

flaglerschools
Engage. Educate. Empower.

2022-2023 Parent Resource Guide



MISSION

Flagler Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

VISION

As a courageous, innovative leader in education, Flagler Schools will be the nation's premier learning organization where all students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

BELIEFS

- We believe that the academic culture provided to students will be of the highest caliber when every decision is made on the basis of what is best for students.
- We believe all students will learn and excel when provided with authentically engaging work based on high standards that is given in a risk-free environment.
- We believe that in order to provide an internationally competitive education to all students, teamwork, open communication, honesty and trust must be part of all working relationships.
- We believe that all our educators, teachers, support staff, administrators, and School Board members have special talents and strengths that have a positive impact on student achievement. Educators are encouraged to pursue continual professional development and model life-long learning.
- We believe that parents are an integral part of student success. By working together, parents, students, community members, and teachers will provide the level of support that is necessary for students to reach their maximum potential.

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Letter from Superintendent Mittelstadt



Dear Flagler Families,

On behalf of all of us at Flagler Schools, I welcome you to the 2022-2023 school year. With so many educational choices available, we are honored that you put your trust in Flagler Schools to provide your child with a top-notch education on one of our 9 school campuses or our iFlagler virtual learning platform. This guide is a great resource for all our families, so please take the time to read through it. Answers to many of your questions can be found on these pages.

Our faculty and staff are hard at work every day, ensuring their students are prepared for life after graduation. They are here to help their students and families with whatever they may need this year.

The theme we have chosen for this year is “Elevating Excellence.” If you’ve been following the news surrounding education in Florida, then you know the way we are tasked to evaluate students has changed. We believe if we do everything we can to elevate excellence, whether in the classroom, on the athletic field, or in the cafeteria, our students will rise above any challenge they may meet.

We are also in the process of relaunching our district and school websites. This has been a huge undertaking, and we hope you take some time to visit these sites. Here, you’ll find all the news and information you’ll need to know throughout the school year.

Our entire community continues to face various challenges, from employment to supply chain issues. Flagler Schools is not immune to the same things you deal with in your own household. We continue to ask for your understanding and cooperation as we chart our way through these challenges.

Should you have any questions about your child’s education, please reach out to their teachers and school administrators. They are among the best in the business and value an open line of communication with our parents.

Working Together,

A handwritten signature in black ink, which appears to read "Cathy Mittelstadt". The signature is fluid and cursive, written over a white background.

Cathy Mittelstadt
Superintendent, Flagler Schools

Flagler County School Board

The Flagler County School Board consists of five members, each of whom is elected by the voters who reside in the district. All school board members represent the entire district and serve 4-year terms. The Board appoints the superintendent, who serves as chief administrative officer of Flagler County Schools. The Board also employs the School Board Attorney, who reports directly to the Board. As the governing body of the Flagler County school district, the School Board is responsible for the control, operation, organization, management and administration of schools in Flagler County “pursuant to the provisions and minimum standards prescribed by Florida Statutes and the State Board of Education”; Among its other responsibilities, the Board determines the rules necessary for the district’s operation and general improvement.

The board elects its chairperson and vice-chairperson annually. Board meetings are held twice monthly during most months. The meeting schedule can be found on the district website, www.flaglerschools.com.

School & Resource Contact Numbers

<p>Belle Terre Elementary Principal: Jessica DeFord 5545 N. Belle Terre Pkwy. Palm Coast, FL 32137 Phone: (386) 447-1500 Fax: (386) 447-1516</p>	<p>Wadsworth Elementary Principal: Paul Peacock 4550 Belle Terre Pkwy Palm Coast, FL 32164 Phone: (386) 446-6720 Fax: (386) 446-6723</p>	<p>Matanzas High Principal: Kristin Bozeman 3535 Pirate Nation Way Palm Coast, FL 32137 Phone: (386) 447-1575 Fax: (386) 447-1597</p>
<p>Bunnell, Elementary Principal: Marcus Sanfilippo 305 N. Palmetto Street Bunnell, FL 32110 Phone: (386) 437-7533 Fax: (386) 437-7591</p>	<p>Buddy Taylor Middle Principal: Cara Cronk 4500 Belle Terre Pkwy. Palm Coast, FL 32164 Phone: (386) 446-6700 Fax: (386) 446-6711</p>	<p>iFlagler Virtual Principal: Erin Quinn 3535 Pirate Nation Way, Bldg.10 Palm Coast, FL 32137 Phone: (386) 447-1520 Fax: (386) 447-1583</p>
<p>Old Kings Elementary Principal: Nicole Critcher 301 Old Kings Rd. S. Flagler Beach, FL 32136 Phone: (386) 517-2060 Fax: (386) 517-2074</p>	<p>Indian Trails Middle School Principal: Ryan Andrews 5505 Belle Terre Parkway N Palm Coast, FL 32137 Phone: (386) 446-6732 Fax: (386) 446-7662</p>	<p>Flagler Technical College Director: Renee Kirkland 5400 E. Highway 100 Palm Coast, FL 32164 Phone: (386) 447-4345 Fax: (386) 437-7449</p>
<p>Rymfire Elementary School Principal: Travis Lee 1425 Rymfire Drive Palm Coast, FL 32164 Phone: (386) 206-4600 Fax: (386) 586-2305</p>	<p>Flagler Palm Coast High School Principal: Bobby Bossardet 5500 East Highway 100 Palm Coast, FL 32164 Phone: (386) 437-7540 Fax: (386) 437-7546</p>	<p>Flagler County Education Foundation: 1769 East Moody Blvd., Bldg. 2 Bunnell, FL 32110 386-437-7526</p>
<p>Flagler Auditorium: 386-437-7547</p>	<p>Flagler County Social Services: 386-586-2324</p>	<p>Flagler County Sheriff's Dept.: (386)437-4116</p>
<p>Flagler County Health Department: (386)437-7350</p>	<p>Flagler County Youth Center: (386)437-7540 ext. 3157</p>	<p>Flagler Schools Website: www.flaglerschools.com</p>

Emergency Information

Emergency messages, such as schools closing due to hazardous weather, will be communicated through the district school messenger phone system (an automated phone system that calls all parents/guardians), the district website <http://www.flaglerschools.com>, and through our social media platforms (Facebook, Twitter).

You may also contact the Flagler County Emergency Operations Center Citizens Information Line at (386) 586-5111 or go to <https://www.flaglercounty.gov/departments/emergency-services/emergency-management>

All Flagler County Schools are designated as shelters depending on the nature of the event at hand. In the event of a hurricane or other inclement weather situation, Rymfire Elementary School (RES) is our designated shelter for individuals with special needs. Bunnell Elementary School (BES) is our primary designated shelter for the general population and animal shelter. Buddy Taylor Middle School (BTMS) and Wadsworth Elementary School (WES) will be designated as a 2nd general population shelter should the need arise for extra sheltering. At this time, BTMS/WES are not considered an animal shelter.

It is important to monitor local media and Flagler County Emergency Management to find out which shelters are open at the time of an incident. Persons with special needs are highly encouraged to pre-register with Emergency Management so they can have access to a special needs shelter as well as receive evacuation assistance. *During an emergency is not the time to get on the People with Special Needs list.* You can pre-register online at <https://www.flaglercounty.gov/departments/emergency-services/emergency-management> or <https://snr.flhealthresponse.com/>

ALERTFlagler

ALERTFlagler is a no-cost countywide service that allows subscribers to sign up for a variety of emergency notifications based on their enrolled addresses. This allows subscribers to customize notifications and their delivery method from a variety of choices including phone calls, email, SMS/text message, or through a downloadable app. Please sign-up or make changes to your account. at <http://www.flaglercounty.org/alertflagler/>



2022-2023 Flagler Schools Calendar



Final Calendar 2022-2023 School Year

Wednesday August 3 - Tuesday, August 9	Professional Learning/Pre-Planning for Teachers
Wednesday, August 10	First Day for Students
Tuesday, August 23	Professional Learning Day - No School
<i>(If needed, hurricane make-up day: August 23)</i>	
Monday, September 5	Labor Day - No School
Wednesday, September 7	Progress Reports - First Quarter
Wednesday, October 12	End of First Quarter
Monday, October 17	Teacher Work Day
<i>(If needed, hurricane make-up day: October 17)</i>	
Tuesday, November 8	Professional Learning Day - No School
<i>(If needed, hurricane make-up day: November 8)</i>	
Wednesday, November 9	Progress Reports - Second Quarter
Friday, November 11	Veterans Day - No School
Monday, November 21 - Friday, November 25	Thanksgiving Break Holiday - No School
<i>(If needed, hurricane make-up days: November 21, 22)</i>	
Monday, November 28	School Resumes
Thursday, December 22	End of Second Quarter/First Semester
Friday, December 23 - Thursday, January 5	Winter Break - No School
<i>(If needed, hurricane make-up day: December 23)</i>	
Friday, January 6	Teacher Work Day
Monday, January 9	School Resumes - Start of Second Semester
Monday, January 16	Martin Luther King Birthday Holiday - No School
Wednesday, February 1	Progress Reports -Third Quarter
Monday, February 20	Presidents' Day Holiday - No School
Thursday, March 16	End of Third Quarter
Friday, March 17	Teacher Work Day
Monday, March 20 - Friday, March 24	Spring Break - No School
Friday, April 21	Progress Reports - Fourth Quarter
Friday, May 26	End of Fourth Quarter/Second Semester/ Last Day of School
Monday, May 29	Memorial Day
Tuesday, May 30	Teacher Work Day

