and are confidential.
2. The investigator shall collect and evaluate the facts including, but not limited to:
  - Description of the incident including nature of the behavior; context in which the alleged incident occurred, etc.;
  - Where the incident occurred;
  - Whether allegation includes the use of FSDB technology;

- How often the conduct occurred;
  - Whether there were past incidents or past continuing patterns of behavior;
  - The number of alleged bullies/harassers;
  - The relationship between the parties involved;
  - The characteristics of parties involved (i.e., grade, age, etc.);
  - The identity of the perpetrator, including whether the perpetrator was a person of power over the victim; and
  - Whether the conduct adversely affected the student's education or educational environment.
3. If the allegation includes the use of FSDB technology, such technology will be confiscated for evaluation.
  4. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
    - Recommended remedial steps necessary to stop the bullying and/or harassing behavior.
    - A written final report to the Principal, Administrator of the Boarding Program, and the President.
  5. The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.

#### Notification Procedures:

The investigator shall, by accessible communication, report the occurrence of any incident of bullying or harassment as defined by this policy to the parents or legal guardians of all students involved within 24 hours of the initiation of an investigation of the incident. Parents/legal guardians will be informed of the actions being taken to protect the child. The frequency of follow-up notification will depend on the seriousness of the bullying or harassment incident.

Once the investigation has been completed, and where required, criminal charges may be pursued against the perpetrator and all appropriate local law enforcement agencies will be notified.

Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

#### Consequences:

Student who is found to have wrongfully and intentionally accused another of an act of bullying or harassment:

- Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension, as outlined in the Code of Student Conduct.

Student who commits an act of bullying or harassment:

- Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
- Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension, as outlined in the Code of Student Conduct.

### Counseling Referral:

The FSDB referral procedure establishes a protocol for intervening when bullying or harassment is suspected or reported.

The student, teacher, or parent/legal guardian may request informal consultation with school specialty staff (e.g., school counselor, school psychologist, etc.). Counseling evaluations may be used to determine the severity of concern and appropriate steps to address those concerns. The involved students' parents or legal guardians may be included.

A referral process to include Response to Intervention (Rtl) provides professional assistance or services that include:

- A process by which school personnel or parents/legal guardians may refer a student to the school interdisciplinary team, or equivalent school-based team with a problem-solving focus, for consideration of appropriate services. Parent or legal guardian involvement is required at this point.
- If a formal discipline report or formal complaint is made, the Assistant Principal or Director of Student Life must refer the student(s) to the school interdisciplinary team for determination of counseling support and interventions. Parent or legal guardian involvement is required at this point.
- A school-based component to include Response to Intervention (Rtl) to address intervention and assistance as determined appropriate by the interdisciplinary team includes:
  - Counseling and support to address the needs of the victims of bullying or harassment.
  - Interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management).
  - Intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

### **g. Bullying and Harassment Procedures – Staff:**

#### Reporting Procedures:

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

- Department supervisors are responsible for receiving complaints alleging violations of this policy. Staff who witness, are the target of, or have credible information that an act of bullying or harassment has taken place are required to report all incidents to their supervisor. If their supervisor is the offending person, the report should be made to the next higher level of supervision or the Director of Human Resources.
- All other members of the school community, including, parents/legal guardians, volunteers, and visitors are strongly encouraged to report any act that may be a violation of this policy to any campus supervisor.
- Complaints shall be submitted within 90 days from the date of the alleged violation of this policy.
- Upon receipt of a complaint, the supervisor will notify the Director of Human Resources.
- Individuals making reports in good faith to the appropriate school official, in compliance with the procedures set forth in the FSDB policy, are immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, working environment, or work assignments.

### Investigation Procedures:

1. An investigation of bullying and/or harassment will be conducted within 30 days after receipt of the initial complaint. All complaints should be date stamped upon receipt.
2. The Director of Human Resources will guide and may identify the person responsible for the investigation of the complaint.
3. The investigator shall collect and evaluate the facts including, but not limited to:
  - Description of the incident including nature of the behavior; context in which the alleged incident occurred, etc.;
  - Where the incident occurred;
  - Whether the allegation includes the use of FSDB technology;
  - How often the conduct occurred and the date of the last incident;
  - Whether there were past incidents or past continuing patterns of behavior;
  - The number of alleged bullies/harassers;
  - The relationship between the parties involved;
  - The identity of the perpetrator, including whether the perpetrator was a person of power over the victim; and
  - Whether the conduct adversely affected the employee's work environment.
4. Upon completion of the investigation, the investigator shall provide a written disposition of the complaint containing a summary of findings, and an analysis and conclusion to the complainant and respondent.
5. Once a conclusion is reached, any Human Resource documentation is considered a public record in accordance with Chapter 119, Florida Statutes.

### **Consequences:**

Employee of FSDB who is found to have wrongfully and intentionally accused another of an act of bullying or harassment:

- Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with State Disciplinary Standards.
- Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Employee, volunteer, or visitor of FSDB who commits an act of bullying or harassment:

- Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
- Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined in accordance with State Disciplinary Standards. Additionally, egregious acts of harassment by certified educators must be reported by a Principal and may result in a sanction against an educator's state issued certificate. (See State Board of Education Rule 6B-1.006, FAC, The Principles of Professional Conduct of the Education Profession in Florida.)
- Consequences and appropriate remedial action for parents, third party visitors, vendors, or other people having business with FSDB, found to have committed an act of bullying or harassment, shall be determined by the department administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Counseling Referral:

Employees of FSDB have access to the Employee Assistance Program (EAP) Counseling Services.

**h. School report of data concerning school safety and student discipline data required under s. 1006.09(6).**

The Florida School for the Deaf and the Blind utilizes Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes Bullying, Harassment, Unsubstantiated Bullying, and Unsubstantiated Harassment as incident codes as well as Bullying-Related as a related element code.

If a bullying or harassment incident is reported, it will be reported in SESIR with the appropriate bullying or harassment codes, after appropriate administrative review. If the bullying or harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code and the related element code entitled bullying-related. Those incidents are:

- Arson
- Breaking and Entering
- Disruption on Campus – Major (Disorderly Conduct)
- Fighting (serious mutual combat or mutual altercation only)
- Other Major Unclassified Offenses
- Robbery
- Sexual Harassment
- Battery
- Homicide
- Kidnapping
- Sexual Battery
- Alcohol Possession and/or Use
- Drug Sales and/or Distribution (excluding alcohol)
- Drug Possession and/or Use (excluding alcohol)
- Larceny/Theft/Motor Vehicle Theft
- Sexual Offenses (Other)
- Tobacco Possession and/or Use
- Threat/Intimidation
- Trespassing
- Vandalism
- Weapons Possession

Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System.

The school will provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department of Education.

**APPROVED:**

L. Daniel Hutto, President

Date

**STATUTORY AUTHORITY:**

1002.36, 6D-3.006, 6D-3.010, 1001.41, 1001.42 F.S.

**LAW(S) IMPLEMENTED:**

1003.32, 1006.07, 1006.08, 1006.09, 1006.147 FS

**HISTORY:**

NEW: 08/01/06

REVISED: 12/05/08,  
03/05/10, 06/14/11

# FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

## OPERATIONAL POLICIES & PROCEDURES

### POLICY NUMBER

### SUBJECT

OPP 10.24

Student Records-Maintenance-Access-Disclosure

**SPECIAL INSTRUCTIONS:** The Florida School for the Deaf and Blind shall, in accordance with state and federal law, protect the rights of students and their parents with respect to access, challenge, and disclosure of records created and maintained by the School.

### Maintenance

Each principal or his/her designee shall maintain a permanent cumulative education record for each student enrolled in his/her department. The principal or designee shall be responsible for establishing procedures for accessing the records, as well as for ensuring the confidentiality of the student records.

### Definitions

Adult student: An eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education.

Cumulative education record: The compilation of a student's education records from all departments in the School. The student's cumulative record shall be maintained by the principal or his/her designee.

Disclosure: "Disclosure" means to "permit access to or the release, transfer, or other communication of personally identifiable information contained in education records to any party (except the party identified as the maker of the record), by any means, including oral, written or electronic means."

Directory information: Information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. FSDB designates the following student information as directory information:

- name
- contact information (address, telephone, email)
- photograph
- grade level and enrollment status
- participation in extra-curricular activities, and weight/height of members of athletic teams
- participation in graduation activities
- degrees, honors awarded to student

A student's social security number shall not constitute directory information; a student's school ID number may constitute directory information, but only if the number cannot be used by itself to access education records.

Education record: An education record shall be (i) directly related to the student; and (ii) made and/or maintained by the School. An education record does not include: (i) records kept in the sole possession of the maker and are not shown to any other person except the maker's temporary substitute; (ii) records of the School law enforcement department; and (iii) grades on peer-graded papers before being collected and recorded in the teacher's grade book. Records may be in various formats, including, but not limited to, handwritten, print, saved on a computer, audio, or video.

Personally Identifiable Information: Information that, either by itself or in combination with other information, could allow a person who does not know the student to identify the student with reasonable certainty, for example, name of the student/student's

parent/student's family members; date/place of birth; student identification numbers, including social security number.

### **Storage and Access to Records**

Each principal/designee must establish a records-keeping system for maintaining student records files where they are secure from public scrutiny but are accessible for individuals who have a legitimate educational interest in the records. The student records stored and maintained by the principal/designee should comprise the student's cumulative educational file; however, if a student has records maintained in separate files in different departments, for example, medical records kept in the Healthcare Center, an insert page must exist in the permanent cumulative record that indicates the existence and location of the student's information maintained elsewhere on campus.

The cumulative records maintained by the principal/designee must include, at minimum:

- Academic records, including report cards, other progress reports, IEPs
- Attendance records
- Application and Intake Team's admission documentation
- Placement records

If a student transfers out of FSDB, then all records from all files from all departments shall be placed in the cumulative record as maintained by the principal/designee.

Each principal/designee, as well as any other records custodian from other departments on campus, must maintain a record of requests and disclosures of personally identifiable information for each educational record. For each request or disclosure, the record must contain (i) the individual/entity who has requested access to, and who has been provided with, personally identifiable information from the education records; and (ii) the legitimate interest of the individual/entity who requested/obtained the information.

Automated records on the School's automated student information system shall be secure from general scrutiny; however, teachers/school personnel with a legitimate educational interest must be provided with access.

### **Parental Access to Records**

Absent a court order containing a contrary mandate, FSDB shall disclose education records and all personally identifiable information contained therein to parents/guardians of the student who is the subject of the request, or to the requesting adult student.

FSDB shall comply with a parental/guardian's/adult student's request to inspect and review the student's educational record no more than **thirty calendar days** after the request is made. FSDB shall notify parents/guardians/adult students of the procedures available for inspecting and reviewing the information contained in the student's record. The notification shall be provided at the beginning of the school year in a language or communicative format that the parent can understand.

In the event of legal separation or divorce, either parent may have access to the student's educational records unless a court order stating otherwise has been filed with the School. This court order must be maintained in the student's educational record. Such a court order must specifically state that the parent may not have access to the student's educational records. A statement of custody from divorce proceedings—without more, for example, a court order—is not sufficient to deprive the non-custodial parent of access to the student's records.

### **Disclosure of Records**

Prior written consent: Subject to certain exceptions, prior written consent from the parent/guardian/adult student is required to disclose information. The written consent must:

- specify the records to be disclosed

- state the purpose of the disclosure
- identify the entity/individual to whom the disclosure shall be made
- include a dated signature

Prior written consent not required: Federal and state law allows FSDB to disclose any and all education records without prior consent to (1) parents/guardians of the student who is the subject of the records request, (2) to requesting adult students, and (3) to other individuals/entities as provided by law. If the education records or personally identifiable information contained therein include information on more than one student, the requesting individual or entity—if determined under the law to be a legally appropriate recipient of the requested records/information—may inspect, review, or receive records or information about only the student at issue. Disclosure without prior written consent may be made in the following circumstances:

- (a) disclosure to other FSDB school officials who have legitimate educational interests, that is, the school official needs the education record to fulfill his/her professional responsibility (a school official can include an administrator, supervisor, instructor, support staff member);
- (b) disclosure to a contractor, consultant, volunteer, or other entity to whom FSDB has outsourced services, provided that the requestor of records establishes a legitimate educational interest in the information;
- (c) disclosure to post-secondary institutions. Parents/guardians of the student (or the adult student) who is the subject of the records request shall be notified of the disclosure and, upon request, shall be provided with a copy of the information disclosed. Unless the requesting school is specific in the records that it seeks to obtain, the following records shall be provided by FSDB in response to a general inquiry: Transcripts
- (d) disclosure to school officials at another K-12 educational institution in response to the request of that school. Parents/guardians of the student (or the adult student) who is the subject of the records request shall be notified of the disclosure and, upon request, shall be provided with a copy of the information disclosed. Unless the requesting school is specific in the records that it seeks to obtain, the following records shall be provided by FSDB in response to a general inquiry:
  - Transcripts
  - Current grades
  - Current IEP
  - Immunization form
  - Physical form
  - Most current auditory, visual, psychological, and other evaluations
  - Statement of current or previous disciplinary action that has been taken against the student

Any other educational records, or personally identifiable information contained therein, shall be disclosed, if requested, to a transfer student's receiving school/school district only after FSDB obtains prior written consent from the transferring student's legal guardian, or from the transferring adult student;

- (e) disclosure to state and local officials, agencies, institutions, and organizations who are authorized to receive such information shall occur in compliance with all applicable law;
- (f) disclosure in the event of a health or safety emergency to individuals whose knowledge of the information is necessary to protect the health and safety of the student or other individuals. In addition, nothing prevents FSDB from including in the educational records appropriate information concerning

disciplinary action taken against the student for conduct that posed a significant risk to the safety of that student or others, and this information may be disclosed to FSDB personnel with legitimate educational interests in the behavior of the student, as well as to teachers and school officials in other schools with legitimate educational interests in the student's behavior.

- (g) disclosure of records with all personally identifiable information redacted so that the identity of the student cannot be determined;
- (h) the disclosure complies with a court order or subpoena; if FSDB is issued a court order or subpoena regarding the disclosure of educational records or personally identifiable information contained therein, FSDB shall first make a reasonable effort to notify the parent/guardian, or the adult student, of the order or subpoena before disclosing the records, except in the following instances:
  - 1) The subpoena is a Federal grand jury subpoena, and the court has ordered FSDB not to disclose the issuance of the subpoena, or has ordered FSDB not to disclose the contents of the information being requested by the Federal grand jury subpoena;
  - 2) The subpoena is issued for a law enforcement purpose, and the court has ordered FSDB not to disclose the issuance of the subpoena, or has ordered FSDB not to disclose the contents of the information being requested by the subpoena;
  - 3) The order concerns the investigation or litigation of an act of domestic or international terrorism in accordance with applicable federal law.

### **Directory Information**

FSDB shall notify all parents/guardians and adult students, both in the Student Handbook and on the School's website, of their right to refuse to allow FSDB to designate certain information about the student as directory information subject to disclosure. The type of information that FSDB has designated as directory information is listed in the definition of "directory information." The period of time for an individual to opt out of directory information disclosures shall be thirty (30) days after the student is enrolled.

The directory information of former students who are no longer in attendance at FSDB may be disclosed, unless the former student (or parent/guardian of the former student) submitted a written request in writing while the student was in attendance opting out of such disclosures. That request shall be honored unless it is rescinded by the former student, or former student's parent/guardian.

### **Records Destruction**

FSDB must inform parents/guardians/adult students when a student's personally identifiable information is no longer needed to provide educational services to the child. This situation may occur when a student transfers out of FSDB to another school/school district, when a student "ages out" of special education, when a student is no longer deemed eligible for special education services, or when a student graduates.

If the parent/guardian/adult student requests, the information contained in the record must be destroyed, with the exception of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed. This information may be maintained without time limitation. The "destruction" of an education record does not necessarily require the physical destruction of the record itself. Destruction can also mean redacting all personal identifiers from the information so that the information is no longer personally identifiable.

## **Right to file a complaint**

FSDB shall notify all parents/guardians and adult students, both in the Student Handbook and on the School's website, of their right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The Office that administers FERPA is the Family Policy Compliance Office, and the address is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520

APPROVED:

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Daniel Hutto, President

STATUTORY AUTHORITY:  
Fl. Stat. § 1002.36; 20 U.S.C. § 1232g;  
20 U.S.C. §§ 1412, 1417; 34 CFR Part 99

\_\_\_\_\_  
Date

NEW: 8/1/05  
REVISED: 1/5/09, 6/13/11

## **FLORIDA SCHOOL FOR THE DEAF AND THE BLIND OPERATIONAL POLICIES & PROCEDURES**

**POLICY NUMBER**

**SUBJECT**

**OPP 10.35**

**Challenge to Student Education Records**

**SPECIAL INSTRUCTIONS:** The Florida School for the Deaf and Blind shall, in accordance with state and federal law, protect the rights of students and their parents with respect to access, challenge, and disclosure of records created and maintained by the School.

### **Notice Provided of the Right to Review and Challenge the Educational Record**

FSDB shall notify all parents/guardians/adult students of their right to review and request amendment of the student's education records that the parent/guardian/adult student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the record contains information relating to other students, that information shall be redacted, as only that portion of the record relating to the student who is the subject of the request shall be provided.

The notification shall be provided in the Student Handbook and on the School's website in a language or communicative format that the parent can understand. The notification shall set forth the procedures available for challenging the appropriateness of the information contained in the record.

### **Procedure for Challenging a Student's Educational Record**

**Parent/guardian/adult student:** The individual seeking to amend the record shall submit a written request in writing to the principal or designee. The written request shall identify the record (or part of the record) that the individual seeks to be amended and the reason for the requested amendment.

**Principal:** In all instances when the student record is challenged on the ground that the information is inaccurate, misleading, or in violation of the student's privacy rights, the principal and his/her staff shall work with the individual making the challenge in an attempt to resolve the disagreement.

**Hearing:** If the disagreement or challenge cannot be resolved by the principal, then the challenger must be informed of his/her right to a hearing regarding the request for amendment:

- 1) If the challenge to the student's record is not resolved by the principal, the records challenger shall be notified in writing that the challenge has been denied. The notice shall also provide information on the opportunity for a hearing.
- 2) The records challenger must then file with the School President or designee within ten calendar days of the denial of the challenge by the principal a written request for a hearing. The request shall identify the specific records being challenged and the reason for the challenge, including an explanation of how the records are inaccurate, misleading, or otherwise inappropriate.
- 3) The hearing shall be conducted at least fifteen calendar days, but not more than thirty calendar days, from the date of receipt of the written hearing request.
- 4) The President or designee shall serve as Chairperson of the hearing.
- 5) The Chairperson shall, within five school days of the date of the hearing, notify all participants in the hearing of the hearing date.
- 6) The Chairperson shall be responsible for the orderly conduct of the hearing, and shall receive all evidence, including any documentation, presented during the hearing.
- 7) The parent/guardian/adult student may, at their own expense, be assisted or represented by an advocate or attorney.
- 8) The hearing shall involve the challenger of the records and his/her representative, the school principal, records personnel, and other school personnel with pertinent information.
- 9) The Chairperson shall consider the information presented at the hearing and arrive at a decision within ten school days of the conclusion of the hearing. All decisions must be made in writing and signed by the Chairperson. In addition, the decision must be based solely on the evidence at the hearing, and must include a summary of the evidence and the reasons for the decision. If, after the hearing, the Chairperson decides that the information in the student's record is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the Chairperson shall:
  - a) Inform the parent/guardian/adult student that the record will be amended accordingly, and
  - b) Inform the parent/guardian/adult student of the amendment.

The amendment shall be signed by the Chairperson, the adult student or parent/guardian, and the principal/designee; the amendment shall be filed with the student's educational record.
- 10) The individual who had brought the challenge shall receive the Chairperson's written decision via certified mail.
- 11) The decision of the Chairperson shall be final.
- 12) If the Chairperson determines that the information in the student's education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the Chairperson shall inform the parent/guardian/adult student of the right to place in the record a written statement commenting on the contested information in the record, or stating why he/she disagrees with FSDB's decision, or both.
- 13) If a statement is placed in the student's education record, FSDB shall:
  - a) Maintain the statement with the contested part of the record for as long as the record is maintained, and
  - b) Disclose the statement whenever it discloses the portion of the record to which the statement relates.

APPROVED: Daniel Hutto, President  
 STATUTORY AUTHORITY:  
 Fl. Stat. § 1002.36; 20 U.S.C. § 1232g;  
 20 U.S.C. §§ 1412, 1417; 34 CFR Part 99

Date  
 NEW: 6/13/11  
 REVISED:

# Academic Programs

All students enrolled in FSDB, regardless of age or residency status must follow all rules and regulations imposed by the School, and are subject to federal, state and local laws.

## FSDB Attendance Policy

Federal law, Florida law and Rules for the Florida School for the Deaf and the Blind require that students and especially Exceptional Education Students (ESE) must be in regular attendance. A parent who refuses or fails to have a child under his or her control attend school regularly and on time, or who refuses or fails to comply with the requirements in subsection (3) of Florida Statute 1003.27(7)(a), is guilty of a misdemeanor of the second degree, punishable as provided by law. The continued or habitual absence or tardiness of a child without the consent of the principal of the department is prima facie evidence of a violation of this chapter; however, the court of the appropriate jurisdiction, upon finding that the parent made a bona fide and diligent effort to control and keep the child in school, shall excuse the parent from any criminal liability prescribed herein and shall refer the parent and child for counseling, guidance or other needed services.

Absence must be explained whenever a child is absent from school. Each time that a child of compulsory school age for whom an Individual Education Plan (IEP) has been developed is absent, the parent or guardian of that student must report the cause of the absence to the office of the Assistant Principal of that department of the school.

Excused Absence (Missed work may be made up for full credit) – A student's absence may be excused only for the following reasons:

- Illness or injury to the student of sufficient nature or severity that it makes it not possible for the student to be in school.
- Illness or injury to the student's immediate family of sufficient nature or severity that it makes it necessary for the student to be absent from school.
- Death to a members of a student's family, making it necessary for the student to be absent from school.
- Recognized religious holiday observance.
- Doctor and/or dental appointments.
- Absences of educational value that have been pre-arranged and approved by the Principal of the department.
- Circumstances not within the student's control that causes him/her to be physically unable to attend school, such as incarceration, detention, certain forces of nature, etc.

Unexcused Absence – any time a student is absent from school for any reason other than those listed as Excused Absence. Alternate arrangements to this schedule may be developed with the approval of the Assistant Principal of the department.

NOTE: For Grades 9-12, a student will not receive credit toward graduation for any class in which the student has more than eight (8) unexcused absences, or for any 0.5 credit class in which the student has more than four (4) unexcused absences. Habitual Truant – Means a student who has 15 unexcused absences within 90 calendar days, with or without the knowledge or justifiable consent of his parent or legal guardian, and who is subject to compulsory school attendance under Chapter 1003, F.S. Illness or other legitimate causes will be excused with the permission of the parent/guardian and the school Principal/designee, up to fifteen (15) days within the school year. After fifteen (15) days of absence, excused or unexcused, a student must have a doctor's verification for all subsequent absences due to illness. The fact that the student's parent/guardian had knowledge of the absences does not in and of itself, require school personnel to record the absences as an excused absence.

FSDB BOT RULE 6D-7.0071(1)(b) states: “If a student is absent without excuse for more than fifteen (15) class periods per year, eight (8) per semester for students enrolled in a block schedule system, the student shall not earn credit for that class.

NOTE: This would apply in any 1.0 credit class or four (4) per quarter in any 0.5 credit class. Both parents and students need to be aware of the fact that some students may be in danger of having their credits withdrawn due to their excessive absences. One who has a 9th “unexcused” day in any 1.0 class OR a 5th “unexcused” day in any 0.5 class will have his/her credits withheld. This means the student will have to repeat the course.

## **Truancy and Florida Legislative Action**

The Florida Legislature revised the definition of habitual truant to clarify that a habitual truant student has 15 unexcused absences within 90 calendar days, and is therefore subject to compulsory attendance under Chapter 1003, F.S. This and other legislative action:

1. Identifies the legal guardian or parents as the party responsible for school attendance. Requires that a process be in place to provide an effective enforcement of attendance laws.
2. Requires that a student who is continually sick and repeatedly absent from school be under the supervision of a physician in order to receive an excuse from attendance. Requires school boards to establish an attendance policy that limits the use of excused absences and tardiness.
3. Requires that students between the ages of 16 and 19 attend school regularly unless a formal intent to withdraw from school is filed and signed by the student. The form must acknowledge the impact of withdrawing on the student’s future earning potential. Upon receipt of the form, the school district must notify the student’s parent or guardian of the student’s intent to withdraw.
4. Requires each public school principal to report each habitually truant student to the school board. Requires school superintendents to report to the Department of Highway Safety and Motor Vehicles (DHSMV) the name and other identifying information of students who are habitually truant. Directs the DHSMV to establish a procedure for withholding the issuance of or suspension of the driver’s license of students who fail to attend school.
5. Creates “designated school representatives” to replace “attendant assistant” or “school social worker” in investigating non-enrollment and unexcused absences.
6. Requires the courts to coordinate sanctions against the child and parent/guardian, including attending community service or counseling together. Provides that the parent may be ordered to participate in parent training, attend school with the child, or other sanction.
7. Allows the court to authorize sanctions against the parent and/or the child for non-attendance.
8. Florida law and the Florida School for the Deaf and the Blind place responsibility for regular school attendance on the student and his/her parent/guardians. Parents or guardian of students of compulsory school age are responsible for notifying the school and providing a reason for the student’s absence. Absences will be documented at the time the absence occurs. High School students have a specific number of absences allowed in order for the student to receive credit for the course. For students who are not in “block schedule” classes, unexcused absences in excess of fifteen (15) class periods per year will result in the student being at risk of not getting credit for the course. For students in the “block schedule” system, the number of unexcused absences is eight (8) per semester. When absences in any class exceed the maximum allowed, the student’s credit is in jeopardy if one of two options is not met:

- a. The student proves mastery of the course's performance standards by passing a mastery exam in addition to earning a passing grade in the course, or
- b. The student provides acceptable documentation so the total undocumented absences do not exceed the amount allowed by law in any semester. Acceptable documentation includes the following:
  - Statement from person in medical/dental profession.
  - Evidence that student has been required to appear in court or other legal appointment.
  - Chronic illness of the student (a doctor's statement on file).
  - Death in the family or family emergency (statement from parent/guardian).
  - Religious holiday observance.
  - Pre-approved absences (arrangements must be made with school Principal at least two days prior to the expected days of absence).

All relevant dates must be included in statements submitted to document absences. Students participating in a school-related activity will not be counted as absent from school/class. Students are requested to bring in documentation for any of the above reasons the day they return to school. However, documentation **MUST** be provided no later than 10 school days from the time of absence in order to be considered.

At the end of the semester, if a student has absences that have not been documented **AND** exceed the number allowed by law, **AND** the student has not proven mastery in the course, no credit will be given for that course. Extenuating circumstances may be appealed to the Principal. However, if any absences are found to be due to skipping class, the appeal will be automatically rejected.

For students over the age of 16 with excessive undocumented absences, an eligibility staffing will be required.

## **Tardy Policy**

At FSDB, students are expected to be on time for class. Those not in their classrooms on time at the beginning of the period are considered unexcused tardy to class. Excessive unexcused tardies will result in a referral to the Assistant Principal's office. Four (4) unexcused tardies in class are the equivalent of one (1) unexcused absence in that class. A student that misses more than half of a class period is considered absent from that class.

## **Make Up Work**

It is the responsibility of the student to make up all work missed due to absence from school. The student is to complete make-up work within the number of class meetings that have been missed due to absence. Students, whose absences are excused, are permitted the opportunity to receive full credit for make-up work. Students whose absences are unexcused are permitted the opportunity to receive a maximum of 50% credit for make-up work. Alternative arrangements to this schedule may be developed with the approval of the Assistant Principal of the department.

## **Student Absences and Their Drivers License**

Florida legislation requires that minors who fail to satisfy school attendance requirements will become ineligible for driving privileges. Any student who accumulates fifteen (15) unexcused absences, not including out of school suspensions, within ninety (90) continuous rolling calendar days or, drops out of school before his/her 18th birthday, may not be issued a driver's license or learner's license. Also, the Department of Motor Vehicles shall suspend any previously issued driver's license or learner's license of any such minor, pursuant to the provisions of FS 1003.21. In order to have driver's license reinstated, the student must attend school for thirty (30) consecutive school days without any unexcused absences before application for reinstatement of the driving privilege can be made, and must pay the appropriate reinstatement fee. The school district is required to notify DMV (Department of Motor Vehicles) of any students who fall in this category.

## **Check Out Procedure from Academic School Day**

If a student knows he or she will be leaving school at a specific time, the student must present a note from the parent or guardian to the Assistant Principal's office personnel before school starts. The student will receive a pass to be given to the teacher designating the specific time to be dismissed from class. The student must be signed out of school by a parent/legal guardian in the Assistant Principal's office upon dismissal from Class. Students may not leave campus with anyone other than the designated parent/legal guardian or person authorized as emergency contact.

If a student becomes ill and needs to leave the school, the student must get a pass from his/her teacher giving permission for the student to be assessed in the Allied Health Care Center. If the Allied Health personnel determine that the student should go home, they will call the parent/guardian and inform them. If a student drives himself/herself to school, then the school must receive verbal permission from the parent/guardian before the student is allowed to leave the school premises.

## **Report Cards**

As a measure of student progress, report cards are issued four times during the school year with an interim report half-way through each of the nine-week grading periods. Parents are encouraged to call the Assistant Principal if there are questions regarding these reports. The school grading system shall be as follows:

Grade	Percent	Unweighted GPA	Weighted GPA
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	2
F	0-59	0	0

NOTE: The weighted grade points are given for honors course.

SPECIAL NOTE: High School courses such as algebra and foreign language taken by middle school student will earn high school credit and impact the high school grade point average.

## **High School Promotion Requirements**

FSDB'S Student Progression Plan States:

To be on schedule to graduate in four years, a second year student (sophomore) must have a minimum of 6 credits including 1 English credit (may not be an English elective credit) and 1 mathematics credit.

A student shall be classified as a junior with a minimum of 13 credits which should include 2 English credits, 1 math credit, 1 science credit and 1 social studies credit.

A student shall be classified as a senior with a minimum of 19 credits which should include 3 English credits, 2 math credits, 2 science credits and 2 social studies credits. The student must also be enrolled in English 4.

Students not reaching graduation status in four years shall be provided the opportunity of a fifth year to meet the FSDB's graduation requirements

## **Course Levels**

In the academic subjects of English, Math, Science and Social Studies, FSDB offers courses at different levels, so that we may better meet individual student needs. Students are placed in courses at a specific level, based on teacher recommendation, achievement in previous courses, and standardized test scores.

- Skill Level (Level 1): These courses have the words "skills," "introduction," "exploratory," or "fundamentals" in their titles. Your teacher will determine if you need an academic course at this level. A student may not sign up for these courses if they are capable of doing higher level work.
- Standard Level (Level 2): These courses carry no special designation but still require the recommendation of your present subject area teacher. Examples of courses at the standard level are English I, W world History, Earth/Space Science.
- Honors Level (Level 3): Most of these courses have the word "honors" in their titles. Advanced Placement and Dual Enrollment courses are considered honors level. All honors courses have prerequisites and require the recommendation of the student's present teacher in the particular subject area. Honors courses receive the quality point used in calculating student grade point average for honor roll and senior class ranking.

## **Diploma Tracks and Graduation Requirements**

### **High School Individualized Learning Paths**

Each student shall be assigned to courses appropriate to his/her developmental level, interests and academic path.

#### **Standard Diploma**

The Standard Diploma is a 24 credit general diploma designed for a variety of students with differing academic abilities. The general diploma prepares, and may qualify, the student for a variety of post high school opportunities, including entry level or apprentice jobs, admission to a vocational or technical school, or admission to a community college.

A student who meets all requirements prescribed in subsections (1), (4), and (5) of s.1003.43(10)(a), F.S. shall be awarded a standard diploma in a form prescribed by the state board.

### **Graduation Programs for Students who entered High School in**

#### **2006 – 2007 and before**

##### ***Four-Year Standard 24 Credit Graduation Program***

This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify, the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

Completion requirements:

Earned GPA of 2.0 unweighted (The earned GPA of 2.0 unweighted must be based on all courses taken, except courses forgiven under state and district forgiveness policies.) Schools may attach a Florida Gold Seal endorsement to a standard diploma. Passing score on the 10th grade FCAT or passing score on a standardized test that is concordant with passing scores on the FCAT.

24 Credits in the following subject areas

- **4 credits in English:** with a major concentration in composition and literature.
- **3 credits in mathematics:** including one credit in Algebra I or its equivalent or a higher level math class.
- **3 credits in science:** two of which must include a laboratory component; Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs, may count as one of the science credits.
- **3 credits in social studies:** (1.0 credit in American history, 1.0 credit in world history including a comparative study of the history, doctrines, and objectives of all major political systems, .5 credit in economics including a comparative study of the history, doctrines, and objectives of all major economic systems. and .5 credit in American government including a study of the Constitution of the United States, a study of Florida government and the State Constitution, the three branches of state government and municipal and county government.

- 1 credit in practical arts career education or exploratory career education. Any career and technical education course as defined in statute may be taken to satisfy the high school graduation requirement for 1 credit in practical arts or exploratory career and technical education.
- 1 credit in performing fine arts to be selected from music, dance, drama, painting or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing fine arts OR .5 credit each in practical arts career education or exploratory career education AND performing fine arts. Such credit for practical arts career education or exploratory career education or for performing fine arts shall be made available in the grade 9, and students must be scheduled into a grade 9 course as a priority.
- .5 credit in life management skills, to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education and the hazards of smoking
- 1 credit Physical Education, to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a ROTC class with a significant component of drills shall satisfy a .5 requirement in physical education. This .5 credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan.
- 8.5 credits in electives: Any course listed in the Course Code Directory that is appropriate for grades 9 and above may fulfill elective credit. Schools may award a maximum of one-half credit in Voluntary School/Community Service (2104330) and one-half elective credit for student completion of non-paid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category. Credit may not be earned for service provided as a result of court action.

A course designated in the Course Code Directory as grade 9 through grade 12 that is taken below the 9th grade may be used to satisfy high school graduation requirements or Bright Futures award requirements.

### **College- Ready Graduation Program**

This program is a four-year 24-credit program that prepares students seeking postsecondary education. Requirements include the following:

- Earned GPA of 2.0 unweighted (The earned GPA of 2.0 unweighted must be based on all courses taken, except courses forgiven under state and district forgiveness policies.)
- Passing score on the 10th grade FCAT or passing score on a standardized test that is concordant with passing scores on the FCAT.
- 24 credits including those delineated in the four-year 24 Credit Standard Graduation Program with the following exception.

- 3 credits of mathematics: Algebra I plus two other math courses that qualify for university admission; three (3) math credits must be earned in grades 9-12.
- 2 credits in the same second language
- 6.5 credits in elective

### ***Accelerated High School Graduation Program Selection Requirements***

Prior to selecting an accelerated graduation program, the following requirements must be met:

- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

### ***Three-Year 18 Credit Graduation Programs***

#### General Comments

Two accelerated graduation programs are available for eligible and interested students. These are the three-year 18 Credit Standard College Preparatory Graduation Program and the three-year 18 Credit Career Preparatory Graduation Program. There are specific requirements for entrance and maintenance in these two acceleration programs.

Students selecting one of the three-year 18-credits programs shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for Valedictorian, Salutatorian, Talented 20, and Bright Futures.

Students enrolled in either three-year 18-credit graduation program shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year. Schools shall not establish requirements for accelerated three-year high school graduation programs in excess of the requirements in statute.

Students who choose a three-year graduation program may still qualify for acceleration programs (e.g., Advanced Placement, dual enrollment, International Baccalaureate) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.

Students who choose a three-year graduation program can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSWT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.

Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year graduation programs should contact those institutions as early as possible for specific admissions requirements.

Students who choose the three-year program, complete the 18 credits, earn a cumulative weighted GPA (with individual course credit GPA requirements), and pass the FCAT must graduate at the end of the three years. They cannot remain in school for a fourth year.

Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken in to consideration when making the decision.

### ***Selection of a three-year 18 Credit Graduation Program***

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is entirely up to the student and parent/guardian. In the event a grade 9 student is unable to select a three-year 18 credit graduation program prior to the end of grade 9 due to illness, the school shall extend the deadline for choice of a graduation program to the end of the student's first semester in grade 10.

A student who enters a district high school after grade 9 upon transfer from a private school or another state must select a three-year 18-credit graduation program prior to the end of the student's first semester in grade 10.

Students who fail to make a selection of a three-year 18-credit graduation program by the required dates shall be considered to have selected the four-year 24-credit graduation program.

### ***Automatic Change from three-year to four-year Graduation Program***

A student who selected one of the three-year 18 credit graduation options shall automatically move to a four-year program if one or more of the following occur:

- The student exercises his/her right to change to a four-year program
- The student fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10
- The student does not meet the GPA, credit, assessment and course grade requirements at the end of grade 11 required in the three-year 18 credit program in which he/she is enrolled.

### ***Attendance Requirements for three-year 18 Credit Graduation Programs***

A student choosing one of the three-year 18 credit graduation programs must attend high school as a full-time student for three full school years, which may include summer school.

### ***Special Diploma Students and three-year 18 Credit Graduation Programs***

Students working toward a special diploma may not opt for either three-year 18-credit graduation program. There is no provision for a three-year special diploma for students with disabilities since these students are entitled to remain in school through age 22 or graduate with a standard diploma.

If requirements for either three-year 18-credit graduation program are not met, students must then meet the requirements for a 24-credit diploma. There is no provision for a Certificate of Completion under either of the three-year 18-credit graduation programs.

### ***Three-Year 18 Credit Standard College Preparatory Graduation Program***

The three-year 18-credit College Preparatory Program prepares students seeking postsecondary education. Prior to selecting an 18-credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school Principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.

- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is exclusively up to the student and parent/guardian.

Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.0 on a 4.0 scale in the 18 required credits
- Weighted or unweighted grade in each required course of at least 3.0 on a 4.0 scale  
For example, a student must earn a “B” or better in each unweighted course or a “C” or better in each weighted course.
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT

### **Credit Requirements**

- Successful completion of a minimum 18 academic credits in grades 9 through 12
- A minimum of 6 of the 18 credits required received in classes that are dual enrollment, advanced placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE)
- All 18 credits required for this program, including 3 electives that satisfy the course distribution requirements for state university admission
- The 18 primary credits for this program shall be distributed as follows:
  - 4 credits in English with major concentration in composition and literature
  - 3 credits in mathematics at the Algebra I level or higher from the list of courses that qualify for State university admission
  - 3 credits in natural science, two of which must have a lab component
  - 3 credits in social studies (1.0 credit in American history, 1.0 credit in world history, .5 credit in American government, .5 credit in economics)
  - 2 credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English (Upon demonstration of competency in another language, the student may replace the language requirement with two credits in other academic courses.)
  - 3 credits in electives

### **Three-Year 18 Credit Career Preparatory Graduation Program**

The three-year 18 Credit Career Preparatory Graduation Program prepares students seeking postsecondary education.

Prior to selecting an 18 credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student’s parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school Principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is exclusively up to the student and parent/guardian.

Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.5 on a 4.0 scale in the 18 required credits

- Weighted or unweighted grade in each required course of at least a 2.0 on a 4.0 scale (For example, a student must earn a “C” or better in an unweighted course or a “D” or better in a weighted course.)
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT

Students who fail to meet either requirement automatically revert to the four-year 24 Credit Program.

### ***Credit Requirements***

Successful completion of a minimum 18 academic credits in grades 9 through 12

The 18 primary credits for this program shall be distributed as follows:

- 4 credits in English with major concentration in composition and literature
- 3 credits in mathematics, one of which must be Algebra I or its equivalent.
- 3 credits in natural science, two of which must have a lab component
- 3 credits in social studies (1.0 credit in American history, 1.0 credit in world history, .5 credit in American government, .5 credit in economics)
- 3 credits in a single vocational/career education program or 3 credits in a single career/technical dual enrollment program, or 5 credits in vocational/career education courses (including 3 credits in one sequential CTE program)
- 2 credits in electives unless five credits are earned in vocational or career education courses (cited above)

### ***Certificate of Completion***

Students who are unable to meet graduation requirements for a diploma may receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

A Certificate of Completion shall be awarded to any student who satisfies the credit requirements for graduation but lacks one or more of the following requirements for graduation with a regular diploma:

- Passing score on the state assessment test required for high school graduation
- Cumulative grade point average (GPA) of 2.0 or higher

A student who receives a Certificate of Completion may elect to remain in high school as a full-time or part-time student until the age of 22 and receive instruction to remedy the deficiency (ies).

A student who has received a Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma.