February 15, 2022

Bell Schedule



School Start/End Times for 2022-2023

Middle Schools	 	7:30 - 1:40
High Schools	 	8:10 - 2:40
Elementary Schools	    	9:10 - 3:40

Code of Student Conduct

Flagler County Schools' Code of Student Conduct is available at each school and on the district Website:

Elementary Code of student

Conduct: https://resources.finalseite.net/images/v1658855136/flaglerschoolscom/u0h9qq9hxn9sae0kd5cl/elementary_code_conduct.pdf

Elementary Discipline Matrix:

https://resources.finalseite.net/images/v1660087220/flaglerschoolscom/qimt9h2vb4qj6cvciowe/elementary_discipline_matrix_22_23.pdf

Secondary Code of Student

Conduct: https://resources.finalseite.net/images/v1658855159/flaglerschoolscom/tsazxqnl y7farilrhayx/secondary_code_conduct.pdf

Secondary Discipline Matrix:

https://resources.finalseite.net/images/v1660087230/flaglerschoolscom/hwgybzgyp0cud62xkjd/secondary_discipline_matrix_22_23.pdf

A booklet is available to each family upon request and is distributed at the beginning of each school year. A parent and student expectations acknowledgement paper should be signed and dated by both parent and student and then returned to school.

Registration Requirements

To register a student in Flagler County Schools, whether as a PreK-12 student, a transfer from another state, or from another county in Florida, there are eight (8) **REQUIREMENTS**.

The first two (2) requirements listed below are MANDATED BY LAW / SCHOOL BOARD POLICY and must be presented at the time of registration. A transfer student may be granted thirty (30) days per part B of School Board policy 504.

1. **Completion of DOH 680 IMMUNIZATION FORM.** Florida requires that all shots are up to date, and this can be accomplished through a private physician, walk-in clinic, or the health department.

The health department offers **free immunizations through their Walk-In Clinic at the Flagler County Health Department, 301 Dr. Carter BLVD in Bunnell, 386-437-7350**. It is important for parents to furnish up-to-date health records so officials know what the student has received and what they need.

2. **Completion of DOH 3040 PHYSICAL FORM.** This can be completed by the student's primary care physician or local clinic. **If a student is transferring from a Florida school district, the PHYSICAL FORM used for entry into that Florida district may be used. If student is transferring from OUT of STATE, the date on the PHYSICAL FORM must be within one year from the enrollment date. (Must include vision and hearing screening).**

3. **BIRTH CERTIFICATE OR BAPTISMAL CERTIFICATE (OR OTHER PROOF of age)**

4. **SOCIAL SECURITY CARD**—Voluntary

5. **Current PROOF OF RESIDENCY**-- Copy of **ONE** of the following:

- lease agreement signed by parent and landlord. Must include legible signatures and a phone number of the landlord who will verify the agreement. (Additional documentation could be requested.)
- mortgage agreement with parent name
- military permanent change of station order
- current utility bill with correct address and parent name
- notarized statement with parent name and signed by person(s) you are living with (that person will have to supply proof of residency)

6. **GUARDIANSHIP or CUSTODY PAPERS**-- If a student is living with someone other than their parents/legal guardians, legal guardianship papers **MUST** be provided. If there are specific custody requirements, official paperwork must be provided. (Note: Parent/Guardian must have picture ID.)

7. **WITHDRAWAL or TRANSFER GRADES, IEP FORMS** from former school, and any records that may be of assistance in placing the student in the proper classes to assure their promotion and/or graduation (as applicable).

8. **NEW STUDENT ENROLLMENT**

New student enrollment can be completed by submitting the New Student Enrollment Online Application or the Paper-based Registration Packet. Both can be located at: www.flaglerschools.com, Student and Families, New Student Enrollment.

Dress Code

All staff members are required to enforce the dress code. The administration/designee will be the final judge as to whether a student's clothing meets policy requirements. We rely on the good taste and judgment of the students and the responsibility of the parents to advise their children of the appropriate dress in accordance with Flagler Schools' Dress Code Policy.

UPPER ATTIRE

Shirts

Garments must cover the entire shoulder and from neckline to waist. Students' midriff shall not be seen at any time. (See General Rules; 1, 3, 4, 5, 6, 7, 8 and 9)

1. Any solid color, patterned, or graphic arts shirt.
2. An official trademark logo is acceptable.
3. No lace or sheer materials, including "cut outs."
4. Any Flagler Schools approved/sponsored shirt, team jersey, or club shirt.

BOTTOM ATTIRE

Pants, Shorts, Skirts, Skorts, Jeans, and Jumpers

Must be worn securely at the waist. Bottom attire must be no shorter than mid-thigh. No rips or tears in clothing above the mid-thigh. (See General Rules; 1, 2, 3, 4, 5, 6, 7, 8 and 9)

1. All solid color or patterned pants, shorts, skirts, skorts, jeans or jumpers.
2. A small official trademark logo is acceptable.

FOOTWEAR

Footwear that is a safety hazard will not be allowed (ex. footwear with wheels or slippers.) (See General Rule; 13)

1. K–5th grade students must wear flat fully enclosed shoes or athletic shoes (No flip/flops, sandals, slides or Croc style footwear).
2. 6th–8th grade students may wear enclosed shoes, athletic shoes, sandals with a back strap or Croc style footwear (No flip/flops or slides).
3. 9th–12th grade students may wear all of the above footwear and flip flops, sandals, slides and Croc style footwear.

GENERAL RULES

The following general rules apply to dress code:

1. All clothing must be the appropriate size for the student; it may not be oversized or undersized.
2. The waist of any garment shall be worn so that the waistband is at waist level and not below the waist.
3. No garments shall have slogans or statements.
4. No garments shall contain insignias or logos related to drugs, alcohol, violence, gangs, weapons, sexually suggestive or offensive topics deemed inappropriate by administration allowed.

5. Wearing apparel, which tends to identify association with secret societies or gangs as prohibited in Florida Statutes, is not allowed.
6. Pajamas shall not be worn as clothing on campus.
7. No sheer or lace fabrics shall be used in top or bottom attire.
8. No undergarments are to be seen at any time.
9. Schools may alter dress code for special school event days (such as Homecoming Week, Cancer Awareness Day, Red Ribbon Week, etc.) Special school event days will be designated by the school and dates will be released in advance.
10. Head coverings (bandanas, sweatbands, hoods, ski masks and du-rags, etc.) will not be allowed inside the building. School appropriate hats/hoods are allowed outside the buildings. (See General Rules; 3, 4 and 5)
11. No sunglasses can be worn inside buildings.
12. Any jewelry or accessory that presents a safety or health hazard, or causes a major disruption to the educational process is not allowed. (See General Rules; 4 and 5)
13. Footwear determined by staff to be unsafe for school/recess/physical education classes may be prohibited by school administration for those activities or classes.
14. Tattoos deemed inappropriate by school administration must be covered. (See General Rules; 4 and 5)
15. Contact lenses that alter the appearance of the eye (other than to another naturally occurring color) are not allowed.
16. Students in grades 6–12 are required to wear their school IDs at all times. Furthermore, the ID should not be altered in any way. Student ID cards issued by the District will include the national or statewide crisis and suicide hotlines and text lines.

Student Services

Home Education

Home Education is a parent-directed education alternative. A Home Education Program, as defined in Section 1002.01(1), F.S., is the “sequentially progressive instruction of a student directed by his or her parent [or guardian] in order to satisfy the attendance requirements of ss. 1002.41, 1003.01(13), and 1003.21(1).” The Department of Education provides technical assistance, information and materials on home education to school districts and parents. For more information regarding home education, contact the district office at 386-437-7526 or visit the Florida Department of Education’s website: www.floridaschoolchoice.org

Guidance

A comprehensive guidance and counseling program facilitates student growth and self-awareness, and addresses whatever interferes with a student’s ability to learn and to succeed. Although the content of the program focuses on student development, such as social adjustment, educational planning, personal growth, and good citizenship, it is how this development enhances student learning and success that justifies the existence of the program. The mission of professional school counselors is to provide a comprehensive school-counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement within a safe learning environment.

Section 504

Section 504 of the Rehabilitation Act prohibits discrimination against a person with a disability by school districts receiving federal assistance. If a student has a medical diagnosis which impacts a major life activity and impairs the student from achieving their education, they may be eligible for services and accommodations through a 504 plan. A team consisting of the

student's teacher(s), guidance counselor, and family, with the student present as appropriate, will meet to determine whether the student is eligible for a 504 plan. If eligible, the team will determine the accommodations and/or services required for the student's success. The difference in an IEP and a 504 plan lies in the services. Students found eligible for an IEP require specially designed instruction, which is not provided through a 504 plan. Typically, accommodations for either a short-term or long-term medical condition are provided through the 504 plan, but not specially designed instruction.