## **Graduation Programs for Grade 9 Students Beginning in 2007-**

### **2008, 2008-2009 & 2009-2010 School Year**

#### ***Four-Year Standard 24 Credit Graduation Program***

This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify, the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

Subject	Graduation Requirements for Regular Diploma
English	4 credits with major concentration in composition, reading for information, and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher level mathematics course*
Science	3 credits in science, two of which must have a laboratory component.
Social Studies	1 credit in World History <ul style="list-style-type: none"><li>• Including a comparative study of the history, doctrines, and objectives of all major political systems</li></ul> 1 credit in United States History 0.5 credit in United States Government <ul style="list-style-type: none"><li>• Including a study of the Constitution of the United States, a study of Florida government and the State Constitution, the three branches of state government and municipal and county government</li></ul> 0.5 credit in Economics <ul style="list-style-type: none"><li>• Including a comparative study of the history, doctrines, and objectives of all major economic systems</li></ul>
Foreign Language	Not required for high school graduation, but 2 credits in same language required for admission to state universities
Fine Arts or Performing Arts, Speech, Debate or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts <ul style="list-style-type: none"><li>• The courses that will meet this requirement are those coded as Performing and Fine Arts (PF) credits in the course Code Directory. A student may take two (2) half credit courses to fulfill this requirement</li></ul>

Physical Education	<p>1 credit in Physical Education to include the integration of Health</p> <ul style="list-style-type: none"> <li>• Using the Health Opportunities through Physical Education (HOPE) course.</li> <li>• Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. <ul style="list-style-type: none"> <li>○ The competency test on personal fitness must be developed by the Department of Education.</li> </ul> </li> <li>• A district school board may not require that the one credit in physical education be taken during the 9th grade year.</li> <li>• Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. <ul style="list-style-type: none"> <li>○ This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan.</li> </ul> </li> <li>• Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one credit requirement in performing arts. <ul style="list-style-type: none"> <li>○ This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan.</li> </ul> </li> </ul>
Electives	8 credits
Total	24 Credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT or a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirement	The earned GPA of 2.0 on a 4.0 scale unweighted must be based on all courses taken, except courses forgiven under state and district forgiveness policies

\*A student preparing for college is advised to reach a level of Algebra II or higher.  
Note: Remedial and compensatory courses taken in grades 9 through 12 may only be counted as elective credit. (1003.43)

### ***College-Ready Graduation Program***

This FSDB program is a four-year 24 credit program that prepares students seeking postsecondary education. Requirements include the following:

Earned GPA of 2.0 unweighted (The earned GPA of 2.0 unweighted must be based on all courses taken, except courses forgiven under state and district forgiveness policies.)

Passing score on the 10th grade FCAT/alternate assessment as designated by the Florida Department of Education or passing score on a standardized test that is concordant with passing scores on the FCAT. (Please refer to the Assessment section for listing of concordant scores.)

24 credits including those delineated in the four-year 24 Credit Standard Graduation Program with the following exception.

- 4 credits of mathematics: must include algebra I plus three other math courses that qualify for university admission; four (4) math credits must be earned in grades 9-12.
- 2 credits in the same second language
- 6 electives

### ***Accelerated High School Graduation Program Selection Requirements***

Prior to selecting an accelerated graduation program, the following requirements must be met: The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

### ***Three-Year 18 Credit Graduation Programs***

General Comments:

Two accelerated graduation programs are available for eligible and interested students. These are the three-year 18 Credit Standard College Preparatory Graduation Program and the three-year 18 Credit Career Preparatory Graduation Program. There are specific requirements for entrance and maintenance in these two acceleration programs.

Students selecting one of the three-year 18-credits programs shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for Valedictorian, Salutatorian, Talented 20, and Bright Futures.

Students enrolled in either three-year 18-credit graduation program shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year. Schools shall not establish requirements for accelerated three-year high school graduation programs in excess of the requirements in statute.

Students who choose a three-year graduation program may still qualify for acceleration programs (e.g., Advanced Placement, dual enrollment, International Baccalaureate) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.

Students who choose a three-year graduation program can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSWT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.

Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year graduation programs should contact those institutions as early as possible for specific admissions requirements.

Students who choose the three-year program, complete the 18 credits, earn a cumulative weighted GPA (with individual course credit GPA requirements), and pass the FCAT must graduate at the end of the three years. They cannot remain in school for a fourth year.

Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken in to consideration when making the decision.

### ***Selection of a three-year 18 Credit Graduation Program***

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is entirely up to the student and parent/guardian. In the event a grade 9 student is unable to select a three-year 18 credit graduation program prior to the end of grade 9 due to illness, the school shall extend the deadline for choice of a graduation program to the end of the student's first semester in grade 10.

A student who enters a district high school after grade 9 upon transfer from a private school or another state must select a three-year 18-credit graduation program prior to the end of the student's first semester in grade 10.

Students who fail to make a selection of a three-year 18-credit graduation program by the required dates shall be considered to have selected the four-year 24-credit graduation program.

### ***Automatic Change from Three-Year to a Four-Year Graduation Program***

A student who selected one of the three-year 18 credit graduation options shall automatically move to a four-year program if one or more of the following occur:

- The student exercises his/her right to change to a four-year program
- The student fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10
- The student does not meet the GPA, credit, assessment and course grade requirements at the end of grade 11 required in the three-year 18 credit program in which he/she is enrolled.

### ***Attendance Requirements for Three-Year 18 Credit Graduation Programs***

A student choosing one of the three-year 18 credit graduation programs must attend high school as a full-time student for three full school years, which may include summer school.

### ***Special Diploma Students and three-year 18 Credit Graduation Programs***

Students working toward a special diploma may not opt for either three-year 18-credit graduation program. There is no provision for a three-year special diploma for students with disabilities since these students are entitled to remain in school through age 22 or graduate with a standard diploma.

If requirements for either three-year 18-credit graduation program are not met, students must then meet the requirements for a 24 credit diploma. There is no provision for a Certificate of Completion under either of the three-year 18 credit graduation programs.

### **Three-Year 18 Credit Standard College Preparatory Graduation Program**

The three-year 18-credit College Preparatory Program prepares students seeking postsecondary education.

Prior to selecting an 18-credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school Principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is exclusively up to the student and parent/guardian.

Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.5 on a 4.0 scale in the 18 required credits
- Weighted or unweighted grade in each required course of at least 3.0 on a 4.0 scale  
For example, a student must earn a "B" or better in each unweighted course or a "C" or better in each weighted course.
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT.

#### **Credit Requirements**

- Successful completion of minimum 18 academic credits in grades 9 through 12
- A minimum of 6 of the 18 credits required must be received in classes that are dual enrollment, advanced placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE).
- All 18 credits required for this program including 3 electives must satisfy the course distribution requirements for state university admission.
- The 18 primary credits for this program shall be distributed as follows:
  - 4 credits in English with major concentration in composition and literature
  - 3 credits in mathematics at the Algebra I level or higher from the list of courses that qualify for State university admission
  - 3 credits in natural science, two of which must have a lab component
  - 3 credits in social studies (1.0 credit in American history, 1.0 credit in world history, .5 credit in American government, .5 credit in economics)
  - 2 credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English (Upon demonstration of competency in another language, the student may replace the language requirement with two credits in other academic courses.)
  - 3 credits in electives

Students who fail to meet requirements at the end of the school year automatically revert to the four-year 24 Credit Program.

### **Three-Year 18 Credit Career Preparatory Graduation Program**

The three-year 18 Credit Career Preparatory Graduation Program prepares students seeking postsecondary education. Prior to selecting an 18-credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school Principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is exclusively up to the student and parent/guardian.

Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.0 on a 4.0 scale in the 18 required credits
- Weighted or unweighted grade in each required course of at least a 2.0 on a 4.0 scale. For example a student must earn a "C" or better in an unweighted course or a "D" or better in a weighted course.
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT.

### **Credit Requirements**

- Successful completion of a minimum 18 academic credits in grades 9 through 12
  - The 18 primary credits for this program shall be distributed as follows:
    - 4 credits in English with major concentration in composition and literature
    - 3 credits in mathematics, one of which must be Algebra I (Please refer to High School Credit section for a list of courses that fulfill the Algebra I requirement.)
    - 3 credits in natural science, two of which must have a lab component
    - 3 credits in social studies (1.0 credit in American history, 1.0 credit in world history, .5 credit in American government, .5 credit in economics)
    - 3 credits in single vocational/career education program and 2 credits in electives
- OR
- 3 credits in single career/technical certificate dual enrollment and 2 credits in electives
- OR
- 5 credits in vocational/career education (including 3 credits in one sequential CTE program)

If requirements for either three-year 18-credit graduation program are not met, students must then meet the requirements for a 24 or 26 credit diploma. There is no provision for a Certificate of Completion under either of the three-year 18 credit graduation programs. Students who fail to meet these requirements at the end of the school year automatically revert to the four-year 24 Credit Program.

## ***Certificate of Completion***

Students who are unable to meet graduation requirements for a diploma may receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

A Certificate of Completion shall be awarded to any student who satisfies the credit requirements for graduation but lacks one or more of the following requirements for graduation with a regular diploma:

- Passing score on the state assessment test required for high school graduation
- Cumulative grade point average (GPA) of 2.0 or higher

A student who receives a Certificate of Completion may elect to remain in high school as a full-time or part-time student until the age of 22 and receive instruction to remedy the deficiency (ies).

A student who has received a Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma.

## **Graduation Program for Students Entering Grade 9 in 2010-2011 School Year**

### ***Four-Year Standard 24 Credit Graduation Program***

Subject	Graduation Requirements for Regular Diploma
English	4 credits with major concentration in composition, reading for information, and literature
Mathematics	4 credits, including Algebra I (or the equivalent) and Geometry (or the equivalent); or 1 equally rigorous course, as determined by DOE.  End-of Course Exam for Algebra I: 30% of a student's course grade shall be comprised of performance on the statewide, standardized end-of-course assessment.
Science	3 credits in science, two of which must have a laboratory component.
Social Studies	1 credit in World History 1 credit in United States History 0.5 credit in United States Government 0.5 credit in Economics
Foreign Language	Not required for high school graduation, but 2 credits in same language required for admission to state universities
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts which may include Speech and Debate or Practical Arts

Physical Education	<p>1 credit in Physical Education to include the integration of Health</p> <ul style="list-style-type: none"> <li>• Using the Health Opportunities through Physical Education (HOPE) course.</li> <li>• Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better. <ul style="list-style-type: none"> <li>○ The competency test on personal fitness must be developed by the Department of Education.</li> </ul> </li> <li>• A district school board may not require that the one credit in physical education be taken during the 9th grade year.</li> <li>• Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. <ul style="list-style-type: none"> <li>○ This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan.</li> </ul> </li> <li>• Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one credit requirement in performing arts.</li> </ul> <p>This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan.</p>
Electives	8 credits
Total	24 Credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirement	Cumulative GPA of 2.0 on a 4.0 scale

\*A student preparing for college is advised to reach a level of Algebra II or higher.  
Note: Remedial and compensatory courses taken in grades 9 through 12 may only be counted as elective credit. (1003.43)

### **College-Ready Graduation Program**

This FSDB program is a four-year 24-credit program that prepares students seeking postsecondary education. Requirements include the following:

Earned GPA of 2.0 unweighted (The earned GPA of 2.0 unweighted must be based on all courses taken, except courses forgiven under state and district forgiveness policies.)

Passing score on the 10th grade FCAT/alternative assessment as designated by the Florida Department of Education or passing score on a standardized test that is concordant with

passing scores on the FCAT. (Please refer to the Assessment section for listing of concordant scores.)

24 credits including those delineated in the four-year 24 Credit Standard Graduation Program with the following exception.

- 4 credits of mathematics: must include algebra I plus two other math courses that qualify for university admission; three (3) math credits must be earned in grades 9-12.
- 2 credits in the same second language
- 6 electives

### ***Accelerated High School Graduation Program Selection Requirements***

Prior to selecting an accelerated graduation program, the following requirements must be met: The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

### ***Three-Year 18 Credit Graduation Programs***

General Comments:

Two accelerated graduation programs are available for eligible and interested students. These are the three-year 18 Credit Standard College Preparatory Graduation Program and the three-year 18 Credit Career Preparatory Graduation Program. There are specific requirements for entrance and maintenance in these two acceleration programs.

Students selecting one of the three-year 18-credits programs shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for Valedictorian, Salutatorian, Talented 20, and Bright Futures.

Students enrolled in either three-year 18-credit graduation program shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year. Schools shall not establish requirements for accelerated three-year high school graduation programs in excess of the requirements in statute.

Students who choose a three-year graduation program may still qualify for acceleration programs (e.g., Advanced Placement, dual enrollment, International Baccalaureate) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.

Students who choose a three-year graduation program can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSWT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.

Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year graduation programs should contact those institutions as early as possible for specific admissions requirements.

Students who choose the three-year program, complete the 18 credits, earn a cumulative weighted GPA (with individual course credit GPA requirements), and pass the FCAT must graduate at the end of the three years. They cannot remain in school for a fourth year.

Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken in to consideration when making the decision.

### ***Selection of a three-year 18 Credit Graduation Program***

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is entirely up to the student and parent/guardian. In the event a grade 9 student is unable to select a three-year 18 credit graduation program prior to the end of grade 9 due to illness, the school shall extend the deadline for choice of a graduation program to the end of the student's first semester in grade 10.

A student who enters a district high school after grade 9 upon transfer from a private school or another state must select a three-year 18-credit graduation program prior to the end of the student's first semester in grade 10.

Students who fail to make a selection of a three-year 18-credit graduation program by the required dates shall be considered to have selected the four-year 24-credit graduation program.

### ***Automatic Change from Three-Year to a Four-Year Graduation Program***

A student who selected one of the three-year 18 credit graduation options shall automatically move to a four-year program if one or more of the following occur:

- The student exercises his/her right to change to a four-year program
- The student fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10
- The student does not meet the GPA, credit, assessment and course grade requirements at the end of grade 11 required in the three-year 18 credit program in which he/she is enrolled.

### ***Attendance Requirements for Three-Year 18 Credit Graduation Programs***

A student choosing one of the three-year 18 credit graduation programs must attend high school as a full-time student for three full school years, which may include summer school.

### ***Special Diploma Students and three-year 18 Credit Graduation Programs***

Students working toward a special diploma may not opt for either three-year 18-credit graduation program. There is no provision for a three-year special diploma for students with disabilities since these students are entitled to remain in school through age 22 or graduate with a standard diploma.

If requirements for either three-year 18-credit graduation program are not met, students must then meet the requirements for a 24 credit diploma. There is no provision for a Certificate of Completion under either of the three-year 18 credit graduation programs.

### ***Three-Year 18 Credit Standard College Preparatory Graduation Program***

The three-year 18-credit College Preparatory Program prepares students seeking postsecondary education.

Prior to selecting an 18-credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school Principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is exclusively up to the student and parent/guardian.

Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.5 on a 4.0 scale in the 18 required credits

- Weighted or unweighted grade in each required course of at least 3.0 on a 4.0 scale. For example, a student must earn a “B” or better in each unweighted course or a “C” or better in each weighted course.
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT.

### **Credit Requirements**

- Successful completion of minimum 18 academic credits in grades 9 through 12
- A minimum of 6 of the 18 credits required must be received in classes that are, dual enrollment, advanced placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE).
- All 18 credits required for this program including 2 electives must satisfy the course distribution requirements for state university admission.
- The 18 primary credits for this program shall be distributed as follows:
  - 4 credits in English, with major concentration in composition and literature
  - 4 credits in Math, one of which must be Algebra I or its equivalent, one of which must be in geometry or its equivalent, or a higher-level mathematics from the list of courses that qualify for state university admission (SUS)
  - 3 credits in science, two of which must have a laboratory component
  - 1 credit in world history
  - 1 credit in United States history
  - .5 credit United States government
  - .5 credit economics
  - 2 credits in the same second language unless the student is a native speaker of, or can otherwise demonstrate competency in, a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with 2 credits in other academic courses.
  - 2 credits in electives

Students who fail to meet requirements at the end of the school year automatically revert to the four-year 24 Credit Program.

### **Three-Year 18 Credit Career Preparatory Graduation Program**

The three-year 18 Credit Career Preparatory Graduation Program prepares students seeking postsecondary education. Prior to selecting an 18-credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student’s parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school Principal and guidance counselor a signed parental consent to enter a three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FCAT reading and math assessments.

Selection of an accelerated high school graduation program must be completed by a student prior to the end of grade 9 and is exclusively up to the student and parent/guardian.

Requirements for maintenance in the program include the following:

- Cumulative weighted GPA of 3.0 on a 4.0 scale in the 18 required credits
- Weighted or unweighted grade in each required course of at least a 2.0 on a 4.0 scale. For example a student must earn a “C” or better in an unweighted course or a “D” or better in a weighted course.
- Passing score on the grade 10 FCAT or scores on the ACT or SAT that are concordant with passing scores on the FCAT.

### **Credit Requirements**

- Successful completion of a minimum 18 academic credits in grades 9 through 12
- A minimum of 6 of the 18 credits required must be received in classes that are, dual enrollment, advanced placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE).
- All 18 credits required for this program including 3 electives must satisfy the course distribution requirements for state university admission.
- The 18 primary credits for this program shall be distributed as follows:
  - 4 credits in English, with major concentration in composition and literature
  - 4 credits in Math, one of which must be Algebra I or its equivalent, one of which must be in geometry or its equivalent, or a higher-level mathematics
  - 3 credits in science, two of which must have a laboratory component.
  - 1 credit in world history
  - 1 credit in United States history
  - .5 credit United States government
  - .5 credit economics
  - 3 Credits in a single vocational/career education program and 1 elective creditOr
  - 3 credits in a single career/technical certificate dual enrollment and 1 elective creditOr
  - \*4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – \*pending Legislative action

If requirements for either three-year 18-credit graduation program are not met, students must then meet the requirements for a 24-credit diploma. There is no provision for a Certificate of Completion under either of the three-year 18 credit graduation programs. Students who fail to meet these requirements at the end of the school year automatically revert to the four-year 24 Credit Program.

### **Certificate of Completion**

Students who are unable to meet graduation requirements for a diploma may receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

A Certificate of Completion shall be awarded to any student who satisfies the credit requirements for graduation but lacks one or more of the following requirements for graduation with a regular diploma:

- Passing score on the state assessment test required for high school graduation
- Cumulative grade point average (GPA) of 2.0 or higher

A student who receives a Certificate of Completion may elect to remain in high school as a full-time or part-time student until the age of 22 and receive instruction to remedy the deficiency (ies).

A student who has received a Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma.

Senate Bill 4 – 7 Year Timeline for Implementation

Requirements for 9th Grade Cohorts

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Algebra I EOC as 30% of student grade	Algebra I EOC for credit		<b>Algebra I EOC at 30% of student grade</b>	<b>Algebra I EOC for credit</b>	<b>Algebra I EOC for credit</b>	<b>Algebra I EOC for credit</b>
Geometry credit for graduation (currently 93% graduate with credit)	Geometry EOC as 30% of student grade	Geometry EOC for credit	<b>Geometry credit for graduation</b>	<b>Geometry EOC as 30% of student grade</b>	<b>Geometry EOC for credit</b>	<b>Geometry EOC for credit</b>
	Biology for graduation and EOC as 30% of student grade (Currently 95% graduate with credit)	Biology EOC for credit		<b>Biology Credit for Graduation and EOC as 30% of student grade</b>	<b>Biology EOC for credit</b>	<b>Biology EOC for credit</b>
		Algebra II Credit for graduation (currently 82% graduate with credit)			<b>Algebra II credit for graduation</b>	<b>Algebra II credit for graduation</b>
			Chemistry or Physics (currently 74% graduate with credit) and equally rigorous course credit to graduate			<b>Chemistry or Physics and equally rigorous course credit to graduate</b>
Deletes Major Area of Interest				<b>1 EOC to graduate (Algebra) [EOC passing requirement may be waived for ESE students]</b>	<b>3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]</b>	<b>3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]</b>

Key = Black text is year of initiation of the requirements for incoming 9<sup>th</sup> grade students

**Black text** is first year graduates must meet requirement to earn a standard diploma

Credit Acceleration Program (CAP) – The school district shall permit a student who is not enrolled in or has not completed the related course to take the standardized EOC during the regular administrations of the assessments.

Beginning with 2011-2012 each high school shall offer an IB program, AICE program, or a combination of at least four courses in dual enrollment of AP, including one course each in English, mathematics, science, and social studies

OPPAGA shall conduct a study on different types of high school diplomas offered in other states and provide information regarding differentiated high school diploma options and endorsements that other states offer including:

- Criteria for awarding diplomas or endorsements
- Difference in courses required for college and career pathways
- Advantages and disadvantages of offering a range of diploma options
- Any barriers associated with implementation of differentiated diplomas

# **Diploma Options and Graduation Requirements for Exceptional Student Education Programs**

## **General Information**

An exceptional education student is not restricted or limited to a diploma option. Exceptional education students shall be afforded the opportunity to fully meet all standard graduation requirements and qualify for a standard diploma. Parents of exceptional students shall be informed of the requirements for obtaining a standard diploma and other diploma options available. Diploma options should be discussed and agreed upon. This discussion should occur during a Transition IEP meeting prior to the student turning 14. When determining diploma options, it is important to think about the desired post-high school outcomes. Particular types of diplomas or certificates of completion have a direct impact on what post graduation opportunities are available to students.

Students with disabilities who have not earned a standard diploma or GED may stay in school until they are 22 years old. This also applies to students with disabilities who have been awarded a special diploma, certificate of completion or special certificate of completion before they turned 22. FSDB is required to offer services until the student is 22 years old or until the student earns a standard diploma or GED.