School Choice

Flagler Schools' School Choice Plan is located on the Flagler Schools district webpage. Select the tab "Students & Families" and then click on "School Choice" or go to <https://www.flaglerschools.com/students-families/school-choice>

School Choice options include Controlled Open Enrollment, Program of Choice, Hardship Waiver, and Employee Transfer Request. The window for Controlled Open Enrollment for the next school year begins on March 1st and closes March 31st. This provides schools sufficient time to process school choice requests and prepare for students.

The Florida Department of Education K-12 Scholarship Programs can be found at: <https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/>

Florida Empowerment Scholarship

Information on this scholarship can be located on the Florida Department of Education's website at: <https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/fes/>

Attendance

There is a direct correlation between attendance and academics. Students who go to class perform better in school and maximize their chances for success in the future.

Schools are required by law to monitor students and enforce state statutes regarding attendance. It is very important that parents send in letters when the child is ill and /or absent.

Parents receive a daily phone call each day their child is absent from school. Parents also receive 5 and 10-day Unexcused and 15-day Excused/Unexcused Attendance Letters. The parent should contact the school if they need help or have information to share with the counselor in regard to their child's attendance. Parents are asked to review and update the emergency contact form at the beginning of each school year and to update any changes to phone numbers or addresses throughout the school year.

Parents can excuse 5 school days per semester with a written notice as long as the student has not missed more than 15 days total. After 15 total absences, the parent needs to supply the school with either a note from a doctor or the court. When a student reaches 10 unexcused days in a 90-day period or 21 unexcused days for the year, the child is considered chronically truant, and the school counselor holds an Attendance Improvement Meeting (AIM) for the child. This is a problem-solving meeting to work with the parent and child to determine if the child needs interventions and/or additional services at the school level. Once the meeting is held, a copy of the student's AIM packet including the student attendance contract is sent to the Student Services Department for extended monitoring and review. The AIM participants include:

the student, parent/guardian, school counselor, and members of the school-based student services team.

There are two weeks during the school year that attendance is reported to the state, in October and February. This determines the funding Flagler County Schools receives to support the K-12 educational program.

Food and Nutrition Services

The School Board of Flagler County participates in the National School Lunch Program, School Breakfast Program and Summer Food Service Program and the After School Meals Program. The staff members of the Department of Food and Nutrition Services prepare and serve nutritious meals to the students and faculty, each and every school day and at a number of sites throughout the summer months. All meals served must meet guidelines established by the U.S. Department of Agriculture. Menus can be accessed at <https://flaglerschools.nutrislice.com/menu/menus-eula>. Flagler Schools website also contains information regarding what to do for students who have physician-diagnosed food allergies or intolerances under "Food/Allergies/Special Diets".

Breakfast Prices:

Breakfast is free to all currently enrolled students attending in-person classes.

Lunch Prices:

Elementary \$2.10
Middle \$2.25
High School \$2.60
Reduced price \$.40

IMPORTANT TO NOTE *It remains important for families to complete a free/reduced meals application if you feel your family would qualify.*

As a sponsor of the federal meal programs, The Flagler County School District must make free and reduced price meals available to eligible children. Eligibility is determined by either (1) household income or (2) special circumstance. In order to qualify, households must submit an application. Once a determination of eligibility is made, benefits are good for the entire school year. It's important to remember that these benefits are for ONE SCHOOL YEAR ONLY and a new application must be submitted every year. While only one application is required, you may re-apply at any time during the school year should your circumstances change. Children of parents or guardians who become unemployed may be eligible for free or reduced price meals during the period of unemployment.

Household Income

USDA establishes updated Income Eligibility Guidelines, annually. Households with incomes at or below the amounts established are eligible for either free or reduced price meals.

Important information for members of our Armed Services:

When considering household income, a housing allowance that is part of the Military Housing Privatization Initiative is not to be included as income. For the purpose of determining household size, deployed service members are considered a part of the household. Families should include the names of the deployed service members on their application. Report only that portion of the deployed service member's income made available to them or on their behalf to the family. The determining official would count the service member as part of the household in establishing a child's eligibility for free and reduced-price meals.

Special Circumstances

There are other circumstances which could qualify a student for free or reduced-price meals. In these instances, household income is generally not a factor; however, other information may be needed to make an eligibility determination.

Children of households who are members of currently certified Food Stamp or Temporary Assistance for Needy Family programs may be eligible for free meals. Please see special instructions on the back of the application. In these cases, applications with abbreviated information will be accepted and applications will require a case number be listed for each child receiving benefits from that program.

Migrant, Homeless or Runaway children may be eligible for free or reduced-price meals. To determine if one of these categories is applicable, please call 386-437-7526 and ask for the Title One Department.

Foster children may be eligible for free or reduced-price meals regardless of income of the household where they reside.

How to Apply

Each year in August, applications are mailed to every household in our database. In addition, paper applications are available at the District Food Service Office in the Government Services Building at 1769 Moody Boulevard, Bunnell, FL 32110 and at each school's front office and cafeteria. Instructions for completion are on the back of the application form. For added convenience, applications are available online at www.flaglerschools.com. All applications are processed at the District Food Service Office. Please submit completed paper applications (either by mail or in person) to the District Food Service Office or to the Food Service Manager at your student's school. All applications will be processed within 10 business days and notification will be mailed to the address listed on your application. *Benefits do not take effect until the application is processed and are not retroactive.* Incomplete applications cannot be approved until they contain all required information. The Food Services Office hours are 7:00 a.m. to 4:00 p.m. Monday through Friday. We do not close for lunch. If you wish to bring your application in, in person, one of our staff members will process it while you wait. We're happy to help you complete it or answer any questions you may have.

Verification

The Department of Food and Nutrition Services reserves the right to verify the information on any application at any time during the school year. Additionally, program regulations require us to verify the accuracy of information submitted on a percentage of applications, each year. When an application is randomly selected as part of this audit, we send a formal request to the family asking for proof of income stated on the application. Failure to respond to the request results in loss of meal benefits for the students that are part of the household.

Right to Appeal

You have the right to appeal the decision of the Department of Food and Nutrition Services with respect to the application process or the results of verification by contacting the Director, Ms. Angela Bush, at 386-437-7526. In the event you wish to appeal to a higher level, you may contact Mr. Dave Freeman, Chief of Operational Services, at 386-437-7526. It's important to note that the Income Eligibility Guidelines or federal rules pertaining to the program cannot be appealed or negotiated.

School Site Café Managers

BTMS - Eagle Express Cafe	CiCi Teixeira
386-446-6712	teixeirac@flaglerschools.com
WES - Panther Cafe	CiCi Teixeira
386-446-6712	teixeirac@flaglerschools.com
OKES - Proud Owl Cafe	Jennifer Gonzales
386-517-2061	gonzalesj@flaglerschools.com
FPCHS - Dawg House Cafe & i3	Jodi Lane
386-437-7548	lanej@flaglerschools.com
BES Bull Pup Cafe	Kathy Gesek
386-437-7378	gesekk@flaglerschools.com
ITMS - Mustang Cafe	Jill Bisiada
386-446-7673	bisiadai@flaglerschools.com
MHS - Pirate's Cove Cafe	Debbie Vieira
386-446-7699	vieirad@flaglerschools.com
RES - Roadrunner Cafe	Robin Alverson
386-206-4624	alversonr@flaglerschools.com
BTES – Bobcat Cafe	Ursula Carroll
386-446-6708	carrollu@flaglerschools.com



Food Service Staff

Director of Food and Nutrition Services	Angela L. Bush, SNS
386-437-7526 Ext. 1155	busha@flaglerschools.com
Food Service Specialist-Operations	Craig Medvid
386-437-7526 Ext. 1161, 1158	medvidc@flaglerschools.com
Food Service Specialist-Personnel	Emily Hubeck
386-437-7526 Ext. 1158	hubecke@flaglerschools.com
Registered Dietitian	Stefanie Braun
386-437-7526 Ext. 1157	brauns@flaglerschools.com
Bookkeeper	Tina Piasecki
386-437-7526 ext. 1160	piaseckit@flaglerschools.com
Food Service Receptionist	Andrea Sweeney
386-437-7526 Ext. 1159	sweeneya@flaglerschools.com

Parents Bill of Rights

The [Parents Bill of Rights](#), is a state law that is designed to address the parental and legal guardian rights as they relate to the upbringing, education, and care of their minor child(ren). The link to the Parents Bill of Rights is as follows:
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1014/1014ContentsIndex.html

Parents Right to Know

At the beginning of each school year, the Flagler County Public School District must inform parents of each student attending a Title I, Part A school of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children. The information will be provided in a letter called the Right to Request Teacher Qualifications letter and it will be in an understandable format and to the extent possible, will be provided in a language the parents can understand, in compliance with part of the Elementary; and Secondary; Education Act (ESEA), as amended (2015). Throughout the school year, we will continue to provide you with important information about this law and your child's education. Based on current education law, teachers must have earned State certification and licensure. State certification and licensure is the training required to be a teacher.

We are very proud of our teachers and feel they are ready for the coming school year. We are prepared to give your child a high- quality education. You have the right to request information about the professional qualifications of your child's teacher(s) or paraprofessional(s). A paraprofessional provides academic or other support for students under the direct supervision of a teacher. If you request this information, the district or school will provide you with the following as soon as possible:

A: if the teacher has met State certification and licensing requirements for the grade levels and subjects for which the teacher provides instruction;

B: if state certification and licensing requirements have been waived (is not being required at this time) for the teacher under emergency or other temporary status;

C: if the teacher is teaching in the field of discipline for which they are certified or licensed;

D: if the teacher has met State-approved or State-recognized certification, licensing, registration, or other comparable requirements. These requirements apply to the professional discipline in which the teacher is working and may include providing English language instruction to English learners, special education or related services to students with disabilities, or both; and

E: if your child is receiving Title I or Special Education services from paraprofessionals, his or her qualifications.

Our staff is committed to helping your child develop the social, academic and critical thinking he or she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you would like to request information about your child's teacher(s) or paraprofessional(s), or if you have any questions about your child's assignment to a teacher or paraprofessional, please contact your child's school.

Curriculum and Instruction Materials Information

Information for state standards can be found on the CPalms website at <https://www.cpalms.org/public/search/Standard> and information for instructional materials can be found on Flagler County School's website at: <https://www.flaglerschools.com/academics/instructional-materials>

Assessments and Accountability

Teaching and Learning coordinates many aspects of student assessment. This includes administration and reporting of state-wide, national, international, and organizational assessments. Florida Statute 1008.22 (6) specifies that participation in the testing program is mandatory for all students attending public school.

Facets of the state accountability initiative fall within the scope of Teaching and Learning as well. School grading, data forensics reporting, and the assessment data portions of Flagler's evaluation system are some of the accountability elements that fall within this scope.

More information can be found on the district website: <https://www.flaglerschools.com/academics/accountability>

Lastly, school-wide (SIP) improvement, along with the state problem solving process school support, are coordinated by the Teaching and Learning staff.

Please see <https://www.floridacims.org/> for more information.

District Assessment Calendar

State statutes require the district to post a uniform assessment calendar to its website and provide an estimate of the amount of time students are required to test. That information for both the current year and previous year are found at the following website:

<https://www.flaglerschools.com/academics/assessments>

There are also daily assessment calendars for elementary, middle, and high schools. Each school posts their own school-required assessment calendars to the school website as well.

State-based Assessments

The Florida Assessment of Student Thinking (FAST) is given three times each year to all students in Grades 3-10 for English & Language Arts and Grades 3-8 for Mathematics. The Statewide Standardized Assessment for Science is administered to students in Grades 5 and 8. The End-of-Course Exams cover Algebra I, Geometry, Biology 1, Civics, and United States History. The Florida Standards Alternative Assessment covers the same areas as above but utilize access points. ACCESS for ELLs 2.0 (WIDA) is designed to assess English Language Learners (ELL) students.

For more information on state-based assessments, please see <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/>

The Florida Department of Education sends school districts a paper copy report of student performance on all statewide standardized assessments. Once the district receives these reports, the school sends them out to families. Parents may also access student statewide standardized assessment information through Skyward.



Areas of Study - Student Progression Plan

The following areas of study are required at each grade level:

- Language Arts (reading, literature, listening, critical observation, speaking, writing and language)
- Mathematics
- Science
- Social Studies
- Physical Education and Comprehensive Health Education (to include Human Growth and Development, and Alcohol and Substance Abuse Prevention)
- Art
- Music

The areas of study above in grades K-5 may be modified to meet an individual student's academic needs. The following areas of study which are not course specific, but are supported by state statute, will be integrated into the curriculum: multi-cultural education, Holocaust education, technology, patriotism, critical thinking skills, and character education, and Mental Health.

ASSESSMENT AND INTERVENTION

Each student must participate in statewide assessment tests required by statute. The teacher will identify as soon as possible, for the principal and parents/guardians, those students who are not making satisfactory progress toward appropriate grade level standards and specific levels of performance. Students who fail to respond to intervention and decrease the gap in proficiency between themselves and their peers, as evidenced by ongoing progress monitoring, must be involved in the district established Multi-Tiered System of Supports (MTSS) process.

PROMOTION

Promotion to the Next Grade Level (K-5)

The teacher recommends promotion based on satisfactory achievement on the following: grade level Florida Standards, district-wide assessment progress tests, classroom work, observations, tests, and other relevant achievement data. Student promotion is also based upon an evaluation of the student's acceptable progress toward grade level Florida Standards and levels of performance on statewide assessments. The classroom teacher has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level, subject to review by the principal or designee.

In such cases, when a promotion decision is made, the student's permanent record card and report card shall show "Promoted to Grade ____."

A teacher may substitute a score of 4 or 5 on the ELA FSA, Math FSA, SSA or EOC for a final grade. A score of 4 is equivalent to a B; a score of 5, A.

Promotion/Change of Grade Placement during the School Year (not to be used in grade 3 or 5)

The principal or designee may make a decision for promotion during the year for retained students. This will be determined by the recommendation of the classroom teacher and a passing grade on cumulative assessments in the area that caused the student to be retained and with discussion with the parent/guardian. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the statewide, standardized assessment taken in the retained grade, or grade level or higher on a district assessment.

The principal or designee may make a decision for a change of grade placement to a lower grade level during the school year, considering the recommendation of the classroom teacher and with discussion with of parent/guardian. The student's permanent record card and report card will reflect the promotion/change of grade placement. A conference with the parent/guardian must be offered prior to change of grade placement.

PROMOTION FROM 6th to 7th Grade and 7TH GRADE TO 8TH GRADE

Students who fail one core academic course may repeat the course during the summer through Florida Virtual School or iFlagler, if available. Students who do not successfully complete the course will be placed in the course during subsequent grade in lieu of an elective.

Students who fail two core academic courses must successfully repeat at least one of the courses during the summer through Florida Virtual School or iFlagler, if available. Students who do not successfully complete at least one failed core academic course will be retained in in their current grade level. Students who successfully complete at least one failed core academic course during the summer will be promoted to the subsequent grade and will repeat the second failed course during the subsequent grade in lieu of an elective. This opportunity is available only with permission of the Principal or Assistant Principal and after the student and parent sign a memorandum of understanding. If the failed courses are not available through FLVS or iFlagler, then the student will be retained in their current grade.

PROMOTION OF THE EXCEPTIONAL STUDENT

Promotion for exceptional students shall follow the same procedures outlined for general education students, including students enrolled in access points courses and those taking an alternate assessment. Details are in the corresponding grade level section of this Student Progression Plan.

HIGH SCHOOL CREDIT

Accelerated middle school students may earn credit toward high school graduation under the following conditions:

A. High School courses offered at the middle school level must meet the standards approved for the high school courses. If Honors classes are taken, Honors weighting will be given when students are promoted to the high school.

Courses are offered for the same number of hours of instruction as currently offered at the high school, follow the current Florida Department of Education course standards and course description, use the same textbook and the same final exam. State EOCs will count as 30% of the final grade. Common District Finals will count as 20% of the grade.

B. District-enrolled students at the middle school level approved to take courses from the Florida Virtual High School will earn credit which will be transferred to their high school record as explained above.

C. (S.1003.4282) Middle school students taking high school courses for high school credit who receive a grade of "C", "D", or "F" may have their grade replaced with a "C" or higher in a comparable course. In all middle and high school cases, only the new grade shall be used in the calculation of the student's grade point average.

D. Middle school students enrolled in Algebra I must take the Algebra I EOC assessment and pass the course to earn high school Algebra I credit. A middle school student is not required to earn a passing score on the Algebra I EOC assessment in order to earn high school credit or to be promoted to high school. A middle school student's performance on the Algebra I EOC assessment constitutes 30 % of the student's final course grade.

E. Middle school students enrolled in Geometry must take the Geometry EOC assessment and have the results of the Geometry EOC constituted as 30% of the student's final course grade.

F. When middle school students take high school courses, this starts their high school transcript and their Grade Point Averages (GPAs). GPAs are used to determine eligibility for graduation, scholarships (including Bright Futures), class ranking, and admission to college.

PHYSICAL EDUCATION (S.1003.455)

Each elementary school will provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any given day during which physical education instruction is conducted there are at least 30 consecutive minutes per day. This requirement shall be waived for a student who meets one of the following criteria:

- A. The student is enrolled or required to enroll in a remedial course.
- B. The student's parent indicates in writing to the school that the parent requests that the student enroll in another course from among those courses offered as options by the school district; or the student is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement.

PROMOTION TO THE HIGH SCHOOL (S. 1003.4156, S. 1003.4295)

Promotion from a school that includes middle grades requires that the student must successfully complete academic courses as follows:

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

A. Three middle grades or higher courses in English Language Arts (ELA).

B. Three middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grade student must take the statewide, standardized Algebra I EOC assessment pass the course, and a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

C. Three middle grades or higher courses in social studies. One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local Flagler Schools Student Progression Plan September 1, 2020 Page 26 governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. All instructional materials for the civics education course must be reviewed and approved by the Commissioner of Education, in consultation with organizations that may include, but are not limited to, the Florida Joint Center for Citizenship, the Bill of Rights Institute, Hillsdale College, the Gilder Lehrman Institute of American History, iCivics, and the Constitutional Sources Project, and with educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public. Any errors and inaccuracies the commissioner identifies in state-adopted materials must be corrected pursuant to s. 1006.35. After consulting with such entities and individuals, the commissioner shall review the current state-approved civics education course instructional materials and the test specifications for the

statewide, standardized EOC assessment in civics education and shall make recommendations for improvements to the materials and test specifications by December 31, 2019. By December 31, 2020, the department shall complete a review of the statewide civics education course standards. Each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

D. Three middle grades or higher courses in science. Successful completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

E. One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under S. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under S. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; and the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to S. 1003.492 or S. 1008.44. The course may be implemented as a stand-alone course or integrated into another course or courses.