## **Standard Diploma for ESE Students**

Exceptional education students must meet the same requirements for a standard diploma as required by the school district for non-disabled students. Accommodations may be provided for basic courses and tests to meet the needs of students with disabilities. Accommodations change the way a student learns, but not what the student is expected to learn. The transition IEP team determines appropriate accommodations.

According to the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) ACT, s. 1007.02, F.S., an exceptional student who is attempting a standard diploma may be granted an FCAT Waiver if the IEP committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations and if the student completes the minimum number of credits and other requirements specified in s.1003.43(1) and (4), F.S. and does not meet the requirements of s. 1003.43(5)(a) after one opportunity in grade 10 and one opportunity in grade 11.

## **Special Diploma Options for ESE Students**

Special diploma options offer choices to students with disabilities who are not able to meet the requirements for a standard diploma. There are two special diploma options available for students with disabilities:

- Special Diploma Option 1
- Special Diploma Option 2

Special diplomas are available to FSDB students who have been properly identified as deaf or hard-of-hearing or dual sensory impaired. Students who are identified solely as visually impaired are not eligible for a special diploma. To be eligible, they must also have another identified disability.

## Special Diploma Option 1 - For Exceptional Student Education (ESE) Students

To earn a Special Diploma Option 1, students must earn the same number of course credits as for a regular diploma (24 credits). The course credits may be earned by taking exceptional student education (ESE) classes and/or basic (regular academic) or career and technical education classes.

In order to graduate with a Special Diploma Option 1, a student must meet the following:

GRADUATION REQUIREMENTS – SPECIAL DIPLOMA	
COURSE	CREDITS
Language Arts	4
Mathematics	3
Social Studies	2
Science	2
Physical Education with integration of HOPE	1
Electives	12
<b>TOTAL # CREDITS</b>	<b>24</b>

Option 1: Students must master the appropriate Next Generation Sunshine State Standards Access Points, complete 24 credits and have a cumulative GPA of 2.0.

\*\* Students are encouraged to earn as many as 32 credits, however a minimum of 24 credits, plus mastery of the appropriate Next Generation Sunshine State Standards Access Points as required for ESE students is needed for graduation with a Special Diploma.

If the student and the IEP team is in doubt as to which diploma option to choose, a standard diploma decision should be opted for first, as credits earned working toward a standard diploma can count toward fulfilling the academic course requirements of a special diploma. However, academic credits earned toward a special diploma can only count for electives if the student switches to a standard diploma.

The awarding of a Special Diploma or Special Certificate of Completion does not prevent a student with disabilities from pursuing a Standard Diploma until the student reaches the age of 22.

## Special Diploma Option 2 for Exceptional Student Education (ESE) Students

Requirements for Special Diploma Option 2 are based on mastery of a set of competencies developed for each individual student related to employment and community living. These competencies are specified in the student's employment and community competencies training plan.

This diploma option is not based on course credits or mastery of the state-developed Student Performance Standards or the Next Generation Sunshine State Standards Access Points. In order to graduate with a Special Diploma Option 2, a student must:

- Be successfully employed in the community for a minimum period of one semester, at or above minimum wage

- Achieve all annual goals and short-term objectives related to employment and community competencies in the transition individual educational plan (TIEP)
- Demonstrate mastery of competencies in his or her employment and community competencies training plan. This plan should also include the criteria to use for determining and certifying mastery of the competencies, the student's work schedule and a description of the supervision to be provided by school district staff
- Be at least 17 years old
- Have completed 10 credits toward a special diploma

## **Certificates of Completion for Exceptional Student Education (ESE) Students**

Students who are unable to meet graduation requirements for a diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma.

Two types of Certificates of Completion are available for ESE students:

- **Regular Certificate of Completion:** Given to any student pursuing a standard diploma who passes the required courses in high school but fails to pass the required state test, or achieve the required grade point average. Students with disabilities who are eligible for a Regular Certificate of Completion have the option of graduating with a Special Diploma Option I instead.
- **Special Certificate of Completion:** Available to any student with disabilities who is unable to meet all of the graduation requirements for a special diploma. The Special Certificate of Completion certifies that the student passed the required ESE courses in high school but failed to master the Student Performance Standards for Exceptional Student Education or the Sunshine State Standards for Special Diploma.

## **Florida Bright Futures Scholarship**

### **FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM REQUIREMENTS**

*\*The Florida Legislature is authorized to change eligibility criteria and funding requirements\**

**The Bright Futures Program currently consists of the three awards:** Florida Academic Scholars Award (FAS), Florida Medallion Scholars Award (FMS), and Florida Gold Seal Vocational Scholars Award (GSV)

Each award has its own academic eligibility requirements, award amounts and duration. The requirements for Florida Bright Futures Scholarships change on a yearly basis.

Public high school students should visit [www.FACTS.org](http://www.FACTS.org) to review their academic progress toward meeting Florida Bright Futures Scholarship Program eligibility requirements and State University System course requirements for college admission.

### **Initial Eligibility Requirements for Year 2011 High School Graduates**

The following initial eligibility requirements must be met, in addition to earning a standard Florida high school diploma, prior to graduation from a Florida public high school. Students must apply by submitting an Initial Student Florida Financial Aid Application at [www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm](http://www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm) during their last year in high school, prior to their high school graduation or forever forfeit a Bright Futures Scholarship.

	Florida Academic Scholars Award (FAS)	Florida Medallion Scholars Award (FMS)	Florida Gold Seal Vocational Scholars Award (GSV)						
<p><b>Award Amount</b></p> <p>A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected.</p>	<p><b>Public and Private Institutions –</b></p> <p>All students will receive the specified award amounts established by the Florida Legislature in the General Appropriations Act. Award amounts for the 2011-2012 academic year will be available on the Bright Futures website in summer 2011, after the legislative session.</p>								
<p><b>Grade Point Average (GPA)</b></p> <p>Weighting for more challenging higher level courses is prescribed by law as .50 per course per year.</p> <p>Example:</p> <table border="0"> <tr> <td><u>Credit</u></td> <td><u>Weighting</u></td> </tr> <tr> <td>1.00</td> <td>.50</td> </tr> <tr> <td>.50</td> <td>.25</td> </tr> </table>	<u>Credit</u>	<u>Weighting</u>	1.00	.50	.50	.25	<p>3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.</p> <p>(Note: GPAs are not rounded.)</p>	<p>3.0 weighted GPA using the credits listed below, combined with the test scores listed below.</p> <p>(Note: GPAs are not rounded.)</p>	<p>3.0 weighted GPA using the 16 course credits listed below for a 4-year Diploma and a 3.5 unweighted GPA in a minimum of 3 Career and Technical Education credits in one vocational program, combined with the test scores listed below.</p> <p>(See “Other Ways to Qualify” for 3-year graduation options.)</p> <p>(Note: GPAs are not rounded.)</p>
<u>Credit</u>	<u>Weighting</u>								
1.00	.50								
.50	.25								
<p><b>Required Credits</b></p> <p>See the Comprehensive Course Table on the Bright Futures website to identify courses that count towards each award level</p>	<p>Courses must include 16 credits of college preparatory academic courses.</p> <p>4 English (3 with substantial writing) 4 Mathematics ** (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language)</p> <p>16 Credits May use up to 2 additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA</p> <p>**For 2011 and 2012 high school graduates only, the sequence of Algebra Ia and Ib and the sequence of</p>	<p>Courses must include 16 credits of college preparatory academic courses.</p> <p>4 English (3 with substantial writing) 4 Mathematics ** (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language)</p> <p>16 Credits May use up to 2 additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA</p> <p>**For 2011 and 2012 high school graduates only, the sequence of Algebra Ia and Ib and the sequence of</p>	<p>4-year Diploma</p> <p>Credits must include 16 core credits required for high school graduation.</p> <p>4 English 4 Mathematics (including Algebra I) 3 Natural Science 3 Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics) 1 Fine OR Identified Practical Art OR .5 credit in each 1 Physical Education (to include integration of health)</p> <p>16 Credits</p> <p>Plus a minimum of 3 Career and Technical Education credits in one vocational program, taken over at least 2 academic years</p>						

	Applied Math I and II may count as two credits for high school graduation, State University System (SUS) admissions and FAS/FMS eligibility. For 2013 and later high school graduates, these courses will revert to the traditional one credit per sequence for SUS Admissions and FAS/FMS eligibility.	Applied Math I and II may count as two credits for high school graduation, State University System (SUS) admissions and FAS/FMS eligibility. For 2013 and later high school graduates, these courses will revert to the traditional one credit per sequence for SUS Admissions and FAS/FMS eligibility.	(See “Other Ways to Qualify” for 3-year graduation options.)
<b>Community Service</b>	75 hours, as approved by the district or private school	No requirement	No requirement
<b>Test Scores</b>  Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria.  For spring eligibility evaluations, test dates through the end of January will be admissible.  For summer eligibility evaluations, test dates through the end of June will be admissible.  <b>Note: FAS and FMS test score requirements are increasing for future graduates. See the Bright Futures website.</b>	Best combined score of 1270 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) Or Best composite score of 28 ACT (excluding the writing section).  NOTE: The writing sections for both the SAT and ACT will not be used in the composite.  SAT Subject Tests are not used for Bright Futures eligibility.  (ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)	Best combined score of 970 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) Or Best composite score of 20 ACT (excluding the writing section).  NOTE: The writing sections for both the SAT and ACT will not be used in the composite.  SAT Subject Tests are not used for Bright Futures eligibility.  (ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)	Students must earn the minimum score on each section of the CPT or SAT or ACT.  Sections of different test types may not be combined.  CPT: Reading 83 Sentence Skills 83 Algebra 72  Or SAT Reasoning Test: Critical Reading 440 Math 440  Or ACT: English 17 Reading 18 Math 19

### **Other Ways to Qualify and Additional Information**

Visit: <http://www.floridastudentfinancialaid.org/SSFAD/bf/>

## **Honor Graduates**

A student may qualify as an honor graduate if he/she has a 3.5 weighted cumulative GPA at the end of seven semesters of high school work. In calculating this GPA, an extra point will be received for any courses which were designated as high quality point courses at the time they were taken.

Honor graduates are seated in a special section at graduation and receive their diplomas first. They are recognized in descending rank, starting with the student who has the highest GPA (the Valedictorian), followed by the student with the second highest GPA (the Salutatorian) and so on. Being designated the Valedictorian or Salutatorian is solely dependent upon the student's cumulative weighted grade point average figured at the end of the first semester of the senior year. Students who are able to meet honor Graduate criteria by the end of the 8th semester will be added to the honor graduate list. Please note that all courses for high school credit, including algebra and foreign language taken in 8th grade, will count in determining the cumulative grade point average.

## **Dual Enrollment Programs**

These courses are offered through an agreement with St. Johns River Community College and require work beyond the honors level. Students must meet special entrance requirements and complete separate registration papers for St. Johns River Community College. Dual enrollment courses are open to juniors and seniors only and may be filled on a competitive basis if student requests exceed space available. To sign up for dual enrollment courses, the student must have a minimum cumulative unweighted 3.0 GPA. Enrollment in Mathematics and English courses require a score of at least 450 and 420 on the Math and Verbal sections of the SAT respectively, and a 20 and 16 on the Composition and Math sections of the ACT, respectively.

## **Transcripts**

Transcripts of credits and grades will be sent to post secondary institutions or scholarship granting agencies. Transcript requests should be made to the Administrator of Institutional Programs.

## **Physical Education**

### **P.E. Class Rules**

Students are required to follow all school rules while in P.E. In addition, we expect students to:

1. Be on time
2. Dress out properly
3. Participate in class activities unless they are unable to because of a documented medical condition
4. Show respect to all staff and other students
5. No food, drinks or gum are permitted in the Gymnasium
6. Jewelry of any kind is not permitted on students at any time during P.E. Classes due to risk of injury

Individual teachers may have additional rules to follow in his/her class. We expect all students to cooperate with these established rules. Failure to do so may result in a lowered grade and/or disciplinary action.

## **Physical Education Uniforms**

A uniform (shirt and shorts) will be assigned to all Middle School and High School students at the start of the school year. All Middle School and High School students are required to dress out daily. Refusing to dress out could result in a lower grade. P.E. uniforms are provided to students free of charge; however, if the uniform is lost or intentionally damaged the Parent/Guardian will be required to pay \$15.00 fee for a replacement.

## **Everyone is a Swimmer Program**

A required part of our P.E. curriculum includes swimming; all Elementary and Middle School students will require a swimsuit (we strongly recommend a one piece suit for girls). Swimming goggles, earplugs and bathing caps are optional for the swimming activities.

## **Athletic Shoes**

It is important that students have the appropriate footwear in class. A sturdy pair of good fitting athletic shoes (court shoes) with non-marking soles is required footwear for participation in class. Students will not be permitted to participate in class without proper footwear. Elementary students receive Physical Education every day, and must be prepared for class, which requires proper footwear.

## **HOPE (Health Opportunities through Physical Education)**

HOPE is a required 1-credit course for all High School students in order to graduate. In order to graduate all high school students must pass this course. As part of the curriculum, classroom assignments and homework assignments are to be completed and turned in weekly. Students are required to come to class everyday and take notes during lectures. Furthermore, students are required to take a test each week, and **one third (1/3)** of their grade is based on their tests scores. Students in this course are required to dress out daily and be prepared for class and activities.

## **Lockers and Valuables**

Physical Education Department staff is not responsible for any item that is left unsecured in any area of the P.E. Department. Students may bring a lock with them every day and ask that a locker be assigned to them. (Locks will not be provided).

# **Campus Life –Boarding Program**

## **Student Email (Electronic Mail)**

To enable students to have closer ties with home, students may be given FSDB email accounts. Students and parents/guardians will be asked to read and sign an Email Policy before accounts can be activated. Parents/guardians must have their own email accounts and provide the school with the address. All communication becomes property of FSDB and can be monitored.

Student Technology Use: FSDB gives students an opportunity to use computers and the Internet for education. FSDB wants students to become responsible Internet citizens, especially for educational purposes. FSDB does not want students to make serious mistakes

with the Internet. FSDB does not want students to damage any of its equipment, or its network.

Students and staff must sign FSDB's Acceptable Use Policy. The policy speaks clearly about what is permitted and what is not permitted with using FSDB computers and network. Students are responsible to know this policy.

## **Smoking/Tobacco Regulations**

Use of tobacco by staff, students and visitors, in any form is restricted to specific, designated areas and specific times for students. Students, regardless of age, are not permitted to possess tobacco products during the academic day. Violations of this policy will be handled in accordance with the Student Code of Conduct and statutory mandates.

School rules forbid students to smoke by noting the following:

- No FSDB student, regardless of age, may possess or smoke tobacco items or use/chew any of the smokeless tobacco products during the academic day.
- Florida Statutes Ch. 569.11 states that it is unlawful for any person under 18 years of age to knowingly possess any tobacco product. Any person under 18 years of age who violates the provisions of this subsection commits a non-criminal violation as provided in s.775.08(3) and is punishable in accordance with the statute.
- It is unlawful to sell, deliver, barter furnish or give directly or indirectly, to any person who is under 18 years of age, any cigarette or other tobacco product or cigarette wrapper. As used in this section, the word "cigarette" includes a clove cigarette or tobacco substitute. CH 859 FS.

## **Motor Vehicles and Parking**

Boarding students and day students must have annual approval to have a vehicle on campus. Parents/guardians must complete and sign a vehicle permission form. Boarding students must submit the completed form to the Director of Student Life for approval. Day students must submit the completed form to the Principal for approval. Once permission approval is granted, the following rules will apply:

1. Only students with operator driver's licenses will be permitted to have motor vehicles on campus.
2. The motor vehicles of boarding students will be treated as transportation to and from school on weekends, holidays, or special home-goings per DSL approval. Regardless of age, students are not permitted to drive except to and from school. The motor vehicles of day students will be used only for transportation to and from school and special school activities. Under special circumstances, certain students may be permitted to drive their motor vehicles to and from the off campus classes program with prior WRITTEN permission from the principal and with WRITTEN parental consent.
3. Boarding students are encouraged to return to the campus no later than 9:30 p.m. on the return day of a student home-going. Or return to school at 8:00 a.m. Students are to turn in their keys to the Dormitory Program Supervisor.
4. Only students who have permission from their parents/guardians and permission from the parents/guardians of the student driver are permitted to ride in vehicles. This permission must state the specific date of travel. Email or phone permissions will not be accepted.
5. Boarding students living in James Hall, Rhyne Hall, and Wartmann will come to campus, park and lock the motor vehicle in the Moore Hall parking lot.

Boarding students living in the Ted Johnson and Ray Charles apartments will park in the Apartment parking lot. The boarding student must immediately give their keys to the Dormitory Program Supervisor.

6. The motor vehicle keys will be reissued to the student before the student leaves campus for the weekend or a holiday. Students are to depart school grounds immediately after school.
7. The School cannot be responsible for any damage to a motor vehicle while it is on campus.
8. Permission to have a motor vehicle on campus is good for one school year only. This permission must be requested each year, if so desired. Boarding students' permission is granted by the Director of Student Life, and day students are granted permission by the Principal.
9. Day students' cars must be parked in the designated lot at Moore Hall. Student vehicles parked in other areas on campus will be towed at the owner's expense. Any student caught parking improperly will have his/her vehicle privileges revoked and they may or may not be renewed.
10. Any student driving on campus in a reckless and disorderly manner will have his/her motor vehicle privileges revoked. They may or may not be renewed.
11. Students need to inform the Director of Student Life by Wednesday if they plan to drive their vehicle or ride the school bus home. The DSL must have this information available to assist and coordinate efforts with the Transportation Department.
12. Students are to follow the motor vehicle rules or their motor vehicle privileges may be revoked. Once revoked, they may or may not be renewed.

## **Personal Property**

Children too young to assume responsibility for personal items such as cameras, watches, radios, tape recorders, jewelry, etc., should not bring those items to school. While the School will make every effort to help students take care of personal items, the School cannot assume any responsibility for damaged, lost, or stolen items. Personal valuables must be locked in the student's locker while the student is away from the area.

- All personal items, including clothing, must be clearly marked with the owner's name. Students shall not loan, sell or give away their personal items.
- Personal items for the purpose of decorating individual rooms must be fire retardant. A letter of verification should accompany the item.
- Use of personal hearing aids/cochlear implants by children in the Elementary Deaf Department should be supervised by Residential Instructors during after school hours. FSDB is not responsible for loss or damage of hearing aids/cochlear implants.
- The students in the Elementary Deaf Department are furnished with auditory training units for use in the classroom. Middle and High School students are encouraged to bring and use their own hearing aids/cochlear implants, as appropriate.
- Glasses and cases should be marked with student's name.
- Students' personal TVs are permitted only under special circumstances and must be approved by the Director of Student Life. Video cameras, VHS and DVD players are not permitted in the dormitories, except with special permission from the Dormitory Program Supervisor.
- Personal Computers and/or personal laptops are not permitted on campus.

## **School Property**

Lost or damaged school property, including school-owned loaner hearing aids, may be required to be paid for from the student bank account of the student and/or parents or guardians.

## **Debts**

All debts, including library and parking fines, lost materials and textbooks, money owed to club sponsors, etc. should be cleared before the end of the school year.

## **Student Bank/Spending Money**

All students have a student bank account at FSDB (primarily for spending money).

Parents are responsible for underwriting the costs for the following:

- Student spending money.
- Medical and dental bills for health related services, hospitalization and all prescribed medications.
- Student transportation to and from FSDB except for travel related to School holidays, weekends, and the opening and closing of School. Such transportation includes taxi to and from the downtown bus station as well as transportation home for student illness or disciplinary reasons.
- Damage to School property.
- Exam fees, vocational materials and supplies.
- Class and club dues, yearbook, and expenses for graduation when applicable.

The student's name and information regarding the purpose of money sent must be included with the check or money order made payable to FSDB. **DO NOT SEND CASH.** Funds should be sent to: Florida School for the Deaf and the Blind, ATTN.: Student Bank, 207 N. San Marco Avenue, St. Augustine, FL 32084-2799. A receipt will be sent to the parent acknowledging deposit of funds. The School is **NOT** responsible for any money sent directly to students for their immediate use. Parents should notify the Student Bank if they wish to limit the amount of their child's weekly allowance.

FSDB recommends that students not lend money to any student or staff member. Students should not borrow money from other students or staff members. Once a week, students may withdraw spending money from their accounts.

Students are not permitted to carry or have in their possession more spending money than is recommended for their weekly allowance. The only exception to this would be additional money needed for special activities.

Spending money for Elementary and Middle School students may only be obtained from a Student's Bank Account, if the check for withdrawal of such monies is countersigned by the Director of Student Life or the Boarding Program Supervisor.

Academic Staff may also submit a request directly to the Student Bank on a student's behalf, for money in a Student Bank Account which is restricted for class expenses and emergencies. These are also authorized by the Assistant Principal.