There are no mid-semester promotions. Promotions may only occur at the semester break if a student has already earned at least 1 high school credit. Students must also be currently enrolled in any high school courses offered at the middle school and earning a grade equivalent to lowest acceptable progress (grade of D).

The minimum length for core courses is 45 minutes per day.

Middle school students failing high school courses may be withdrawn at the end of the first quarter with no academic penalty. After that, students will receive semester grades that will be placed on their transcripts.

ADULT HIGH SCHOOL

Students who are already 18 years old and not on track to graduate with their 9th grade cohort when they enter the district will be referred to Daytona State College Adult High School.

ACCELERATION NOTIFICATION, ADVISEMENT, AND OPPORTUNITIES (S.1003.02) (S.1003.4295)

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate,

Cambridge AICE, dual enrollment, career academy classes, courses that lead to industry certification, Florida Virtual School courses, and options for early or accelerated high school graduation.

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Geometry, United States History, and Biology if the student passes the statewide, standardized assessment administered under s. 1008.22. Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment. A student may also earn course credit by passing the Advanced Placement exam or a College Level Examination Program (CLEP) without being enrolled in or completing the corresponding course. The PERT comparative score cannot be used to earn Algebra I course credit.

A student may earn credit in a designated course by passing a nationally recognized industry certification exam in information technology that is identified on the CAPE industry certification list without enrolling in or completing the corresponding course.

ADVANCED PLACEMENT (AP)

- A. Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Some colleges may only accept a score of 4 or 5.
- B. A student will receive high school credit based on the grade received in the AP class.
- C. A student enrolled in an AP class, but failing to take the AP subject exam, will have the course of study changed to an Honors class. The student will receive a zero on the course final exam, which will count as 20% of the final class grade.

Cambridge Advanced International Certificate of Education (AICE)

- A. The Cambridge AICE program is an international curriculum with an examination system offered by the University of Cambridge in Cambridge, England.
- B. AICE diploma-seeking students will have met graduation requirements with successful completion of the AICE curriculum and sitting for the required examinations.
- C. A student will receive high school credit based on the grade received in the AICE course.
- D. Students enrolled in an AICE course do not need to be AICE diploma-seeking. Courses may be offered a la carte at the discretion of the school.

- E. Receipt of an AICE Diploma is accepted in lieu of all other requirements to earn the Florida Academic Scholar's Award of the Florida Bright Futures Scholarship Program.
- F. AICE diploma-seeking students may take AP examinations.
- G. A student enrolled in an AICE class, but failing to take the AICE subject exam, will have the course of study changed to an Honors class. The student will receive a zero on the course final exam, which will count as 20% of the final class grade

International Baccalaureate

- A. The International Baccalaureate (IB) Diploma Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB office based in Switzerland.
- B. IB Diploma students will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay, the CAS project, and sitting for required examinations in six subjects.
- C. A student will receive high school credit based on the grade received in the IB class.
- D. In order to earn an IB Diploma the student must pass at least three higher-level examinations and three standard-level examinations (for a total of six) as well as the required external and internal assessments, complete the Creativity Activity and Service (CAS) requirements, complete a Theory of Knowledge course, and submit an acceptable Extended Essay. They must also score A-D for both the TOK and the EE or not score an E for either.
- E. Receipt of an IB Diploma is accepted in lieu of all other requirements to earn the Florida Academic Scholars' Award of the Florida Bright Futures Scholarship Program.
- F. The IB student may take AP examinations.
- G. A student enrolled in an IB class, but failing to take the IB subject exam, will have the course of study changed to an Honors class. The student will receive a zero on the course final exam, which will count as 20% of the final class grade.

CERTIFICATE OF COMPLETION (S. 1003.4282)

Students who earn the required 24 credits or the required 18 credits under the ACCEL option (S. 1002.3105) but fail to pass the assessments required under S. 1008.22 and/or fail to achieve a 2.0 GPA will be awarded a certificate of completion.

- A. Students who earn the required 24 credits for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22 or an alternate assessment by the end of grade 12 must be provided the following learning opportunities: Participation in an accelerated high school equivalency diploma preparation program during the summer.
- B. Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to developmental education or credit courses at a state community college, as appropriate.
- C. Participation in an adult general education program as provided in s. 1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under s. 1003.4282 or s. 1008.22 an unlimited number of times in order to receive a standard high school diploma.

High schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I

and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school

DUAL ENROLLMENT COLLEGE CREDIT PROGRAMS AND CAREER DUAL ENROLLMENT (S.1007.271, S. 1007.23)

The Superintendent of Schools and Presidents of colleges and universities shall jointly develop and implement a comprehensive articulated acceleration program for students enrolled in their respective school district and service area.

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.

Students who are eligible for dual enrollment may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under S. 1007.263.

The District will pay the cost of books, lab fees, and required instructional materials for students enrolled full-time in the Flagler Schools. Home education students may participate in dual enrollment working directly with Daytona State College (DSC).

For eligibility requirements, refer to the Articulation Agreement for the appropriate college or university.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year. Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.

Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution's grading guidelines before the faculty member begins teaching the course.

Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course. Details about dual enrollment with Daytona State College, Embry Riddle Aeronautical University, University of Florida, and the University of North Florida can be found in the individual Articulation Agreements.

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to S. 1008.44, which counts as credits toward the high school diploma. Career dual enrollment shall be available for

secondary students seeking a degree and industry certification through a career education program or course.

Each district school board shall inform all secondary school students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution. Alternative grade calculation, weighting systems, and information regarding student education options that discriminates against dual enrollment courses are prohibited.

Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in courses that are creditable toward the high school diploma and the certificate or associate degree.

Participation in the career early admission program is limited to students who have completed a minimum of 4 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees. Students may enroll in career dual-enrollment classes at Flagler Technical College.

Teaching and Learning coordinates many aspects of student assessment. This includes administration and reporting of state-wide, national, international, and organizational assessments such as the Florida Assessment of Student Thinking (FAST) for ELA and Mathematics, Florida State Science Assessment (SSA), End-of-Course Exams (EOCs), and National Assessment of Educational Progress (NAEP), to name a few. Florida Statute 1008.22 (6) specifies that participation in the testing program is mandatory for all students attending public school.

Facets of the state accountability initiative fall within the scope of Teaching and Learning as well. School grading, data forensics reporting, and the assessment data portions of Flagler's evaluation system are some of the accountability elements that fall within this scope.

More information can be found on the district website:

<http://flaglerschools.com/district/assessment-and-accountability>

Lastly, school-wide (SIP) improvement, along with the state problem solving process and differentiated accountability (DA), are coordinated by the Teaching and Learning staff.

Please see <https://www.floridacims.org/> for more information.

Diploma Requirements

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

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

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

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

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

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

24 Credit Standard Diploma

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

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

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

Scholar Diploma Designation
<p>In addition to the requirements of section (s.) 1003.4282, Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. 1003.4285, F.S.):</p> <ul style="list-style-type: none"> • Earn 1 credit in Algebra 2 or an equally rigorous course • Pass the Geometry EOC • Earn 1 credit in Statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC* • Earn 1 credit in Chemistry or Physics • Earn 1 credit in a course equally rigorous to Chemistry or Physics • Pass the U.S. History EOC* • Earn 2 credits in the same World Language • Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course <p>*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.</p>
Merit Diploma Designation
<ul style="list-style-type: none"> • Meet the standard high school diploma requirements • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

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

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

What is the CAP?

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

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



State University System (SUS)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):</p> <ul style="list-style-type: none"> • High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008 • 16 credits of approved college preparatory academic courses per BOG Regulation 6.002 • 4 English (3 with substantial writing) • 4 Mathematics (Algebra 1 level and above) • 3 Natural Science (2 with substantial lab) • 3 Social Science • 2 World Language (sequential, in the same language or other equivalents) • 2 approved electives <p>State University System of Florida</p>
The Florida College System
<p>The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.</p> <p>Florida College System</p>
Career and Technical Colleges and Centers
<p>Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Career and Technical Education Directors</p>

Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

VPK



- Voluntary Pre-K will be available at all Flagler County Elementary Schools for any child who is 4 years of age on or before September 1, of each school year. The State of Florida provides 540 hours of instruction, which is free to the parent. If the child doesn't attend the school year program, the 300-hour summer program will be available during the summer. Parents can choose either the school year program or the summer program.
- VPK days will follow the FCSB calendar. All VPK classes will start within the first 3 hours of the school day.
- Additional Instructional hours (wrap around care before or after VPK) will be available for a fee of \$70.00 per week, starts at 7:00 am and ends at 5:30 pm. Check with your child's VPK teacher for entrance and exit procedures. Students coming to school at regular start time will be dropped off at each school's car rider line. A VPK teacher will be there to meet the students and walk them to class. Mid-day dismissal is for VPK only students (3 hours). School day dismissal is for those students staying for wrap around until the school day is over. These students will follow each school's car rider procedure. Extended day dismissal is for students staying beyond the regular school day.
- Parents MUST get their child's Certificate of Eligibility (COE) from the Early Learning Coalition of Flagler and Volusia (ELCFV). Visit <https://familyservices.floridaearlylearning.com> or call 386-323-2400.
- Students will attend their home-zoned school, unless IEP services warrant a different placement. School choice is available for students whose siblings already attend the school.
- Transportation is the responsibility of the parents.
- Free breakfast is available.
- VPK students will follow Flagler Schools Elementary Dress Code.
- Registration information is online at flaglerschools.com/vpk.

Exceptional Education

Exceptional Student Education (ESE) programs and related services address the unique needs of students with disabilities and those students identified as gifted. ESE programs and services are designed to assist students in reaching goals identified in their Individual Education Plan (IEP) if classified with a disability or their Educational Plan (EP) if classified as gifted. To the extent appropriate, ESE students are included in general education classes and participate in district and state assessments, as documented in their IEPs. The school district uses research-based curricula and behavioral approaches that exemplify best practices in the field.

Referral & Intervention

If your child is experiencing academic or behavioral difficulties in the school setting, a Multi-Tiered System of Supports (MTSS) meeting may be convened to discuss possible interventions and strategies. Any reports that you have from your child's doctor or therapist can be provided to assist the team with the process of implementing appropriate intervention strategies. With the exception of gifted and Hospital/Homebound, the school is required to collect data and document, over a period of time, the student's response to interventions that address specific concerns.

Individual Evaluation

If individually developed and carefully implemented interventions are not successful, a student may be considered for eligibility/ineligibility under Exceptional Student Education. If you disagree with the results of your child's evaluation, you may request an independent educational evaluation be completed, or you may present privately secured evaluation results for consideration by the team.

Eligibility Determination

After evaluation data has been completed, a meeting must be held to determine if your child meets eligibility according to state guidelines. You will be invited to this meeting, and your participation is crucial, as no further steps toward eligibility may be taken without your consent. The IEP team (of which you are an integral member) will review all documentation to determine if your child qualifies for special education services. The IEP team will develop an Individualized Education Plan (IEP) or Educational Plan (EP) for your child. A child cannot receive services until the parent has given written consent for placement.

ESE Services

After working collaboratively to determine eligibility, the student's present levels of performance are reviewed and utilized to develop individualized goals and, if necessary, objectives for the student. The IEP team (including parents) determines the type and frequency of services and support the student requires to meet their unique needs. A continuum of services and supports may be considered by the IEP team.

Accommodations/Modifications

Many students with disabilities require only small changes in the way they are instructed and assessed to be able to participate and be successful in their general education classes. If your child is not making gains in the general education setting, the IEP team may recommend accommodations or modifications based on the student's needs. Accommodations are changes to the way your child is expected to learn or how they are tested. While most are permitted on state assessments, if your child requires an accommodation not permitted on state assessments, you will be asked to provide consent for continued use of those accommodations in the classroom setting. Modifications are changes to what your child is expected to learn.

Diploma Options

No later than when the student turns 14 or starts their eighth-grade year, the IEP team must make a determination of the type of diploma the student will receive and whether they are pursuing a merit or scholar designation. While all students may pursue one of the four diploma options outlined by the Florida's Department of Education, students served through an IEP have two additional options available to them. These include:

- specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum.
- specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

Transition

Secondary transition planning occurs to prepare the student for their options after graduation from high school. Beginning in the student's seventh grade year or when the student turns the age of 12, whichever occurs first, the student will be invited to be a member of their IEP team, and transition planning is required to begin. In some cases, the student may require additional supports and training after graduation, provided through their deferral of diploma, and through the day of the student's twenty-second birthday. The term "transition services" or "transition planning" means a coordinated set of activities for a child with a disability that:

- is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation.
- is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.

- includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Reviewing the IEP or EP

The IEP team meets at least annually for students with an IEP. Parents, teachers, and other team members may ask for an IEP meeting at any other time if the team needs to discuss the student's changing needs. For those students receiving gifted services, EPs are reviewed when a student articulates from elementary to middle school and again from middle to high school.

The Family Empowerment Scholarship Program and Hope Scholarship (McKay, Gardiner, were repealed July 1, 2022)

Florida's school choice programs allow parents to choose the best educational setting—public or private—for their child.

Effective July 1, 2022, the McKay Scholarship Program will join the Family Empowerment Scholarship Program under the Unique Abilities category (FES UA). Current McKay families will have the opportunity to remain in their current public or private school choice setting or to utilize the additional options available under the FES UA education savings account model to further customize their child's education experience for their specific needs.

Under the Family Empowerment Scholarship Program students will be allowed to attend non-public schools when they meet specific criteria. Eligible students may also be eligible for scholarships that can be used to purchase approved services or products in order to design a customized educational program for that student. Further information may be obtained through the Florida Department of Education Family Empowerment Scholarship at:

[A.A.A. Scholarship Foundation- FL, LLC](#)

P.O. Box 15719, Tampa, FL 33684

Phone/Fax: 888-707-2465

info@aaascholarships.org

[Step Up For Students](#)

P.O. Box 54367

Jacksonville, FL 32245-4367

877-735-7837

info@stepupforstudents.org

The Hope Scholarship was established to provide the parent of a public-school student who was subjected to an eligible incident an opportunity to transfer the student to another public school in the district or to request a scholarship for the student to enroll in and attend an eligible school in another district/private school. Beginning with the 2018-19 School Year, contingent upon available funds, and on a first-come, first-served basis, a student enrolled in a Florida Public School in grades K-12 is eligible for a scholarship under this program if the student reported an eligible incident. For additional information, contact the Coordinator of Student Supports and Behavior for Flagler District Schools at 386.437.7526 extension 2214.

Additional Information

Additional information about ESE programs and services may be obtained through your child's guidance department, your school-based ESE Administrator, Staffing Specialist or the district's office of ESE at (386) 437-7526 or through our district ESE Website

<https://www.flaglerschools.com/academics/exceptional-student-education>.

Transition Programs

STREAM Transition Coursework

The STREAM Courses are designed and implemented to support young people with disabilities who have a desire to defer their high school diploma, who's IEP Teams have determined a continued need for transition training and who requires the constant supports and managed care only available through specially designed ESE programs located at the student's service school. IEP Teams make the determination on what each individual student's STREAM course(s) will look like based on his/her transition needs.

Based on each student's individual transition needs, deferring students may take STREAM courses that include:

- Career Experience (Community Based Vocational Education)
- Transition Planning
- Self Determination
- Preparation for Adult living
- Social and Emotional Unique Skills

The goal of each series of on-campus STREAM courses are to assist young people with disabilities in becoming as independent as possible and, when appropriate, transitioning through other Flagler County Schools Transition programs.

Requirements for consideration for STREAM Courses:

- Been served under IDEA through an IEP (and not dismissed) and elected to defer the receipt of a standard diploma or, in extraordinary circumstances, earned a certificate of completion;
- Completed all required academic curriculum and can be determined to have achieved the highest level of academics through his/her high school ESE Program;
- Students must demonstrate a need for structured transition services/supports offered only through the service high school;
- Students must have the desire and capacity to work, with support, in the school community and/or Flagler community,
- A willingness to attend a Vocational Rehabilitation orientation and become a client,
- Be under the age of 22.

For more information about deferring the high school diploma or the STREAM course option, please contact:

MHS – Ms. Savannah Brock – 386-447-1575

FPC – Ms. Althia Thompson – 386-437-7540

Ms. Lauren Marshall – Flagler Schools Transition Specialist (386) 446-6742

or marshalll@flaglerschools.com



Structured Transition Education Courses And Managed Care and Supports

TRAIL Transition Program

The TRAIL Transition Program is an outcome-oriented program assisting Flagler County Schools' persons with disabilities who are 18-21 years old find meaningful, age-appropriate vocational placements in our community. All of this is accomplished while keeping in mind their unique learning styles and individual needs.

The TRAIL staff works with our young adults by assisting them with identifying their dreams and goals through a variety of functional academics and transition assessments including interest inventories, vocational assessments, self-determination scales and an individualized Action Plan. The TRAIL mission is to combine these functional academics with community-based instruction in order to expose our participants to a variety of career choices while enhancing the skills necessary to become successful, independent and employed. The TRAIL vision is to prepare ALL of our young people for a seamless transition into the world of work and adult living.

Requirements for consideration for TRAIL Transition Program (18-21 years old):

- Been served under IDEA through an IEP (and not dismissed) and elected to defer the receipt of a standard diploma or, in extraordinary circumstances, earned a certificate of completion;
- Mastered all required academic curriculum and can be determined to have achieved the highest level of academic independence through his/her high school ESE Program;
- An IEP that prescribes a need for transition planning, transition services, or related services up to age 22;
- The desire and capacity to be in pursuit of structured work-study, internship or employment that, when appropriate, integrates Functional Life skills training;
- The desire and capacity to safely work in a group setting, with fading supports of one adult, in the Flagler Community;
- The ability to access and arrange personal or public transportation,
- A willingness to attend a Vocational Rehabilitation Orientation and become a client,
- Be under the age of 22.