**Student Bank Hours: FOR ALL DEPARTMENTS – 3:30 – 4:15 PM AFTER SCHOOL.**

It is the responsibility of the Florida School for the Deaf and the Blind to advise the proper authorities of any person who willfully misapplies funds paid by a governmental agency for the support of a child. Such funds are to be used for a proper home, food, clothing, and the necessities of life, which if not provided, results in undue hardship for the child.

All Students in Grades K-8 must withdraw funds from the STUDENT BANK ACCOUNT through their Boarding Program Supervisor.

All students in Grades 9-12, in the Deaf and in the Blind Departments may deposit or withdraw funds directly from the Student Bank with permission from appropriate staff members.

## **Boarding Program**

### **Visiting by Parents- Boarding Program**

Parents of students are always welcome on campus. Parents are encouraged to plan their visits so as not to interfere with the dormitory routine. Parents should check with the Residential Instructor on duty before entering the living quarters of their child. Respect for the privacy of other students is appreciated. Parents are required to have their children back in the dormitory by curfew 9:30 p.m. Failure to meet curfew will be considered an absence.

### **Visiting Off Campus**

The following is required for all students, regardless of age, wanting to be signed off campus with someone other than their parent or legal guardian.

A written letter of permission from the student's parent or legal guardian must be received by the Director of Student Life (DSL) office at least three (3) days prior to the visit. The letter must contain:

- The date the visit is to take place
- Name of the student
- Name of the person picking up the student/or bus ticket if the student will be taking a non-FSDB bus.
- A contact number for the parent or guardian.

A written letter of invitation from the person who will be picking up the student is required for all Friday or homegoing day visits.

Parental permission via telephone will not be accepted. The request must be in writing with the parents own signature. FAX transmission is acceptable as written permission. The FAX numbers are:

- Deaf Department and Apartments (904) 827-2604
- Blind Department (904) 827-2717

Permission for multiple, open-ended visits will not be accepted. Each visit, on different dates, must have permission specific for the dates the visit will occur.

All students being signed out on any homegoing day must be signed out from the appropriate Assistant Principal's office prior to 2:05 pm or the student will ride their homegoing bus.

Students may not be signed out at any time by other students or recent graduates of the School.

Overnight visiting privileges are not permitted between students and staff members without special permission from the Administrator of Boarding Services.

Requests for exceptions to any of these policies must be submitted in writing to the appropriate DSL and Assistant Principal.

The School President, Principals, or Directors of Student Life reserve the right to deny the permission based on known circumstances and credible information. If permission is granted, the School will not accept the responsibility for such visits, but will see that the arrangements made by the parents are carried out.

## **Attendance**

Boarding students who attend class during the week **MUST** report to the dorm at 3:30 unless they have been granted special permission to leave from school.

- Boarding students are expected to be full time. Excessive absenteeism can result in dismissal from the Boarding Program.
- Students may not use the dormitory sign-out process to avoid attending class. Any absences from classes due to dormitory sign-out will be considered truancy, and will be treated as such.

## **Off-Campus Guests**

All visitors, other than parents/guardians, must register with Campus Police upon arrival to the campus.

- Visitors, other than parents and School personnel, may visit in the dormitory areas between the hours of 3:30 to 5:00 pm Monday through Thursday after checking in with Campus Police and with permission of the supervisor on duty.
- Off-campus visitors may visit with students in the lobbies of their dormitories and in other designated areas of the campus with permission from the Residential Instructor. Visitors are not permitted in sleeping areas.

## **Signing In and Out**

High School students are to sign the daily sign-out register when leaving the dormitory for ANY reason other than attending classes, meals or to be in the immediate area of the dormitory.

- A student must give correct and complete information required on the registers. Failure to do so will result in disciplinary action.
- Students shall not sign other students out of the dormitory at any time.

## **Off Campus Privileges**

Students may be allowed to walk off campus depending on their current dormitory rules. While off campus, students must remain within the boundaries established by their dorm.

- Visually-impaired students must have the appropriate Mobility Pass for the area to be traveled.
- Boarding students are not to ride in cars or other vehicles with persons other than their parents or school personnel unless written permission is granted by the Director of Student Life.
- Students may use public transportation or taxis at their own expense with approval from the DSL. Visually Impaired students must have an appropriate mobility pass.
- Students are not permitted to drive staff members' cars.
- Students violating this policy will be disciplined according to the Student Code of Conduct.

## **Bicycles and Skateboards**

High school seniors and students in the Honor Dorm may bring a bicycle to ride on campus. Students may be allowed to ride their bicycle off campus only after attending a bike safety class given by the Campus Police.

1. Students are not permitted to loan their bicycles to other students. (Bicycles cannot be stored inside dormitories, nor will FSDB be responsible for lost, stolen or damaged bicycles).
2. A helmet must be worn and snapped on when riding a bicycle.
3. Skateboards may be used on campus with protective equipment.

## **Extra Curricular Activities for Boarding Students**

Students attending extra-curricular activities must sign in and out on the dormitory register.

Any student who wants to attend an off-campus, non-school activity, other than church, must receive advance permission from the Director of Student Life.

Anyone making arrangements for students to attend off-campus games or activities must inform the Director of Student Life.

Elementary and Middle School students attending off-campus activities must be accompanied by an approved chaperone.

Continuing Education Students who have already graduated high school with a special diploma may participate in activities that are open to the general public, allowing invitations to off campus guests, or activities that have been established for the Continuing Students.

## **Extra Curricular Activities for Day Students**

Middle school and high school day students are welcome to participate in afternoon activities. They must obey all rules and regulations as written for boarding students when they are on campus or under the jurisdiction of the School. Whenever the situation deems it necessary, parents must accompany the student to events to maintain staffing ratios.

Day students will be “assigned” a dormitory based on grade and class of the student.

FSDB strongly believes that day students should be offered the opportunity to participate in the various athletic and recreational activities available to boarding students. At the same time, the School is faced with challenges due to the need to maintain student to staff ratios. In those cases where ratio is a concern, parents must accompany and supervise their child. However, the School is committed to making these activities available to local middle school and high school students within the guidelines listed below:

- Monthly, the Recreation Director will provide the Assistant Principals bulletins listing activities that will occur during the following week. Assistant Principals will give the bulletins to each day student to take home. High School students pick up the form at the High School Academic office. The bulletin will be a checklist which parents should complete, date, sign and return to the department’s Director of Student Life on Monday morning indicating which of the activities their child will be attending.
- Students will not be permitted to participate in dorm related activities unless the checklist has been returned to the DSL indicating the student will participate in the dorm activity.
- If there is a ratio concern, the parent/guardian will be required to accompany their child to the activity. (Friends or other family members are not permitted to

bring or supervise the student during these activities). IT SHOULD BE NOTED THERE MIGHT BE TIMES WHEN THE DORMS, WITH THE ADDITION OF THE DAY STUDENT MIGHT STILL BE WITHIN RATIO. IF SO, THE BOARDING PROGRAM SUPERVISOR MIGHT NOT REQUIRE THE PARENT(S) TO STAY WITH THE STUDENT.

- Day students may visit their friends in the dormitory. Visits must be approved by the Boarding Program Supervisor and limited to two hours unless a special activity is planned. The visiting student must follow the dormitory rules.
- Visitors to the dormitory must leave by 8:00 p.m. unless a special activity has been planned beyond that time.
- Parents may bring other FSDB students with their parents' consent. The parent(s) bringing these students will be required to supervise them, if boarding area is out of ratio.
- Parents and students will be requested to leave campus if the student's presence creates an unacceptable situation (i.e., student behavior warrants such action in the judgment of the staff).

Special events requiring transportation will be made available to day students pending availability of tickets and space. If ratios are exceeded, parents will be required to accompany their child during the event. Parent(s) and other family members are not permitted to ride on school transportation.

Day students must leave campus at the end of the school day, unless prior arrangements have been made.

Day students transported by their parent(s) should not arrive prior to 7:30 a.m. Day students transported by FSDB will go to their designated waiting area.

Day students attending athletic practice should be picked up at the end of the session unless other arrangements have been made. Students attending athletic events must be under the supervision of their parent(s).

Day students attending Religious Education classes are under the supervision of the Religious Education Program personnel. Transportation for Religious Education activities is the responsibility of the parent(s) and the Religious Education staff.

Day students may drive motor vehicles or ride in cars to school with written permission from their parent/guardian and approval of the school principal. Cars must be parked at the Moore Hall parking lot reserved for day and boarding students. Pleasure riding on campus is prohibited. Boarding students are not permitted to ride on/in motor vehicles with day students.

Day students must adhere to the FSDB policy of no tobacco products used on campus.

Day students will be served by the Allied Health Services Center according to established procedures.

## **Dating/Social**

Students may take dates from within FSDB to parties or dances on campus.

Students are allowed to date within their school age department level.

If groups of four or more students want to date off campus during daylight hours, they must get permission from their Boarding Program Supervisor.

Off-campus guests (friends) may come to campus social events (dances, parties, etc.). Boarding Program Supervisors must give prior approval.

Inappropriate displays of affection are not permitted. Breaking of this rule will be handled in the Student Code of Conduct. Repeated incidents will result in possible development of behavior plan.

Students involved in intimate sexual activity will be disciplined as indicated in the Student Code of Conduct. Parents and campus police will be contacted.

Students are not permitted, under any circumstances, to date staff members, volunteers, interns (i.e., student teachers, observe & assist, tutors, etc.) or any person who has supervisory responsibilities.

Students attending a school event must remain at the activity through its entirety or leave early with a chaperoned group.

Students are permitted opportunities for periods without direct supervision to foster independence. Example of this is returning to the dormitory following student activity. The frequency of these opportunities is based on the student's maturity level and behavior.

## **FLORIDA SCHOOL FOR THE DEAF AND THE BLIND OPERATIONAL POLICIES & PROCEDURES**

### **POLICY NUMBER**

### **SUBJECT**

**OPP 10.34**

**Teen Dating Violence or Abuse**

#### **a. Policy:**

It is the policy of the Florida School for the Deaf and the Blind (FSDB) that all students have an educational and boarding setting that is safe, secure, and free from dating violence or abuse of any kind. FSDB will not tolerate any form of teen dating violence or abuse as defined in section "b" of this policy.

Consistent with the intent and requirements of Florida Statute, FSDB upholds that dating violence or abuse by any student is prohibited:

1. On school property;
2. During any program or activity sponsored by FSDB;
3. Through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the school;
4. Through the use of personal communication devices; or
5. On a school bus or FSDB vehicle.

#### **b. Definition:**

Teen Dating Violence or Abuse is a pattern of emotional, verbal, sexual, or physical abuse by one person in a current or past dating relationship to exert power and control over another when one or both of the partners is a teenager.

Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats and/or acts of physical or sexual abuse.

This may also include harassment, stalking via electronic devices such as cell phones and computers, harassment through a third party, and may be physical, mental, or both.

The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner.

**c. Education and Training:**

**Student Education**

Members of the instructional staff, subject to the rules of the State Board of Education, shall teach all comprehensive health components listed in Florida Statute, including a health education curriculum for students in grades 7 through 12 in the area of dating violence or abuse. The curriculum chosen must have an emphasis on prevention based education.

This instruction shall include a teen dating violence or abuse component that includes, but is not limited to:

1. The definition of dating violence or abuse;
2. The warning signs of dating violence or abusive behavior;
3. The characteristics of healthy relationships;
4. Measures to prevent and stop dating violence or abuse; and
5. Community resources available to victims of dating violence or abuse.

**Training**

The Florida School for the Deaf and the Blind is committed to a healthy, positive and safe learning and living climate for all students. The development of this climate involves a change in the social climate and norms with regards to dating violence or abuse. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, school nurses, and other non-teaching staff (such as bus drivers/chaperones, facilities staff, food service staff, police/security staff, instructional aides, and residential instructors).

Students, parents/legal guardians, volunteers, and employees shall be provided annual access to instruction on FSDB's Policy and Procedures against dating violence or abuse. The information shall include evidence-based methods of preventing dating violence or abuse, as well as how to effectively identify and respond to dating violence or abuse incidents within the scope of the school.

FSDB employees shall also be provided training in the investigation and intervention of dating violence or abuse incidents that fall within the jurisdiction of the school.

Existing resources, including but not limited to, student support services staff (e.g. school social workers, school counselors) should assist in providing teen dating violence or abuse intervention and prevention training.

**d. Accountability:**

The president, administrators, and department supervisors share accountability for implementation of this policy. They shall take steps to assure that standards are fully integrated into school operations and student programming and are pursued with equal effort in policy and practice.

**e. Teen Dating Violence or Abuse Procedures:**

**Reporting Procedures:**

Any written or oral reporting of an act of dating violence or abuse shall be considered an official means of reporting such act(s). Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

- The victim of teen dating violence or abuse, anyone who witnessed an act of dating violence or abuse, and anyone who has reasonable suspicion that an act of dating violence or abuse has taken place are strongly encouraged to report all incidents to a staff member.

- All school employees are required to report alleged violations of this policy to the appropriate Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life and/or Director of Student Life in the academic and/or boarding programs.
- In addition to reporting the incident to the Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life and/or Director of Student Life, if a school employee has reason to suspect that an alleged violation of this policy might constitute a crime, the employee shall also immediately report the complaint to the Campus Police. Any uncertainty regarding whether an alleged violation might constitute a crime must be resolved in favor of reporting the incident to the police.
- All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are strongly encouraged to report any act that may be a violation of this policy anonymously or in-person.
- In cases involving an alleged perpetrator who is of adult age and an alleged teen victim, certain suspicions of abuse must be reported to the Florida Abuse Hotline or local law enforcement pursuant to Florida Statute.
- Within each department, the Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life, or the Director of Student Life is responsible for receiving complaints alleging violations of this policy and serve as the investigator.
- The Assistant Principal and the Director of Student Life for each school/dorm shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of dating violence and abuse may be filed either in-person or anonymously and how this report will be acted upon.
- Submission of a good faith complaint or report of teen violence or abuse will not affect the complainant or reporter's future employment, grade, learning or working environment, or work assignments.
- Appropriate remedial action will be pursued for persons found to have wrongfully and intentionally accused another of an act of dating violence or abuse.

#### Investigation Procedures:

The Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life or the Director of Student Life, trained in investigative procedures, initiates the investigation. The investigator may not be a relative of the accused perpetrator or victim.

The Procedures for Investigating Teen Dating Violence or Abuse include:

1. The investigator will conduct and document interviews of the victim, alleged perpetrator, and witnesses. Each individual (victim, alleged perpetrator, and witness) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together. These interviews are conducted privately and are confidential.
2. If the allegation includes the use of FSDB technology, such technology will be confiscated for evaluation.
3. The maximum of 10 school days after the complaint shall be the limit between the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of teen violence and/or abuse, and the investigative procedures that follow.

4. If it is determined that dating violence or abuse has occurred, the investigator shall:
  - a. Make recommendations for disciplinary action to the Principal or the Administrator of Boarding Services;
  - b. Take immediate action to eliminate the behavior;
  - c. Take disciplinary action immediately, based on the circumstances of the behavior(s);
  - d. Notify the police, if a crime has been committed; and
  - e. Proceed in full cooperation and without interference with the criminal investigation if the alleged act in violation of this policy is also the subject of an investigation by law enforcement.

Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention should be given to the victim's preference. *The burden for any bus, classroom, dorm, or other schedule changes should be on the alleged perpetrator, not the victim.*

#### Notification Procedures:

Within 24 hours of the initiation of an investigation, the investigator shall, by accessible communication, notify the parent(s)/guardian(s) of the youth involved in a dating violence or abuse complaint, except if such notification is not in the best interest or impairs the safety of the students involved.

Parents/legal guardians will be informed of the actions being taken to protect the child. The frequency of follow-up notification will depend on the seriousness of the incident.

Once the investigation has been completed, and where required, criminal charges may be pursued against the perpetrator and all appropriate local law enforcement agencies will be notified.

School employees shall refrain from sharing confidential student information with other school employees, students, or community members, unless disclosure is required by law or is necessary to protect the student's safety. Any notification made must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

#### Consequences:

Student who is found to have wrongfully and intentionally accused another of an act in violation of this policy:

- Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another range from positive behavioral interventions up to and including suspension, as outlined in the Code of Student Conduct.

Student who commits an act of teen dating violence or abuse:

- Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances.
- Consequences and appropriate remedial action for students who commit acts of teen dating violence or abuse may range from positive behavioral interventions up to and including suspension, as outlined in the Code of Student Conduct.

## Restraining Orders:

Should a student or their guardian inform FSDB that an order of protection has been issued, the Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life, or Director of Student Life will contact the abuser and his/her parents to initiate a Stay-Away-Agreement, consistent with the terms of the order, with penalties for known violations of the agreement.

The Principal or Administrator of Boarding Services will notify Campus Police immediately if they have a reasonable belief that a criminal or civil restraining order has been violated. Campus Police/Security Officers will respond immediately to a report of a violation of a criminal or a civil restraining order.

The school-based alternative to a legal protective order is called a Stay-Away-Agreement. This provides a list of conditions that must be followed by the alleged perpetrator while on school grounds or at school-sponsored activities. It is designed to ensure the safety of the victim.

It is encouraged that the Stay-Away-Agreement be administered in a conference with the alleged perpetrator and his or her parent(s)/guardian(s). If the parent/guardian is unavailable or unwilling to attend the conference, the school may note this on the agreement. A Stay-Away-Agreement may include the following elements:

1. A description of the relationship between the victim and alleged perpetrator.
2. A description of the violent incident(s): what, when, where, witnesses.
3. A list of behaviors that the alleged perpetrator may not do (i.e. talking to the victim, sitting near the victim, sending notes to the victim, etc.).
4. Schedule changes for the alleged perpetrator (to separate the victim and alleged perpetrator), including classes, lunch period, arrival and dismissal times, locker location, and extracurricular activities.
5. Notes on other disciplinary actions taken.
6. Disciplinary consequences if the alleged perpetrator violates the Stay-Away-Agreement.
7. Dates during which the Stay-Away-Agreement is valid.
8. Date when the Stay-Away-Agreement will be reviewed.

## Instruction and Reasonable Accommodations - Victim:

Requests for accommodations may be made orally or in writing to any school employee and these requests should be taken to the Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life, or Director of Student Life. If the request is made orally, the supervisor, as identified above, shall document the request in writing.

The school shall provide a written decision to the student as soon as possible, but in all cases a decision must be made within five school days of the request. A denial to a request for accommodation must include the reason(s) for the denial. All requests for accommodations should be kept strictly confidential. At no time shall the school personnel notify the alleged perpetrator of the student's request for accommodation, nor shall the school require the student to pursue a complaint against the alleged perpetrator through the school grievance process or the criminal justice system.

All accommodations under this policy are voluntary; the student may choose to decline or rescind any accommodations at any time by notifying the Assistant Principal, Principal, Coordinator of Student Conduct, Assistant Director of Student Life, or Director of Student

Life. The student shall not be subject to any retribution or disciplinary action for such decisions and shall not lose the right to request and receive future accommodations.

Accommodations for safety shall be made even if the alleged perpetrator is not a student at the school or if the abuse occurred outside of school grounds.

FSDB will provide a victim of dating violence or abuse with the following, based on the circumstance:

1. Stay-Away-Agreement: an agreement with the offender to stay away from the victim while on school grounds, school transportation, and during any school sponsored program or activity.
2. Reasonable accommodations such as class schedule changes, change of locker assignment, private space for meeting with a school guidance counselor or other appropriate school personnel. If needed, the school will assist the student in creating an alternative education plan for the student such as transferring to a different school or the ability to make up school work missed due to dating violence.
3. Security protection, such as safe egress/regress from school and within the school.
4. Timely and comprehensive investigation of dating violence and abuse complaints.
5. Referrals for outside support and/or counseling.
6. Information and assistance in securing interventions to address the behavior of abusers (e.g. empathy training, anger management).
7. Information and assistance in securing intervention which includes assistance and support provided to parents/guardians, if deemed necessary and appropriate.
8. Other actions determined appropriate under the circumstances.

#### Methods of Intervention – Alleged Perpetrator:

FSDB will provide the alleged perpetrator with the following, based on the circumstance:

1. Allow the alleged perpetrator to respond in writing to the allegations.
2. Identify and implement disciplinary and other actions and consequences, as outlined in the student code of conduct, that will be taken to prevent further incidents.
3. Refer the alleged perpetrator and parent(s)/guardian(s) to help and support available at the school and within the community.
4. Address the seriousness of retaliations against the victim.
5. Provide for increased supervision of the alleged perpetrator.
6. Document the meeting and action plans on a complaint form.

#### **A. APPROVED:**

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L. Daniel Hutto, President

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Date

STATUTORY AUTHORITY  
1002.36, 6D-3.006, 6D-3.010, 1001.41,  
1001.42 F.S.  
LAW(s) IMPLEMENTED  
1003.32, 1006.07, 1006.08, 1006.09,  
1006.147 F.S.

History:  
NEW: 08.01/06  
Revised: 12/05/08, 03/05/10, 04/07/11,  
06/14/11

## Religious Services

FSDB does not provide religious education and is not responsible for the students during religious education activities. At this time, the adults assigned by the respective religious education program are responsible for the students. They are responsible to assure that the students go from their respective dormitories to the religious education class/activity and back to their dormitory.