For more information, please contact:

The TRAIL Team at (386) 446-6742

Ms. Lauren Marshall – Flagler Schools Transition Specialist (386) 446-6742

or marshall@flaglerschools.com



*Transitioning youth with disabilities into **Real** vocational opportunities through **Action** planning and **Individualized Learning**.*

Project SEARCH

Project SEARCH was developed at Cincinnati Children's Hospital Medical Center, a research environment that fosters visionary thinking and innovation. It all began in 1996, when Erin Riehle was Director of Cincinnati Children's Emergency Department. Erin felt that, because the hospital served individuals with developmental disabilities, it made sense that they should commit to hiring people in this group. She wondered if it would be possible to train people with developmental disabilities to fill some of the high- turnover, entry-level positions in her department, which involved complex and systematic tasks such as stocking supply cabinets. As a starting point, Erin presented her ideas to Susie Rutkowski, then the special education director at Great Oaks Career Campuses. Erin and Susie formed a partnership that was instantaneous, and together they launched Project SEARCH.

Since its inception, Project SEARCH has grown from a single program site at Cincinnati Children's to a large and continuously expanding international network of sites. Project SEARCH's primary objective is to secure competitive employment for people with disabilities. In its first year, Flagler County Schools Project SEARCH program is proud to report a 100% employment rate of participating interns.

Flagler County's Project SEARCH site is located at Grand Villa. The Executive Director is Mr. Dan Weese. We are honored to be part of the Grand Villa Family.

Requirements for consideration for Project SEARCH:

- Be at least 18 years of age, or under the age of 22, and have an active IEP;
- Be enrolled as a student with the Flagler County School District;
- Have completed high school credits necessary for graduation, and are willing to defer receipt of their High School Diploma;
- Agree that this will be the last year of student services and that therapy services will be on a consultative basis only;
- Meet eligibility requirements for Vocational Rehabilitation Supported Employment;
- Have independent personal hygiene, grooming and independent daily living skills;
- Maintain appropriate behavior and social skills in the workplace;
- Take direction from supervisors and have the capacity to change a behavior;
- Be able to communicate effectively with or without accommodations (i.e. Assistive Technology);
- Access and arrange personal or public transportation;
- Have the desire and plan to competitively work in the community at the end of the internship program.

For more information, please contact:

Project SEARCH Teacher – Jill Kulwicki at kulwickij@flaglerschools.com
Ms. Lauren Marshall – Flagler Schools Transition Specialist (386) 446-6742
or marshalll@flaglerschools.com



iFlagler Virtual School Programs

Flagler Schools Virtual Instruction Program (VIP) is iFlagler. iFlagler services students in grades K-12. Students in grades K-5 use the virtual platform and course curriculum called K12. Students in grades 6-12 use the virtual platform and course curriculum called FLVS.

iFlagler is an award-winning franchise of Florida Virtual School (FLVS). iFlagler uses the same curriculum and platform as FLVS, but with local teachers who are employed by Flagler Schools. Teachers, faculty, and staff are available for face-to-face instruction and services for all students. iFlagler Virtual Programs offers both full-time and part-time enrollment options. For more information, please visit the school website at iFlagler.org.

Part-time Enrollments:

Part-Time enrollment is available. Students who wish to register for part-time courses need to meet with their school-based counselor. Part-time registration requires approval from both a school counselor and parent/legal guardian.

Virtual Courses Offered:

A list and description of all virtual courses may be found on the Florida Department of Education's online course catalog, <http://app4.fldoe.org/coursecatalog/>. You can then scroll through the district filters in order to view Flagler County's virtual courses.

Contact info:

Principal Erin Quinn

iFlagler.org
5400 East Highway 100
Annex P4
Palm Coast, FL 32164
Phone: (386) 447-1520
Fax: (386) 447-1583

Flagler Technical College

Flagler Technical College (FTC) offers a wide variety of classes and programs to the community. Everything from career training and certificate programs, GED Preparation, English for Speakers of Other Languages, Adults with Disabilities, children's programs, and non-credit Community Education courses that enrich the lives of the citizens of Flagler County and surrounding areas by providing learning and socialization opportunities for people of all ages. A schedule of classes is posted online at <http://flaglertech.edu>.

Career and Technical Education

Flagler Technical College provides excellence in workforce education. With the growing number of professions requiring occupational certification and the large number of job applicants vying for the same job, having occupational certifications stand out on every job application. FTC delivers training that includes classroom instruction and hands-on practical application that will prepare you for some of the highly desirable jobs in today's ever-changing global marketplace. Career and technical education provides the learning environment and experiences you need to achieve success. Check out the programs

currently available for Career and Technical Education at our website <http://flaglertech.edu>. Make yourself marketable! Choose a new career and start preparing for your future! Call (386) 447-4345 for an intake appointment and get started toward your new career. Flagler Technical College is your hometown source for career and technical education in Flagler County. FTC is accredited by the Council on Occupational Education. Financial Aid is available for eligible programs/students. FTC's main campus is located at 5400 E. Hwy 100, Palm Coast, FL 32164; Main Office Phone: (386) 447-4345, Main Office Fax: (386) 437-7449.

Adult General Education

Adult Education provides programs in Adult Basic Education (ABE), GED® High School Equivalency preparation, and English for Speakers of other Languages (ESOL). Classes are available at Flagler Technical College main campus, Rymfire Elementary (ESOL only), and online. A Career Specialist assists students with education, career planning, and transitioning to post-secondary education. For information on these programs, call (386) 447-4345.

Extended Day Program

A high quality before and after school program that is educational and fun for students, is provided during the school year. Children participate in exciting indoor and outdoor activities, as well as homework time. The program assures parents that their children are safe and supervised before and after school hours. This program is available at Bunnell Elementary School, Belle Terre Elementary School, Old Kings Elementary School, Rymfire Elementary School, and Wadsworth Elementary School.



Charter Schools

Charter schools are public schools operating under a contractual agreement or a "charter" with the local school board. This charter contract frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results. In addition, the charter contract between the charter school governing board and the sponsor details the school's mission, program, goals, students served, methods of assessment and ways to measure success. As part of the state's program of public education, charter schools offer innovative programs consistent with educational goals established by Florida Statutes. Parents interested in this option should contact the charter school directly about application procedures. Flagler County has one charter school for 2022-2023:

- Imagine School at Town Center (K-8) 775 Town Center Blvd., Palm Coast, FL 32164- (386) 586-0100 - <http://imageschooltowncenter.org> Principal: James Menard.

If you have additional questions about the charter schools, please call each school directly or contact the Flagler County School District Charter Liaison, Tammy Yorke at 386-437-7534, Ext.

Parents Checklist for Success

Strive to strengthen your child's academic progress and citizenship by setting lifelong learning goals!

ACADEMICS

Support academics especially reading with age-appropriate home activities.

- Ensure that your child has a consistent time and place to do homework.
- Ensure that your child has access to materials needed to complete assignments.
- Discuss schoolwork regularly with your child.
- Attend workshops on how to help your child at home.
- Visit the local library and encourage your child to check out books of interest.
- Read to/with your child on a daily basis.
- Set an example by reading in your home and discussing what you've read with your child.
- Ask your child to explain his/her math homework.
- Emphasize the importance of education and doing one's best in school.
- Assure your child attends school regularly and on time whether in-person or virtually.

CITIZENSHIP

Teach and reinforce positive behaviors such as respect for self and others, hard work and responsibility.

- Ensure that your child has a regular routine.
- Encourage your child to accept responsibility for his/her actions.
- Ensure that your child is in attendance and on time to school each day with in-person or virtually.
- Monitor and promote your child's participation in extracurricular and after-school activities.
- Monitor your child's television viewing, gaming and social media.
- Reinforce the school's behavioral expectations.
- Keep your child home if they are not feeling well.

SETTING GOALS

- Express the belief in your child's ability to be successful.
- Encourage your child to set short and long term educational goals.
- Celebrate academic accomplishments!

SCHOOL TO HOME COMMUNICATION

- Communicate regularly with your child's teacher(s) in person, by telephone, through email or in writing. Don't let concerns or struggles go on for too long. Reach out to your child's school and/or teacher.
- Prepare for and attend parent-teacher conferences and/or other individualized student meetings, such as Individualized Educational Plan (IEP) or Academic Improvement Plan meetings.
- Attend open houses, science fairs, plays and musical performances, field trips, sporting events, curriculum nights and other school activities.
- Visit the website of your child's school and/or check your child's academic progress on Skyward.