Religious education classes/services are available for students after school hours. Students must have written permission from parents/guardians to attend on or off campus services/classes and off campus activities.

Students with written permission from their parents may attend church activities in town as indicated on their Religious Information Slips.

Students must sign out and in the dormitory register when attending religious activities in town.

Students may not go anywhere else when they have signed out to go to religious activities.

Religion classes are provided on and off campus.

Consistent with participation in other extra curricular activities, students with severe disciplinary problems or emotional turmoil may not attend a specific activity.

Parents/Guardians or adult students are allowed to select only one religious organization to attend. Changes to this selection can only be made during the first two weeks of a semester.

## Movies in Town

- Students may attend movies in town with permission from their Residential Instructor.
- Students should only attend movies appropriate for their age group.

## Curfews

### Off-Campus:

Throughout the school year, High School students must return to their respective dormitories by 9:30 p.m. or dark, whichever occurs first.

### Exceptions:

- Elementary and Middle School students must be accompanied by staff.
- Level I students are not permitted off campus unless accompanied by staff.
- Apartment students have special privileges.
- Students residing in Cary White are not permitted off campus unless accompanied by staff.
- Travel boundaries during Standard Time:
  - South as far as Hope Street and west to Ponce de Leon Blvd. (US 1), but not across US 1
  - North as far as State Road 16 on San Marco Avenue
  - Limited Travel Routes
  - San Marco Avenue
  - East Side of Ponce de Leon Blvd. (US 1)

- Hope Street
- San Carlos Street
- Dismukes Street

#### On-Campus:

Student Return to dorm by:

- Middle School 9:30 PM
- High School 9:30 PM
- Independent Living 9:30 PM

During the time between dark and on-campus curfew times listed above, students must remain in close proximity to their assigned dormitories. Such proximity information shall be put in writing and posted on each dormitory bulletin board.

Elementary Students may be signed out only by an adult with parental permission. Middle School students, with permission, may sign out to go specifically to Lil Champ, in groups of three (3). All other middle school students may be signed out only by an adult with parental permission.

### **Bedtime**

Each dormitory shall establish its own rules for bedtime, but the typical schedule requires bedtime:

- Elementary 9:00 PM
- Secondary 10:00 PM

### **Packages**

- No C.O.D. packages will be accepted for students.
- Students should never order things to be sent to the School such as magazines, records or other items unless approved by the Director of Student Life.
- All packages sent to students should be addressed properly. The address should include student's name, the dormitory and the School's address.

### **Return to Dormitory**

- Parents/Guardians or any person returning students to campus must report to the respective dormitory no later than 9:30 p.m. and sign in the student.
- Everyone arriving on campus after 9:30 p.m. must report to the Campus Police office to be escorted to their respective dormitory.

# **Student Dining and Nutrition**

## **Cafeteria Policy**

Students are required to be present for every meal in the School cafeteria unless ill or excused. EXCEPTION: High School students may obtain special permission from their Boarding Program Supervisor to eat in town. Certain students involved in independent living programs will not be required to eat all meals in the cafeteria. Students are required to exhibit good manners and be properly dressed and groomed in the dining rooms.

1. All students must pick up a tray and may not break in line.
2. Students must leave their table free of trays, food or litter and push their chair to the table after completing their meal.
3. Food shall not be removed from the cafeteria, except authorized “to-go” meals.
4. No commercial (pizza, subs, etc.,) deliveries of food allowed in the cafeteria.
5. Any faculty or staff member on lunch duty has the authority to enforce these rules.
6. Students may not eat in classrooms.

## **Wellness Policy**

FSDB is committed to providing a school environment that enhances learning and the development of lifelong wellness practices. In an effort to accomplish these goals, FSDB established a Wellness Committee, which includes parents and staff representatives from Food Service, Physical Education, Academics, the Boarding Program, FSDB Administration, as well as the Board of Directors. The group meets regularly, and discusses goals related to student health and well-being including topics such as state guidelines for nutrition education, physical activity and other school based activities; eating environments on campus, and food safety and security. The Wellness Policy thus established and approved by the Board of Directors is Operational Policy 6.07E.

Input from parents regarding the Wellness Policy is welcome. To communicate with the Wellness Committee, send an email to [wellness@fsdb.k12.fl.us](mailto:wellness@fsdb.k12.fl.us), or contact the Director of Culinary Services (904) 827-2391

# **Dress Code for Students**

## **Proper Dress, Hygiene and Grooming**

ALL students must exhibit proper dress and grooming at all times on the campus of FSDB according to the following guidelines:

- Students need to be properly dressed and groomed at all times.
- Students may not borrow, lend, or give clothing to other students.
- Students are to keep themselves well groomed at all times. This means clean bodies, frequent shampoos, and clean clothing.

## Academic Dress Code Guidelines

Academic Dress Code Guidelines are effective during the hours of 8:00 AM – 2:30 PM (for Elementary Students), and 8:00 AM – 3:30 PM (for Middle and High School Students). Students should maintain physical cleanliness and good physical health, to avoid offense to others. This is mandatory.

Personal attire may be in the style of the day, but clothing of a distracting character is unacceptable. The following are NOT acceptable:

- Clothing with references to cigarettes or alcohol.
- Clothing with rude, disruptive or violent words or symbols
- Clothing with reference to illegal drugs or drug materials
- Clothing with sexual, racial or gang reference.

Gang graffiti will not be drawn or worn on backpacks, notebooks, folders, papers, clothing or any other object; or on the body of any student or person on school property.

Headgear of any kind is not allowed in School, unless it is part of religious attire, or needed due to light sensitivity.

Students must wear shoes that are safe and appropriate for the learning environment. Elementary students must wear shoes that have a back or strap on the heel. High school and Middle school students may wear backless shoes; however, footwear commonly considered beachwear is prohibited. (For example, flip flops, beach sandals, or other such beach shoes will not be allowed in school).

Hair shall be clean and well combed or brushed. Extreme hairstyles are not acceptable.

Bermuda shorts, baggies, culottes, no shorter than four inches (4”) above the top of the knee are acceptable.

Tank tops, tank shirts, sleeveless t-shirts for boys, jogging suits, and sweat suits are not acceptable, except in physical education classes.

White undergarment t-shirts may not be worn as a shirt. If worn, they must be worn under other clothing.

Any ornate jewelry and accessories (such as spiked collars, spiked bracelets, and long chains hanging out of pockets) are not permitted.

Students may not wear trench-coats or raincoats, except during inclement weather.

Any student, who attends Vocational Classes at the First Coast Technical College, must follow dress code regulations established by each occupational department of FCTC. (Example: safety clothing, protective garments, business attire, etc).

Students may not wear sunglasses (unless needed for light sensitivity) inside buildings without prior approval from the Principals, or the principal’s designee.

### **Standards for BOYS:**

- ✓ Shirts shall be tucked into trousers unless designed to be worn outside the trousers. Boys’ pants/slacks must be worn at the waist – no sagging. Pants that have belt loops must be belted.
- ✓ Mustaches shall be neatly trimmed. Neatly trimmed beards are permissible.
- ✓ Sleeveless shirts are not permissible for boys.

### **Standards for GIRLS:**

- ✓ Midriff or “cut-out” dresses may not be worn. Extremely short skirts are not allowed. Skirts must be no shorter than four inches (4”) above the top of the knee.
- ✓ Revealing blouses are not acceptable (i.e. clothing that reveals undergarments or midriff, blouses or shirts which are low-cut or see through are not permitted).

Deviation from standards – the Principal or his/her designee shall consider request for deviation from this policy provided:

- Either the parents or guardians agree that a deviation is in order.
- A written agreement, signed by either parents, or guardian, is presented to the Principal or his/her designee.

### **New Act Regarding “Baggy Pants”**

The 2011 State Legislature passed Senate Bill 228, which is also referred to as the “Baggy Pants Act.” This act addresses appropriate dress, respect for self and others, and the role that appropriate dress has on an orderly learning environment. This bill prohibits students, while on school grounds during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner, or that disrupts the learning environment.

Students who violate the dress code policy are subject to the following disciplinary actions:

- 1<sup>st</sup> Offense: A student shall be given a verbal warning and the school principal shall call the student’s parent or guardian.
- 2<sup>nd</sup> Offense: A student is ineligible to participate in any extracurricular activity for a period of time, not to exceed 5 days, and the school principal shall meet with the student’s parent or guardian.
- 3<sup>rd</sup> Offense: A Student shall receive in-school suspension for a period of time, not to exceed 3 days, the student is ineligible to participate in extracurricular activities for a period of 30 days, and the school principal shall call the student’s parent or guardian and send a the parent or guardian a written letter regarding the student’s in-school suspension and ineligibility to participate in extracurricular activities.

### **Boarding Program Dress Code Guidelines**

During the hours of 2:30 PM (Elementary Students)/3:30 PM (Middle & High School Students) through 8:00 AM.

Personal attire may be in the style of the day, but clothing of distracting character is unacceptable. The following are NOT acceptable:

- Clothing with references to cigarettes or alcohol.
- Clothing with rude, disruptive, or violent words or symbols.
- Clothing with reference to illegal drugs or drug materials.
- Clothing with sexual, racial or gang reference.

Gang graffiti will not be drawn or worn on backpacks, notebooks, folders, papers, clothing or any other object; or on the body of any student, person, or school property.

While inside of respective dorms, students are permitted to dress by their choice as long as it does not fall under Rule #1 (a-d) referenced above, or cause disruption to their environment.

Hats/visors are allowed anywhere except the cafeteria as long as it does not include distracting character.

Bandanas are allowed for girls as part of hair accessories. Boys/girls are allowed to wear bandannas, as 'sweatbands' during physical activities not connected with varsity sports.

Hair shall be clean and well combed or brushed. Extreme hairstyles will not be acceptable.

Shorts are allowed, as long as they do not show any private areas of the body.

Tank tops/tank shirts (Straps 2" in width), jogging suits, and sweat suits are acceptable. Spaghetti strap shirts are not allowed.

Revealing blouses are not acceptable (i.e. clothing that reveals undergarments or midriff, blouses or shirts which are low-cut or see through are not permitted).

The school reserves the right to exclude items of apparel or accessories which prove to be harmful, or detrimental to the health, safety, or physical well-being of students, damaging to physical facilities, or disruptive to normal school activities.

## **Interscholastic Athletics**

Participation in interscholastic athletics at the Florida School for the Deaf and the Blind is a privilege. Each student who wishes to participate on any FSDB interscholastic team must adhere to the Athletic Code of Conduct and be determined to be eligible according to the bylaws of the Florida High School Athletic Association.

### **Academic Standing/Middle School Students**

A sixth-grade, seventh-grade or eighth-grade student in an independent middle school, a middle-junior high school or a high school must meet the following academic requirements to be eligible for interscholastic athletic competition:

- He/she must be regularly promoted from the previous grade the immediate preceding year; and maintain a 2.0 cumulative GPA.
- He/she must be in regular attendance; and
- He/she must be carrying a normal class load and doing satisfactory classroom work, with a satisfactory conduct record as determined by the Principal of the school and the standards of this Association.

### **Academic Standing/High School Students**

A student must have a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by s.1003.43(1), Florida Statutes, at the conclusion of each semester to be eligible during the following semester. A student whose cumulative high school grade point average is below a 2.0 on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by s.1003.43(1), Florida Statutes, at the conclusion of a semester shall not be eligible during the following semester.

A student shall be eligible during the first semester of his/her ninth-grade year provided that it is the student's first entry into the ninth grade and he/she was regularly promoted from the eighth grade the immediate preceding year.

## **Age**

The first time a student's name is submitted to the FHSAA on an annual eligibility report, the Principal shall certify that he/she or his/her authorized representative, has examined and approved a birth certificate, issued by an authorized agency.

A middle school student may participate in interscholastic athletic competition until reaching the age of 15 years 9 months, so far as age is concerned. Upon reaching the age of 15 years 9 months the student shall be ineligible for further participation in interscholastic athletic competition.

A junior high school student may participate in interscholastic athletic competition until reaching the age of 16 years 9 months, so far as age is concerned. Upon reaching the age of 16 years 9 months the student shall be ineligible for further participation in interscholastic athletic competition.

A student may participate in interscholastic athletic competition until reaching the age of 19 years 9 months, so far as age is concerned. Upon reaching the age of 19 years 9 months the student shall be ineligible for further participation in interscholastic athletic competition.

## **Limit of Eligibility**

A student shall be eligible for no more than four (4) consecutive academic years from the date he or she first enrolls in the ninth (9th) grade. Four years from the date he or she first enrolls in the ninth (9th) grade, he or she shall become ineligible for further interscholastic athletic competition. A student who is withdrawn from school, does not attend school, repeats any grade, is declared ineligible to participate, or otherwise fails to exercise the opportunity to participate for any reason for any length of time during this four-year period shall not be granted a waiver of this rule. Original school records shall be submitted to the Commissioner in the event of conflicting information as to the date of first enrollment in the ninth (9th) grade.

A student whose four (4) consecutive academic years of eligibility expires during the season of a sport in which the student is participating shall be permitted to continue participation in that sport through the conclusion of its season provided the student meets all other eligibility requirements as set forth in these bylaws.

A student may participate as a sixth-grade student one year only, as a seventh-grade student one year only, and as an eighth-grade student one year only.

Participation or non-participation in the sixth, seventh and/or eighth grades shall not affect a student's eligibility after entering the ninth grade. A student shall have four consecutive years of opportunity for eligibility after his/her first enrollment in the ninth grade.

The eligibility rules of the FHSAA are designed to promote academic achievement and to encourage students to advance with their graduating class. Unless a student exerts every reasonable effort to make up credit not earned, such effort including attendance at summer school or other alternative programs, an undue hardship request seeking a waiver of the limit of eligibility shall not be granted.

## **Parental Consent**

The student and his/her parent(s) or guardian(s) shall complete, sign and present to the principal each year before participation in any interscholastic athletic practice or competition

a certificate of consent and release. Interscholastic athletic practice shall be considered to include any and all forms of physical conditioning, both aerobic and anaerobic, in which the student is permitted to participate regardless of whether such conditioning occurs in the preseason, off season, summer season, or during the period of permissible organized practice. The FHSAA Board of Directors shall adopt language that shall be incorporated into this certificate by each member school. This certificate shall be filed in the principal's office.

## **Physical Evaluations**

The student shall undergo a physical evaluation each year, and shall be certified as being physically fit for participation in interscholastic athletic practice or competition before being allowed an opportunity for such participation. This annual physical evaluation must be administered either by a licensed physician, a licensed osteopathic physician, a licensed chiropractic physician, a licensed physician assistant or a certified advanced registered nurse practitioner, and shall be valid for a period not to exceed one calendar year from the date of the practitioner's signature.

Interscholastic athletic practice shall be considered to include any and all forms of physical conditioning, both aerobic and anaerobic, in which the student is permitted to participate regardless of whether such conditioning occurs in the preseason, off season, summer season, or during the period of permissible organized practice. The physical evaluation shall include a medical history questionnaire that must be completed and signed by the student and his/her parent(s) or guardian(s). The Board of Directors shall adopt minimum requirements for the physical evaluation to which each member school shall adhere. The fully executed physical evaluation form signed by the physician or practitioner and the medical history questionnaire signed by the student and his/her parent(s) or guardian(s) shall be filed in the principal's office.

While only one certificate a year is required, subsequent examinations are recommended, and additional examinations should be required by the principal and coach for their own protection, as well as that of the student, immediately upon detection of the slightest indication of undue fatigue or other ill effects during practice or competition.

## **Athletic Code of Conduct for Varsity Athletics**

Participation in Interscholastic Athletics at the Florida School for the Deaf and the Blind is a privilege. Each student who makes an FSDB Interscholastic team must maintain a 2.0 cumulative grade point average (GPA) which is established by the Florida High School Athletic Association (FHSAA). Middle School athletes must also maintain a 2.0 GPA to continue participating in Interscholastic Sports.

Participation may also be affected by a student's behavior. Behavior that is considered to be inappropriate based on the Athletic Code of Conduct and is determined to be in violation of the rules established by the FSDB Athletic Department and each Head Coach will result in disciplinary action. Disciplinary action may include:

- One (1) game suspension
- Multiple game suspensions
- Expulsion from the team for the remainder of the season
- Expulsion from the Athletic Program for the remainder of the year
- Permanent expulsion from the Athletic Program

Below are the standards (rules) that will be enforced:

- Use of alcohol, tobacco and illegal drugs is not permitted and will result in immediate removal from the team. (drug use, the use of alcohol, attempted purchase of alcohol, use of tobacco products, etc.)

- Other major offenses (fighting, being verbally abusive to a staff member, etc.) will be dealt with on an individual basis (one or multiple game suspension). A second offense will result in dismissal from the team. If dismissed the student/athlete may not participate in a sport the following season.
- Classroom and dormitory problems resulting in a player being put in ABC or in dorm suspension will be handled on an individual basis.
- If a student/athlete quits a team after the first contest of a sport, he/she will not be allowed to participate in any sport for one season after quitting said team (i.e.: athlete quits volleyball after the first game, they will not be allowed to tryout or be on any winter sport team).
- If a student/athlete is dismissed from a team, he/she will not be allowed to participate in any sport for one season after being dismissed said team (i.e.: athlete is removed from the volleyball team, they will not be allowed to tryout or be on any winter sport team).
- Sportsmanship is a key component to any team at FSDB. All student/athletes must conduct themselves appropriately and are required to abide by the rules of the Florida High School Athletic Association at all times. Disciplinary action may result from unsportsmanlike conduct.
- The FSDB Athletic Code of Conduct applies to behavior that takes place ON or OFF campus. These violations may take place at ANY TIME during the student's enrollment at FSDB, including the off season and summer time. The FSDB Athletic Code of Conduct will be in effect 24 hours a day, 7 days a week. It applies to all athletes, whether in season or out of season, on or off campus. When off-campus, if behaviors or incidents are proven to violate the FSDB Athletic Code of Conduct, then consequences will follow if brought to the attention of the Athletic Director.

### **Additional Team Rules:**

- The athlete will complete all schoolwork (homework) on time and maintain a 2.0 cumulative GPA, regardless of grade in school.
- An athlete placed in Detention Hall will be appropriately dealt with.
- A student/athlete with three (3) or more unexcused absences from practice will be dismissed from the team. If dismissed, the student/athlete may not participate in a sport the following season.
- The athlete will wear appropriate clothing as determined by the Head Coach during school time on game day, and while traveling to and from away games.
- Head Coach may enforce additional rules at his/her discretion.

# Discipline

## Authority of Staff

The President, Administrator of Instructional Services, Staff & Curriculum Development, Administrator of Boarding Services, Principals, Assistant Principals, Teachers, and School employees are vested with considerable legal authority. A student's refusal to respect this authority shall be considered as insubordinate conduct and will be dealt with according to School Policies. Insubordinate conduct may result in suspension or other disciplinary actions.

School personnel have the authority to suspend a student for up to 10 school days per disciplinary incident. Where any disciplinary removal from the educational program will result in a change of educational placement for the student, the student's IEP Team will be convened in order to ensure that the disciplinary action is appropriate and will include a determination as to whether the conduct at issue is a manifestation of the student's disability. In addition, where removals cumulate to more than 10 in a school year, the IEP Team will follow procedures for conducting a Functional Behavioral Assessment (FBA) if a Behavioral Improvement Plan (BIP) is not in effect or will prepare, review and revise the student's Behavioral Improvement Plan (BIP), where appropriate.

In implementing discipline procedures, the Florida School for the Deaf and the Blind follows guidelines and mandates from Individuals with Disabilities Education Act (IDEA) State Board of Education Rules Chapter 6A FAC and Board of Trustees Rules, Chapter 6D FAC. As required by federal and state mandates procedures for conducting a functional behavioral assessment and development of a behavioral intervention plan can be found in Chapter 4-D, 4.D.1 and 4.D.2 of the Procedures Manual for Implementation of IDEA and FSDB Board of Trustees Rules.

## Code of Student Conduct

Board Rule 6D-7.007

- (1)
  - (a) A Code of Student Conduct is designed to cover the rights, responsibilities and conduct of students in the Florida School for the Deaf and the Blind.
  - (b) The code requires adherence to all applicable law and specifically prohibits disrespectful and/or disruptive conduct.
    1. Specific grounds for disciplinary action. The Administration of the Florida School for the Deaf and the Blind opposes the use of any form of adverse discipline.
    2. Procedures to be followed for acts requiring discipline and a review of an Individual Educational Plan.
    3. An explanation of the responsibilities and rights of students with regard to attendance, respect for persons and property, knowledge and observation of rules of conduct, expression of opinions and publications, participation in School programs and activities and student records.
- (2) Definitions
  - (a) Disciplinary review committee – A team of professionals which reviews reported violations of the Code of Student Conduct and recommends disciplinary action to the Principal. The President, Principal, Assistant Principal or Director of Student Life will determine the number and selection of staff members to serve on the committee.
  - (b) Adult student – A student who is 18 years of age or older.
  - (c) Suspension – The temporary removal of a student, for a period not to exceed ten school days, (without an IEP, Individual Educational Plan, to review student behavior),

- (l) from classes and assignment to a designated staff member for supervision; or (2) temporary removal of a student from the classroom and dormitory and temporary withdrawal from extra-curricular activities. The student will be remanded to the custody of the student's parent(s)/legal guardian with specific homework assignments for the student to complete.
- (d) Under the jurisdiction of the School – All student activities during the academic year which occur during classroom or dormitory hours or which are subject to be approved, directed or supervised by School personnel, including transportation to and from the School on chartered buses or other School sponsored transportation.
- (e) Excused absences – Absences granted for personal illness, illness or death of a member of the immediate family, or for emergencies when approved by the School and the parent or guardian.
- (f) Absences without excuse – Shopping trips, pleasure trips, vacations or other avoidable absences, suspension, truancy, and appointments without prior approval, except in case of emergency.
- (g) Detention – Detaining a student after the instructional day by a member of the School staff.
- (h) Dormitory restriction – Limiting the activities of a student within the dormitory environment (e.g., restriction to an assigned room or temporary withdrawal from extra-curricular activities.)
- (i) Work detail – Completion of tasks to be performed by students for the purpose of altering unacceptable behaviors.
- (j) Discipline – The act of punishing or correcting a student's violations of the Code of Student Conduct.
- (k) Code of Student Conduct – Those regulations of this School, found in Rules 6D-7.007, 6D-7.0072 and 6D-7.0073, F.A.C., which regulate the conduct of students at the School.
- (l) Reprimand – The formal oral or written censure of a student for a violation of the Code of Student Conduct.
- (3) Pupil detention, search and seizure.
- (a) The Principal, Director of Student Life, other members of the instructional staff or other members of the dormitory staff are authorized to detain temporarily and question a student when circumstances indicate that the student has committed, is committing or is about to commit a violation of law or School rule.
- (b) If at any time reasonable suspicion arises that the student is concealing stolen or illegal property, an alcoholic beverage, illegal drugs, or any weapon prohibited by law or School rule, the staff members may, for the purpose of seizing these items, search the student, his/her room, locker, vehicle or other possessions.
- (c) If a search of the student, his/her room, locker, vehicle, or other possessions reveals stolen or illegal items as prohibited by law or School rule, the item or items may be seized and such action taken as appropriate.
- (d) In no event shall a student be subjected to a strip search.
- (4) Suggestions for Revision. Suggestions for possible revision of the Code of Student Conduct are welcomed from students, parents, guardians, staff members and other interested individuals. Suggestions should be sent in writing to the President's Office.

Specific Authority 1002.36(4)(c) FS. Law Implemented 1002.36(4)(d) FS. History--New 9-4-84, Formerly 6D-7.07, Amended 8-26-86, 5-5-87, 1-12-95, 2-24-03.

## Campus Crime Statistics

An annual campus crime statistics report will be made available, upon request, by contacting Chief of Campus Police.

## Zero Tolerance for School Related Crimes

# **FLORIDA SCHOOL FOR THE DEAF AND THE BLIND OPERATIONAL POLICIES & PROCEDURES**

### **POLICY NUMBER**

### **SUBJECT**

**OPP 10.28**

**Zero Tolerance for School Related Crimes**

Policy:

- I. It is essential that schools be safe and orderly to provide an environment that fosters learning and high academic achievement.

The Florida School for the Deaf and the Blind shall strive to protect students, staff, visitors and volunteers from harm and to protect victims of crime from further victimization. This policy applies to conduct on school property, school provided transportation and at any school or school sponsored activity. This policy implements the zero tolerance policy as outlined in Florida Statutes and State Board of Education rules.

- II. Acts that pose a serious threat to school safety are those acts that endanger the life or safety of a student, staff member or other person on campus or at a school or school sponsored activity. Such acts include but are not limited to:

- A. Aggravated battery;
- B. Armed robbery;
- C. Arson;
- D. Battery or aggravated battery on a teacher or other school personnel;
- E. Kidnapping or abduction;
- F. Murder;
- G. Manslaughter;
- H. Possession, use or sale of a controlled substance;
- I. Possession, use or sale of any explosive devise;
- J. Possession, use or sale of any firearm or weapon;
- K. Sexual battery;

- III. Acts that are considered petty misconduct may disrupt the educational process but do not endanger the life or safety of an individual. Such acts include but are not limited to:

- A. Cellular telephone violation;
- B. Defiance of authority;
- C. Disruption, minor;
- D. Dress code violation;
- E. Eating or drinking on the bus;
- F. Forgery;
- G. Horseplay;
- H. Leaving campus without permission;
- I. Lying or misrepresentation;
- J. Profanity;
- K. Vehicle parking violation;

- IV. The school shall establish agreements with the county sheriff's office and local police department(s) that provide for reporting conduct that threatens school safety and obtaining assistance from the appropriate law enforcement agency.
- V. The school shall report to the appropriate law enforcement agency any act that poses a threat to the safety or welfare of students, staff and other persons on school property or at school events or is a serious violation of law. The following acts when committed on school property or at a school activity shall be reported to the appropriate law enforcement agency.
  - A. Alcohol violation;
  - B. Alcohol, sale or distribution
  - C. Arson;
  - D. Battery;
  - E. Bomb or biochemical threat;
  - F. Breaking and entering or burglary;
  - G. Disruption of school, major;
  - H. Drug use, sale or distribution;
  - I. Explosive, possession or use;
  - J. Extortion;
  - K. False alarm;
  - L. Firearms violation;
  - M. Gang-related activity;
  - N. Hate crime;
  - O. Illegal organization, membership;
  - P. Robbery;
  - Q. Sexual battery;
  - R. Sexual harassment;
  - S. Sexual misconduct;
  - T. Sexual offense;
  - U. Stalking;
  - V. Trespassing;
  - W. Weapons violation;
  - X. Any felony as defined by Florida Statutes;
- VI. Students found to have committed one of the following offenses on school property, school sponsored transportation or during a school sponsored activity shall be disciplined according to the School's Code of Student Conduct, including and IEP (Individual Educational Plan) review, followed by a continuation staffing, which may lead to disenrollment if the team determines the student no longer meets eligibility criteria for continued enrollment in the Florida School for the Deaf and the Blind, per Board of Trustees Rule 6D-3.002 F.A.C. and be referred to the criminal justice or juvenile justice system.
  - A. Bringing a firearm or weapon as defined in Chapter 790, Florida Statutes to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school.
  - B. Making a threat or false report as defined in Florida Statutes Sections 790.162 and 790.163 respectively, involving school or school personnel's property school transportation or a school-sponsored activity.
  - C. Assault or battery on specified officials or employees in violation of Section 784.081 Florida Statutes.
  - D. Hazing as defined in 1006.135, Florida Statutes.
- VII. If a student committing any of the offenses in this policy is a student with a disability, the Board of Trustees shall comply with the applicable State Board of Education rules.

- VIII. Any student found to have committed a violation of Section 784.081(1), (2) or (3). Assault or Battery on Specified Officials or Employees shall be subject to disciplinary procedures as indicated in the Code of Student Conduct. It may require an IEP review which may be followed by a continuation staffing to determine continued eligibility for enrollment in the Florida School for the Deaf and the Blind, per Board of Trustees Rule 6D-3.002 F.A.C.
- IX. A student or his/her parent may request a review by the President of any disciplinary action taken by the school. Such requests must be submitted in writing to the President within ten (10) days of the imposition of disciplinary action.

**APPROVED:** Daniel Hutto, President

**STATUTORY AUTHORITY:** 1001.41, 1001.42, F.S

**HISTORY: NEW:** 1/11/07, **REVISED:** 1/31/07, 1/31/08, 1/15/10

**LAW(S)IMPLEMENTED:** 120.57(1), 775.08, 784.081, 790.162, 790,163, 1001.42, 1001.43, 1001.54, 1003.31 1006.07, 1006.08, 1006.09, 1006.1, 1006.135, 1006.14, 1012.28 F.S.

**STATE BOARD OF EDUCATION RULE(S):** 6A-1.0404, 6A-66.03311

## **Notification to Campus Police**

Campus Police Department WILL BE NOTIFIED IMMEDIATELY when an adult or a student commits any of the following offenses on school property, school sponsored transportation, or during school sponsored activities:

- homicide (murder, manslaughter)
- sexual battery
- armed robbery
- aggravated battery
- battery or aggravated battery on a teacher or other school personnel
- kidnapping or abduction
- arson
- possession, use, or sale of any firearm; or
- possession, use, or sale of any explosive device
- child abuse

With the approval of the Board, the School may assign more severe consequences than normally authorized for violations of the Code of Student Conduct when the offender appears motivated by hostility toward the victim's real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability.

Prior to taking action against any student, the School shall ensure that appropriate due process procedures are followed in accordance with FSDB Board of Trustees Rules 6D7.007, 6D-7.0072 and 6D-7.0073, as well as federal regulations under the IDEA and Section 504. Should a student's behavior be such that eligibility criteria is no longer met, procedures outlined in BOT rule 6D-3.002 will be followed. The Principals shall monitor the administration of discipline of students to ensure that it is administered equitably without regard to real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or disability.

## **Gun Free School Act of 1994**

Since the Gun Free Schools Act and FS 1006.07(2)(j) requires a school district to expel for at least one year any student who brings a gun to school, it is FSDB's policy to recommend the same for its students. However, the expulsion requirement may be modified on a case-by-case basis and disciplinary requirements of the IDEA, as stated in Section I, must be followed if it is recommended that a student be expelled and an educational change of placement will occur as a result. Because FSDB is a special school with admissions and enrollment criteria that are separate and distinct from the IDEA's placement process, however, a student who brings a gun to school may also be considered a danger to self and or others and the issue will also be addressed as an eligibility issue under the admissions and enrollment criteria.

As stated in Section I, where disciplinary removals, such as expulsion, will constitute a change of educational placement for a student, the IDEA and Section 504 require that the student's IEP Team determine if the act of bringing a firearm to school was a manifestation of the student's disability and, therefore, whether expulsion from the educational program would be appropriate for the student. Where the conduct is considered to be a manifestation of the student's disability, it is presumed that a school district may not expel the student from the educational program. Where it is determined that the conduct was not a manifestation of the student's disability, a school district may recommend expulsion from the educational program with continued educational services under the IDEA. Where a student attending FSDB has brought a firearm to school, it is FSDB's policy that an IEP Team may not recommend an expulsion for a student whose disability caused him/her to bring the firearm to school. However, if the student is determined through an eligibility staffing to be a danger to self or others under FSDB's admissions and enrollment criteria, the staffing team may recommend that the student is no longer eligible for continued enrollment at FSDB. Should the parents challenge a determination of the IEP Team or a staffing team through the initiation of a due process hearing, the student may only be removed to an alternative educational placement for up to 45 calendar days. For longer or permanent removals, FSDB will seek an emergency court order where appropriate.

This legislation defines a gun as a "firearm" which "is designed to or may readily be converted to expel a projectile by the action of an explosive" or any other "destructive device." This includes:

- starter guns
- mufflers
- silencers
- bombs
- grenades
- rockets
- missiles, or
- mines

It does not include antique firearms (U.S.C. Title 18, Chapter 44, Section 97 I (3)(7)(4))

## **Bomb Threats**

Making bomb threats to a school is a felony. Violators will be prosecuted to the full extent of the law.

## **Student Search and Seizure**

A student may be stopped and asked questions by FSDB staff if they think the student is breaking the law, or a school rule. All searches pertaining to students and their possessions will be authorized upon a showing of "reasonable suspicion."

The student's locker, room, car, storage area or other things they own may be searched by FSDB staff if they think the student has hidden illegal drugs, alcohol, weapons or stolen things.

Any illegal drugs, alcohol, weapons or stolen things found on a student or in the student's locker, room, car, or other storage areas can be taken by the Principal (or designee) and turned over to the Chief of Police (or designee).

## **Computers**

Any student found hacking or tampering with any computers belonging to FSDB will be referred to the Principal's or Director of Student Life's office for disciplinary action. It will be treated as a Class B violation.

## **Cheating/Plagiarism**

This means using work produced by another person and claiming it as your own. Using notes or other means, including electronic devices, without the teacher being aware of it, to complete a test or assignment. This is a serious offense, calling for disciplinary action. It will be treated as a Class B violation.

## **Skipping School**

All students are expected to attend all of their classes. Students who fail to comply with this rule will be subject to disciplinary action. (Please Refer to page – 24 for the FSDB Attendance Policy).

## **Graduation**

Violation of school rules may result in the student not being allowed to participate in commencement and/or other functions designed for seniors. Offenses involving drugs or alcohol will result in suspension from the graduation ceremony.

## **Public Display of Affection**

Students are discouraged from kissing, embracing, or engaging in this kind of behavior on campus. Failure to comply with this rule will result in referral to the Principal/DSL or designee. Repeat offenses will result in notification of parents and possible disciplinary action.

## **Controlled Substances**

Notice that illegal use, possession or sale of controlled substances as defined in chapter 893, by any student while such student is upon school property or in attendance at a school function is grounds for disciplinary action by the school and may also result in criminal penalties being imposed. Ch 1006.07(2)(d)FS

The unlawful possession, use or sale of any controlled substance under Chapter 893 FS is a Class A violation of the FSDB Code of Student Conduct/Grounds for Disciplinary Action 6D-7.0072 FAC.

Cell phones, pagers, wireless communicators may be used by the students following strict adherence to the School's Wireless Communication Devices Policy for Students, which follows.

## **Cell Phones and Wireless Communication Devices**

### **FLORIDA SCHOOL FOR THE DEAF AND THE BLIND OPERATIONAL POLICIES & PROCEDURES**

#### **POLICY NUMBER**

#### **SUBJECT**

**OPP 10.22**

**Wireless Communication Devices Policy for Students**

Policy:

**SPECIAL INSTRUCTIONS:** The Board of Trustees and the Administration of the Florida School for the Deaf and the Blind recognize the need for students to have access to direct communication with their parents/guardians and working with the Department of Education, have amended Rule 6D-7.0072 – Grounds for Disciplinary Action. Therefore the possession of electronic pagers/and or portable phones is no longer a Class B violation.

Students must complete an orientation before they may bring their wireless communication device on campus. Students at the Florida School for the Deaf and the Blind are permitted to have cellular telephones, pagers or other communication devices. However, the School will not assume responsibility for the loss/theft/breakage of the devices, and there must be strict adherence to the following:

#### **RULES FOR APPROPRIATE USE OF WIRELESS COMMUNICATION DEVICES:**

Inappropriate use of device includes, but is not limited to pornography (FS 847.0135, FS 847.001, FS847.0137, FS 847.0138), threats, or violence of any kind. Students using their device inappropriately may be subject to the following consequences:

- 1st offense – loss of device for one month
- 2nd offense - loss of device for remainder of the school year

Consequences may be adjusted depending on the severity of the violation, up to and including criminal prosecution.

#### **TIMES FOR USE OF WIRELESS COMMUNICATION DEVICES**

#### **NO USE DURING ACADEMIC DAY**

**(8:00 a.m. – 3:30 p.m. Monday – Thursday) and (8:00 a.m. – 2:05 p.m. Friday)**

1. Parents are asked to follow the current procedures of calling the supervisor's office during the academic day.
2. Students may have the communication devices in their possession during the academic day but not on their person during this time. Communication devices will be kept, turned off, in backpacks, lockers, or purses during the academic day
3. Students who use these devices during the academic day will be subject to the following consequences:
  - a. First time
    - i. The device will be taken away from the student by any staff member who sees the student using it. Device will be turned in to the Assistant Principal's office – Principal and DSL will be notified.

- ii. The dorm supervisor or parent/guardian will pick up the device at the end of the day. The student will be prevented from bringing the device back to school for one (1) week.
- iii. Letter will be sent to the parents/guardian from the Principal's office.
- b. Second time
  - i. Device will be taken away from the student by any staff member who sees the student using it. Device will be turned in to the Assistant Principal's office – Principal and DSL will be notified.
  - ii. Dorm supervisor or parent/guardian will pick up the device at the end of the academic day. The student will not be allowed to have the device for one (1) month.
  - iii. Parent/guardian conference will take place via the Principal's office.
- c. Third time
  - i. Device will be taken away from the student by any staff member who sees the student using it.
  - ii. Device will be turned in to the Assistant Principal's office – Principal and DSL will be notified. Dorm supervisor or parent/guardian will pick up the device at the end of the academic day. Student will not be allowed to have the device for the rest of the school year.
  - iii. Telephone call and follow up letter to parents/guardian from the Principal's office.

## **BOARDING HOURS**

Students may use electronic communication devices during all boarding hours except during study time and after bedtime.

Staff have the right to limit or prohibit use of communication devices during special activities.

All communication devices will be collected before bedtime and returned before breakfast.

Consequences for not adhering to the above are as follows:

First Offense: One day dormitory restriction

Second Offense: One week without communication device and letter to parents

Third Offense: One month without communication device and letter to parents

Fourth Offense: Lose privilege for the remainder of the school year and letter to parents.

NOTE: EMERGENCY SITUATIONS WILL BE HANDLED ON A CASE BY CASE BASIS.

INAPPROPRIATE USE MAY RESULT IN LOSS OF THE DEVICE.

REPEATED OFFENSES MAY RESULT IN LOSS OF THE DEVICE FOR THE REST OF THE SCHOOL YEAR.

APPROVED: L. Daniel Hutto, President      STATUTORY AUTHORITY: 1002.36, 6D-4.003, F.A.C.  
LAW(s) IMPLEMENTED: 100236 (4) (d), 1001.43, 1003.04, 1003.31, 1006.08, 1006.09, 1006.145  
HISTORY: NEW: 2/24/03, REVISED: 7/7/06, 1/5/09

## **Additional Information on Wireless Communication Devices and Rules for Time of Use**

Students at the Florida School for the Deaf and the Blind are permitted to have in their possession wireless communication devices. Prior to bringing such devices to School, parents and students must sign and complete the requirements of the Student Wireless Communication Contract.

The Florida School for the Deaf and the Blind will not assume responsibility for the loss/theft/breakage of the device, and there must be strict adherence to the following:

**Academic Day: 8:00 AM – 3:30 PM, Monday through Thursday**

**And 8:00 AM – 2:05 PM on Fridays**

**Boarding Day: All other hours**

Parents are asked to follow the current procedure of calling the supervisor's office to relay information to the student during the academic day.

Students are not permitted to wear a communication device on their person during the school day. The devices must be kept in a backpack, purse, or locker. This includes students who are at off campus job sites during the academic day.

The lending and borrowing of communication devices is not permitted. Students who lend their device to another will be held responsible for any inappropriate content or use that occurs as a result.

Middle School and High School students may use their communication devices during boarding hours except study time and bedtime.

Elementary students may use their communication devices in the evening hours, from 6 p.m. until bedtime.

All communication devices will be collected before bedtime and returned before breakfast.

Staff has the right to limit or prohibit use of communication devices during special activities.

## **Behavior Interventions**

Parents should recognize that on rare occasions, with some of FSDB's very involved students, the following interventions may be necessary:

- Informal Observation
- Crisis Prevention Intervention
- Behavior Plans/Log/Contract
- Alternate Behavior Center

## **Grounds for Disciplinary Action**

### **FSDB Rule: 6D-7.0072**

Listed below are the violations of the Code of Student Conduct to be utilized while the student is under the jurisdiction of the School. Notice that some violations are grounds for criminal penalties under Florida Statutes.

- (1) Class A violations.
  - (a) Assault or battery with intention to inflict serious injury or sexual battery of students, faculty or staff members.
  - (b) Attempted suicide or repeated attempts to seriously injure self.
  - (c) Use, possession or sale of weapons or firearms; arson or attempted arson.
  - (d) The unlawful use, possession or sale of any substance controlled under Chapter 893, F.S., or the commission of any act prohibited under Chapter 893, F.S., which constitutes a felony, if committed by an adult.
  - (e) Forced sexual activity, indecent exposure or the handling or fondling of students or staff members.
  - (f) Theft or attempted theft of property with a value reasonably determined to be \$100.00 or more.
  - (g) Vandalism, destruction or defacement of public or private property with a value reasonably determined to be \$100.00 or more.
  - (h) The violation of any criminal law of the State of Florida, the punishment of which constitutes a felony, if committed by an adult.
  - (i) Repeated occurrences of Class B violations.

- (2) Class B violations.
  - (a) Consumption, possession or attempted purchase of alcohol.
  - (b) Vandalism, destruction or defacement of public or private property with a value reasonably determined to be less than \$100.00.
  - (c) The unlawful use, possession or sale of any substance controlled under Chapter 893, F.S., or the commission of any act prohibited under Chapter 893, F.S., which constitutes a misdemeanor, if committed by an adult.
  - (d) Sexual activity.
  - (e) Theft or attempted theft of property with a value reasonably determined to be greater than \$25.00, but less than \$100.00.
  - (f) Any act that substantially disrupts a school activity or dormitory life.
  - (g) The violation of any criminal law of the State of Florida, the punishment of which constitutes a misdemeanor, if committed by an adult.
  - (h) Repeated occurrences of Class C violations.
- (3) Class C violations.
  - (a) Fighting, threatening or intimidating students or staff.
  - (b) Rude or disrespectful behavior.
  - (c) Disruptive behavior.
  - (d) Use of profane, vulgar, or obscene language or possession of obscene material.
  - (e) Chronic tardiness.
  - (f) Gambling.
  - (g) Theft or attempted theft of property with a value reasonably determined to be \$25.00 or less.
  - (h) Forged signatures.
  - (i) Refusal to cooperate with staff.
  - (j) Use or possession of tobacco products by the student in a manner not in compliance with the School's Smoking or Tobacco Regulations, as stated in the Students, Staff and Parents Handbook.

*Specific Authority 1002.36(4)(c) FS. Law Implemented 1002.36(4)(d) FS. History--New 5-5-87, Amended 3-13-94, 2-24-03.*

## **Disciplinary Procedures and Disposition**

### **FSDB RULE 6D-7.0073**

- (1) Disposition procedure. The procedures listed below are to be followed for acts by students which require discipline:
  - (a) General discipline procedures include that the Principal or designee shall:
    - 1. Provide the student oral or written notice of the violation of which the student is accused,
    - 2. Provide the student an opportunity to respond to the accusation, and
    - 3. If the student denies the accusation, provide the student an explanation of the evidence against him/her and provide an opportunity for the student to present his/her version of the incident.
    - 4. Not be required to permit attendance of counsel nor give the student the right to cross-examination, for acts requiring suspension or reprimand.
    - 5. The Principal or designee may request a review of the student's Individual Educational Plan.

(b) Suspension.

1. Prior to suspending a student, the School will follow the general procedures set out in paragraph (1)(a) above.
2. The Principal or designee will make the decision whether or not a suspension will be imposed.
3. If a suspension is imposed, the President, parents, guardians and the adult student will be forwarded written notice of the suspension within twenty-four hours of the action. The written notice of suspension shall state:
  - a. The violation,
  - b. The date of the violation,
  - c. The beginning date of the suspension,
  - d. The date on which the suspension will end, and,
  - e. Any circumstances pertinent to the suspension.
4. The student may request the President or designee to review the suspension decision of the Principal or designee. The President can affirm or reverse the suspension provision or direct that further proceedings be held in accordance with these rules. The decision of the President is final. The student must request review within three days of the suspension decision.

(2) Disposition of violations.

(a) The following disciplinary actions are examples of appropriate responses for Class A violations:

1. Suspension.
2. Temporary withdrawal from extra-curricular activities.
3. Detention.
4. Dormitory restriction.
5. Work detail.
6. Change of classroom, dormitory, or dormitory room assignment.
7. Referral for counseling.
8. Oral or written reprimand.
9. Assignment in alternative behavior center.

(b) The following disciplinary actions are examples of appropriate responses for Class B violations:

1. Suspension.
2. Temporary withdrawal from extra-curricular activities.
3. Detention.
4. Dormitory restriction.
5. Work detail.
6. Change of classroom, dormitory, or dormitory room assignment.
7. Referral for counseling.
8. Oral or written reprimand.
9. Assignment in alternative behavior center.

(c) The following disciplinary actions are examples of appropriate responses for Class C violations:

1. Oral or written reprimand.
2. Detention.
3. Dormitory restriction.
4. Work detail.
5. Withdrawal from extra-curricular activities.
6. Change of classroom, dormitory, or dormitory room assignment.
7. Referral for counseling.

*Specific Authority 120.53(1)(b), 242.331(3) FS. Law Implemented 120.53(1)(b), 242.331(4) FS. History—New 5-5-87, Amended 10-26-94.*

# **Student Transportation** **Program**

**Dispatch Office (904) 827-2822 / (904) 827-2434**  
**Weekend Transportation Program 1-800-992-8747**  
**Supervisor (904) 827- 2431**  
**Transportation Director (904) 827-2433**

FSDB school buses provide transportation service each school day for students residing in St. Johns, Clay, and Duval Counties. Contact the FSDB Transportation Department for this service. (904) 827-2434.

Flagler County Schools provide transportation service each school day for students residing in Flagler County. Contact the Flagler County Schools Transportation Department for this service. (386) 586-2145.

Putnam County Schools provide transportation service each school day for students residing in Putnam County. Contact the Putnam County Schools Transportation Department for this service. (386) 329-0553.

Bus stops are established for each area in which students reside, and are as conveniently located as possible.

Bus routes are subject to time and/or bus changes as students move in and out of an area. Parents/Guardians will be notified of all changes.

Students should be at their assigned stop at least (10) minutes before the scheduled time; the scheduled stop time is the time the bus must leave the stop. Buses cannot wait or return to stops if a student is late. Buses can stop only at assigned route locations.

If a student misses the bus at their assigned stop, it is the parent/guardian's responsibility to bring them to school. For the safety of all students we cannot allow a student to board/exit the bus at a bus stop that is different from their assigned bus stop.

Students are to follow instructions of the bus driver and bus chaperone at bus stops and while being transported.

## **Standards of Conduct for Transported Students**

Students must obey the chaperone for student safety.

Upon reporting to the bus loading area, all students must immediately board their assigned bus.

Students will not be permitted to loiter in the bus loading area.

Students must be at the bus stop ten (10) minutes prior to the scheduled pick-up time for the return trip. The bus cannot wait nor return for those who are late. The time on the posted schedule is the actual time the bus will leave.

Students must only board/depart the bus at their assigned stops.

Students shall remain in their assigned seats at all times.

Students must be absolutely quiet while bus is approaching and proceeding across any railroad crossing.

Students shall not use or possess drugs, alcohol, or weapons on the bus. Should this occur, legal charges may be filed against the student as well as appropriate administrative action. Possession of tobacco products by underage students is prohibited.

Students must not use offensive signs, language or gestures.

Students shall not fight, push, bite, kick, pinch, pull hair, spit, or create any disturbance that adversely affects the safety or well-being of others.

Students shall not throw any items out the windows or doors of a school/charter bus. **THIS OFFENSE IS A FELONY UNDER STATE LAW.** (Motor Vehicles CH 316.2044 Removal of Injurious Substances and CH 316.9045 Obstruction of Public Streets, Highways and Roads F.S.). Students may not use emergency exits except in an emergency.

Both the parent/guardian and the student will be held responsible for all vandalism inflicted by the student to the bus. Restitution for damages will be required and legal action may be initiated.

Students will not be permitted to open windows or luggage bays on buses at any time.

Students transported by school/charter bus are subject to the Code of Student Conduct as stated in the Student Handbook as well as these Standards of Conduct.

Parents/guardians are responsible for accompanying students under 18 years of age until the bus arrives at the stop.

FSDB buses are extensions of classrooms and dorms; therefore, students are expected to maintain safe, positive behavior while being transported. The appropriate School Principal, Director of Student Life, or their designees administer any disciplinary action involving student incident on buses.

Students will be transported to the bus stop nearest their legal residence and must ride only in their assigned buses and get off/on at their assigned bus stop.

## **Illness/Medications**

Student medications will be sent home with letters of instruction for parents. Parents are responsible for signing the medication list confirming they have received the medication.

Parents who wish to send vitamins or medications (including any over-the counter medications) back to school with their child must give the medication to the bus chaperone.

If a child becomes ill while being transported, the on-call nurse will be contacted and determine if the *child can continue on the bus. Parents may be required to respond and take custody of the sick child.*

## **Luggage**

Students are allowed no more than two soft luggage bags; no larger than two feet square. These bags are to be provided by the parents and are to be used for transporting personal clothing and laundry, and must weigh less than 40 (forty) pounds.

Luggage bags should be tagged, on the outside with the student's name, dormitory, bus number and destination. (Note: As an added help, it would be advisable to write the student's name on the clothing tags to facilitate identification of bag, should the luggage tag fall off.) Use last name and first name initial.

A small book bag, portable stereo, or back-pack may be transported with the luggage. All loose objects **MUST** be stored with the luggage and not carried on the bus.

No bicycles, large stereos, televisions, computers, musical instruments, trunks, or large objects (over 2 feet square) may be brought on the bus. Such articles must be transported by the parents or shipped to and from school. Items must be packed carefully. FSDB will not be responsible for any breaks or damaged contents.

Students are not allowed to bring reptiles, insects or animals dead or alive on the bus.

No luggage or other items will be transported on the bus unless the student owning the luggage is riding the bus.

Only students in the Boarding Program will be transported by Student Home On Weekend buses. Day students will be transported in FSDB school buses, or other state vehicles.

Parents will be provided the school calendar, bus schedule and updates as they occur.

## **Release of Student**

Parents must complete the "Homegoing Release Form" at time of enrollment, and submit new information as it occurs.

The form designates a specific person or the "safe-stop parent" to supervise the child at the bus stop in the event the parent is delayed in meeting the bus.

Parents are requested to notify their Student's School Office, Director of Student Life Office, and Allied Health Services before removing their child from campus.

Parents must notify FSDB Parent Services (1-800-344-3732) with any information change, (address, phone, emergency contact, etc.)

## **Safe Stop Parents**

It is the responsibility of all parents to meet their child's bus at the time of scheduled arrival. Failure to do so results in delay and hardship for parents waiting on the remainder of the route. It is the policy of FSDB that students may be placed with the local authorities if parents fail to meet the bus or contact the school regarding an emergency that will delay their arrival. In an emergency situation, the FSDB safe stop parents will temporarily stand by and do the following:

- Stay at the bus stop until the bus leaves or until all students are picked up by parent(s)/guardian or placed with local authorities.
- Be parent(s)/guardians of FSDB students.
- Require identification prior to releasing a student to parent(s)/guardian or another adult.
- Advise the Transportation Coordinator when students have been picked up or to request assistance from local police authorities if there is concern for students' health or safety.

## **Day Student Transportation Program**

Parents/guardians are responsible for meeting students under 18 years of age at designated bus stops, at the scheduled pick up time in the afternoons. Students that are not met at bus stops will be returned to the FSDB campus and the appropriate school principal, and social worker will be notified. It is the parents/guardians responsibility to pick up the student from school in this situation.

Parents/guardians of Middle School and High School students may request permission for the student to be unaccompanied from the bus stop to home. Parents must submit a special permission form specifying their request with the understanding that FSDB is no longer responsible for the student upon the student's departure from the bus. This form is to be approved by the appropriate school principal or designee. The special permission form may

be obtained from the Transportation Department. Students will be released at bus stops, only to parents/guardians or designated persons authorized in writing by parents/guardians.

All students that do not have permission to be unaccompanied from the bus stop to home, are to be met at the door of the bus.

Students are required to use seat belts on buses.

Pre-Kindergarten students weighing 40 lbs. or less will be transported in approved car seats on FSDB school buses.

Students with soiled pants will not be transported on FSDB school buses.

Day students absent from day buses for ten (10) consecutive school days will be removed from the student day route. Notification to resume service must be made to the transportation supervisor; 24 hours notice is required.

Food, drinks and chewing gum are not permitted in the bus.

## **Weekend Transportation Program**

**MAIN TELEPHONE NUMBER: 1-800-992-8747**

### **Weekend Bus Routes**

Parents who make arrangements to pick up their child from school on Friday, must arrive by 1:45 p.m. Students not picked up by 2:00 p.m. will be put on their regular scheduled bus. Buses will depart by 2:30 p.m.

All students will be picked-up for the return trip to arrive at FSDB by 6:00 p.m.

Parents will be responsible for transporting any student who misses the bus for the return to school. Students should be at the bus stop (10) minutes prior to the scheduled pick-up.

### **Food on Buses**

Food Service will arrange for food for homegoing trips for students that arrive home after 7 p.m. Students are allowed to bring food or drinks onto any bus for consumption. Drinks permitted are those with re-sealable tops. Aluminum can drinks or glass containers are not permitted. Students not obeying these regulations will have the privileges revoked.

All buses carry water, for emergency use.

For safety reasons students will not be allowed to leave the bus to purchase food.

Chewing gum is not permitted on the bus.

### **Student Bus Changes**

Students must go to their legal residence unless they are given permission by the Director of Student Life's Office to go by car.

If parents do not reside at the same location, the student will be transported to the location of the custodial parent. Any request for exception must be directed in writing to the Transportation Director, with proper documentation of court orders. Also a list of dates must be furnished if child must comply with joint custody arrangements. The schedule must be signed by both parents.

## Supervision of Students

Chaperones will supervise students during the weekend trips and while boarding/departing the bus.

Chaperones will not accept money or valuables to hold for students.

# Allied Health Services

FSDB, in collaboration with contracted physicians and health care providers, offers basic medical, dental, and nursing services for our students. FSDB health services are not intended to replace the family or primary care physician's responsibility for the provision of health services for the student. Parents are strongly encouraged to provide health insurance for their child while enrolled at FSDB.

1. FSDB's health care team is made up of the following full-time and contracted health care professionals. Our
  - Medical Director coordinates medical services provided by our school Advanced Registered Nurse Practitioner (ARNP), and contracted specialty physicians.
  - Nursing services are coordinated by our Allied Health Center's Administrator, and services are provided by registered nurses and licensed practical nurses.
  - Contracted dental services are provided by a Dental Hygienist and Dentist/s.
  - Pharmacy services are provided by a Pharmacist.
  - Other members of the Allied Health Center team include our Medical Unit Specialist, and Administrative Assistant.
  - Specialty services include the Pediatric Development Clinic, Genetics Clinic, Ophthalmology Clinic, Low Vision Specialist, and Retinal Specialist.
2. During the regular academic year, there is a minimum of two (2) nurses on duty twenty-four (24) hours daily when school is in operation.
3. It is the intent of the Allied Health Center's staff to promote the health and safety of our students with an emphasis on maintaining optimal academic time. Therefore, students are encouraged to access health services at times other than academic hours whenever possible. Students will be seen during the academic day for unscheduled appointments if symptoms are causing the student to be unable to participate in classroom or academic activities. Students are, however, encouraged to come to the Allied Health Center for unscheduled assessment and treatment of illness or injury prior to 8:00 AM and after 3:00 PM.
4. For the safety of our students, students are required to have a PASS to the Allied Health Center signed by the appropriate academic or dormitory staff member and a PASS back to the academic building or dormitory signed by a member of the Allied Health Center's staff.

## **Health Service Guidelines**

### **Parent Notification**

- Every reasonable attempt will be made to notify the parent/guardian regarding student visits to the Allied Health Center.
- Parental consent for treatment will be obtained annually at the beginning of each school year.
- After a student has been evaluated by a Physician or ARNP the parent/guardian will be contacted.

### **Diagnostic Testing/Immunization Update**

- We are unable to accommodate requests for diagnostic testing and specimen collection from physicians other than our school ARNP and contracted physicians.
- Mandated immunization updates are the responsibility of the parent/guardian. Immunizations should be administered by the student's primary care physician or home public health department.

### **Length of Stay for Transitional Care Unit (TCU)**

- The Allied Health Center is not a school-based clinic or a hospital. The length of stay for dormitory students is limited to twenty-three (23) hours from the time of admission. If it is anticipated that a dormitory student will need health services for a period of time greater than twenty-three hours, the parent / guardian will be contacted to pick-up his/her child at the Allied Health Services center before twenty-three hours have elapsed.
- The length of stay for day students is two (2) hours from the time of admission to Allied Health Services. The parent/guardian of any day student will be notified to pick up his/her child at Allied Health Center before two (2) hours has elapsed.

### **Physical Examinations/Physician Visits for Acute Illness/Injury**

- Well-child physical examinations for all students are to be completed by the student's primary care physician.
- Day students should access acute and chronic illness/injury care at their primary care physician's office.

### **Referral of Students to Primary Care Physicians, Emergency Room, or Specialists:**

The parent/guardian of students returning to school after inpatient/outpatient hospitalization, surgery, or chronic illness who have experienced changes in their plan of care, medication, treatment should insure that Allied Health Services has the following information prior to the student's return to the classroom or dormitory.

- Letter from the primary care or attending physician summarizing the reason for the absence, the results of the evaluation, and the plan of care for the student.
- Written FSDB Physician's Order for prescription medications, over-the-counter medications (including vitamins), and treatments that the physician wants to be given at school.

- Prescription medications should be in the pharmacy labeled container. Over-the-counter medications, treatment supplies and vitamins should be in original, unopened containers.
- Authorization of Release of Medical Records to the Allied Health Services physician/signed by the parent/guardian.

## **Referral of Students to the Hospital**

The parent/guardian of a student who has been hospitalized, had surgery, or gone to the Emergency Room must present the following documents to Allied Health Services before the student will be allowed to return to school:

- A clearance to return to school from the treating physician
- A note from the doctor indicating any limitations and the length of time those limitations should be in effect.

## **Medication Administration**

All medications and treatment supplies sent to school to be administered by FSDB staff must be sent to Allied Health Services for processing.

Parent/guardian can send the medication to Allied Health Services in the following ways:

- Medications can be given to the bus chaperone to be delivered to Allied Health Services upon arrival to campus.
- Medications can be given to the dormitory supervisor for delivery to Allied Health Services.
- Medications can be hand delivered to Allied Health Services by the parent.

No medication can be kept in the possession of any student without authorization from the school Pediatrician.

Medications should be accompanied by a written physician's order.

Medications should be in the original container. The bottle should be properly labeled with the student's name, name of the medication, and correct instructions for administration.

Parent/guardian should maintain an adequate supply of medication at home and at school in order to avoid gaps in administration due to the unavailability of medication at home or at school.

## **Allied Health Services, Rules for Students**

All FSDB student policies and rules that apply in academic, dormitory and extracurricular settings apply while students are in care of the health care personnel.

## Mental Health – Hospital/Baker Acts

On occasion, the need for more intensive mental health supervision may occur. By Florida law (Florida Mental Health Act), Mental Health staff and Law Enforcement Office are legally able to involuntarily commit individuals due to them being a danger to self or others.

When this occurs, parents/legal guardians will receive notification from Mental Health staff regarding the current concerns and the need for more intensive intervention. A letter is sent to the parent/legal guardian regarding the circumstances leading to the Baker Act and what would be necessary for the child to return back to the school. Parents/adult students will need to sign a release of information with the Baker Act facility in order to expedite the information needed for review by the Director of Mental Health Services and the Medical Director.

Two area hospitals are used:

For students under the age of 18:

Mental Health Resource Center (MHRC)

11820 Beach Blvd.

Jacksonville, FL 32246

(904) 642-9100

\* ask for children's unit

For students over the age of 18:

Flagler Hospital

400 Health Park Blvd.

St. Augustine, FL 32086

(904) 819-4560

\* ask for adult unit

A student may not return to campus until they have been notified by FSDB staff that they have been cleared to return and use FSDB transportation. Below are the required documents regarding returning a student to school after a Baker Act:

1. A written statement, signed by a Psychiatrist, licensed Psychologist, Psychiatric Nurse, Licensed Clinical Social Worker, or Nurse Practitioner indicating that the student poses no danger to himself/herself or others. The statement must include pharmacological and/or treatment recommendations
2. A Psychiatric evaluation,
3. Any admissions or discharge summaries.

If the facility recommends follow up with a psychiatrist and/or other mental health professionals outside FSDB, those recommendations will need to be pursued and records received.

Any student who returns to campus from a Baker Act will have a Mental Health Plan developed by a campus mental health staff. The Mental Health Plan typically encompasses identifying the student's strengths, the school interventions to assist a student in returning to school, and the student's and parent's responsibilities. Every effort will be made to successfully transition the student back to the school in a timely manner.

Our health care policy states that any student returning to school after an inpatient hospitalization and has experienced changes in their plan of care, medication or treatment, should insure that the Director of Mental Health has the above listed information **prior** to the student's return to the classroom or dormitory. A student may be sent home to await review of needed documents by the Director of Mental Health and the Director of Medical Services, if they do not follow this procedure.

If you have additional questions regarding these issues, please contact the Mental Health Services area at (904) 827-2555.

## **Homeless Students and their Families**

The Homeless Liaison serves as one of the primary contacts between homeless families and school staff, shelter workers, and other service providers. The FSDB liaison coordinates and collaborates with the Florida Homeless Education Coordinator, the community, and other FSDB personnel who provide education and related services to FSDB-eligible homeless children and youth to ensure that homeless FSDB students have the opportunity to succeed academically. The Homeless Liaison position was formed to assist with the McKinney-Vento Homeless Education Assistance Improvements Act. The policies pertaining to Homeless Students is currently being drafted and will be posted on the FSDB website. If your home status has changed, please contact the Homeless Liaison and/or the department Social Worker.

Homeless Liaison, Silke Parl Douglas, Director of Mental Health

Phone (904)827-2244

Video Phone (904)201-4508

E-Mail: [douglass@fsdb.k12.fl.us](mailto:douglass@fsdb.k12.fl.us)