Family Engagement – Ways to Get Involved

Research shows that family engagement has a direct influence on the high academic achievement of our children. Involvement in your child's school will look different to each family. It's easy to get involved! Here are some ways to increase your family engagement:

- Make sure your child gets to school on time and keep absences to a minimum, whether attending school in person or doing virtual school
- Attend your child's parent/teacher conference and any guidance meetings
- Listen to your child read or read with them on a regular basis. For older students, inquire about what they are currently reading or make suggestions for reading material
- Use travel time in the car to practice reading & math skills
- Look into resources at your child's school for ways to help your child
- Regularly look in your child's backpack and/or planner
- Attend events at your child's school or virtual meetings offered by the school district
- Talk to your child about their friends & daily events
- Communicate with your child's teacher regularly especially if you are experiencing any struggles
- Regularly check your child's grades on Skyward Family Access
- Complete parent surveys that come home - **we value parent input**
- Check your child's planner or backpack regularly for school communications
- Get your child a public library card & visit the library at least once a month
- Join a school parent group such as PTO, Student Advisory Committee (SAC), or ESOL Parent Leadership Committee (ESOL PLC). These groups are made up of parents just like you and most will be offered in person and virtually as well!

Take the Pledge for Family Engagement

As a parent, relative, guardian, and/or caregiver, I hereby pledge to:

- support a high-quality education for my student to the best of my ability,
- get my child to school each day, whether attending in person or virtually,
- keep my child home if my child is not feeling well,
- have high expectations for my child to succeed in school and in life,
- stay involved, serve as a positive role model, and maintain open communication with my child's teacher and school to ensure education remains a top priority in my household, and
- to stay informed and involved in all aspects of my child's education. Communication is key and I understand that this is my responsibility as a parent, relative, guardian and/or caregiver.

Parent/Guardian: _____

Parent and Family Engagement Plans for Title I Schools

The link to the parent and family engagement plans at our title I schools is as follows:
<https://www.flaglerschools.com/students-families/parent-resources/family-engagement>

Family and Community Engagement, Volunteers, and Mentors

Investing in our children today, strengthens our community tomorrow. Thanks to volunteers, mentors, tutors, and community partners, there are endless opportunities to make a difference in the lives of our children. The contributions of volunteers and partners clearly demonstrates to students that their success is important enough for the community to take an active role in their education.

The work of volunteers and partners is a strong part of the effort to provide a quality education to all students. Mentors work with students, one-on-one, or in a group, motivating them by being role models and making a positive impact on a student's academic, social and career path. Tutors work on an individual basis with a student or with small groups of students who need assistance in academic subjects to reinforce basic skills.

Flagler County Schools offers a wide array of opportunities for volunteers to get involved. All volunteers must complete an application form and receive a background check. Following the processing of your application, you will be assisted with placement based on the school's needs and the volunteer's interest.

Mentoring Programs

When mentoring is integrated into research-based reforms and interventions it can strengthen efforts to reduce poverty, truancy, drug abuse and violence, while promoting healthy decision-making, positive behaviors and activities, and academic achievement. The promise of a generation depends on our efforts to reconnect these young people to education and career opportunities. (Source: Mentoring.org 2020). Mentoring is available to every child in Flagler Schools. Below are established mentoring programs in the school district.

African American Mentoring Program

The African American Mentoring Program (AAMP) was established in 2002 to provide a mentor for "at-risk" minority boys in middle and high school. Since then, the program has expanded to serve and support ALL youth, boys and girls, in elementary, middle, and high school. The goal is to empower and give students the tools and self-confidence they need to graduate high school and continue their education through post-secondary education or a chosen career path.

Training sessions and mentoring meetings take place during the school year. Mentors commit to meeting for 30 minutes to one hour weekly with their mentee, and may participate in occasional career exploration tours and field trips. The mentor is asked to make a commitment for at least one year and serve as a positive role-model providing guidance and support.

Take Stock in Children (TSIC)

Mentoring with Take Stock in Children offers a unique opportunity to make a difference in the life of a high school student who has a dream to go to college. The **Peter & Sue Freytag Take Stock in Children Program** is sponsored by the Flagler County Education Foundation and pairs students with a mentor who provides the support, encouragement and guidance they need to succeed in school and go on to college. As a mentor you'll spend just one hour a week with your student... the difference you make will last a lifetime! When the student graduates from

high school the Flagler County Education Foundation provides the student with a two-year, all tuition paid, scholarship to any Florida state college with the opportunity to receive an additional two-year scholarship. For further information, contact the Flagler County Education Foundation at 386-437-7526.

Career Coaching

The Career Coaching Program was created to empower students of Flagler Schools, who aspire to build their career connections and have leadership roles within their community. This added layer of support to our Classrooms to Careers program embeds a mentoring opportunity for students to learn from seasoned veterans in their area of interest. Funding for this program was made possible by a 2-year grant through United Way. There are numerous opportunities for students to receive mentoring. In addition to the programs above, Reading Pals and Flagler School's staff mentoring are some of the individual programs that are available. If you would like more information about the opportunity to mentor a student, please contact the Flagler County Education Foundation at 386-437-7526.

School Advisory Council (SAC)

School Advisory Committee (SAC) members are school-based groups that work to guide the school toward continuous improvement. Florida Law requires each school to have a SAC to plan and implement its School Improvement Plan. The committee represents various segments of the community – parents, teachers, students, administrators, support staff members, business/industry and other interested community members. As required, each SAC includes the principal and an “appropriately balanced” number of “stakeholders”. Stakeholders are individual representatives of the ethnic, racial and economic makeup of a given school's community. Contact your child's school directly for more information.

Get Involved in PTO

The Flagler County Elementary Schools invite all parents and teachers to participate in the Parent Teacher Organization (PTO). The PTO is made up of parents and teachers who provide support to enhance students' educational and extracurricular experiences, and promote communication between faculty, parents and community.

Check your child's school website for further information and get involved today!

[Belle Terre Elementary](#)

[Bunnell Elementary](#)

[Old Kings Elementary](#)

[Rymfire Elementary](#)

[Wadsworth Elementary](#)



Flagler County Health Department



**YOUR PARTNER IN STUDENT
HEALTH.**

FREE VACCINATIONS
WEEK DAYS BY APPOINTMENT
CALL TO SCHEDULE
386-437-7350 EXT 7095



IN-SCHOOL SHOTS

WITH PARENTAL CONSENT

FLU –October 2022
TDAP-(6th Graders)
April 2023

**Florida Department of Health-Flagler
In-School Screenings
Start August 30th!**

Vision-Grades K, 1, 3, 6 & new students K-6
Hearing-Grades– K, 1, 6 & new students K-6
Scoliosis-6th Grade ONLY
Height and Weight-1, 3, 6 & new students K-6
For more information visit flagler.floridahealth.gov

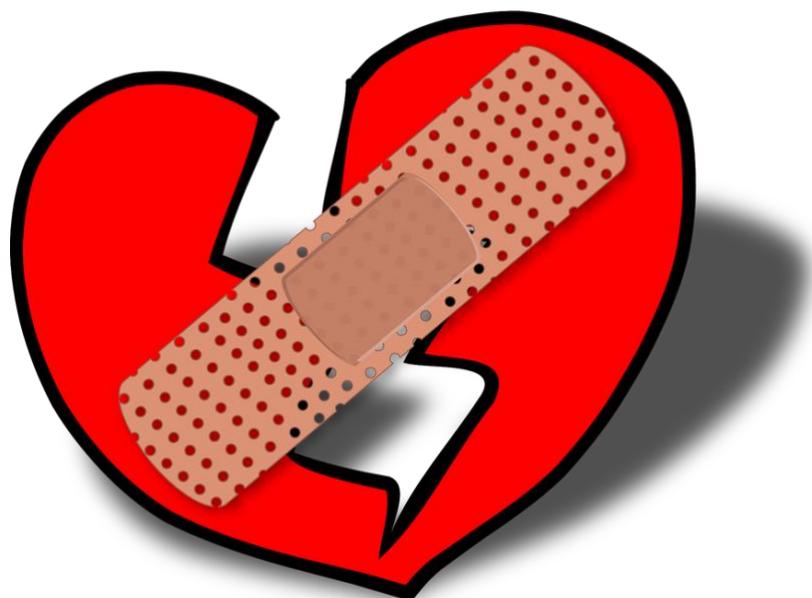
Student Health Services

Each school has a school nurse assigned. School nurses identify and assist students with healthcare needs during the school day. The school nurse can administer medication to a student, only if the parent/guardian has provided the proper documentation from the doctor and a properly labeled prescription bottle. There are no exceptions to this rule. The parent/guardian must bring the paperwork and prescription to the school clinic.

Over the counter medication may be administered by the school nurse when the parent/guardian provides the completed forms and medication. **Medication should never be sent to school with students.** If a student becomes ill during the school day, the school nurse may contact a parent/guardian to pick up the student. It is very important that the parent/guardian updates any changes in phone numbers in case the school needs to make contact. Please be certain to update the list of individuals who may pick up a student in the absence of a parent/guardian, and more importantly any medical condition that might be life threatening.

Flagler Schools also continues to work collaboratively with families and community providers to assist with mental health and wellness. Please contact the school counselor for referral information.

When a mental health service is requested by a student and/or legal guardian, health information (including any disclosed substance use information) shared by the student and/or legal guardian will be distributed to an agency at the request of the student and/or legal guardian in order to process the referral appropriately. The parent/guardian will sign a Mutual Exchange of Information and/or a Consent to Treat, if necessary. These forms are collected via DocHub or paper copies.



Families in Transition

What Families Need to Know about Homelessness (Families in Transition) and Public Education)

Definition of Homeless, known as “Families in Transition (FIT)”

Local school districts must ensure that homeless children and youth have equal access to a free, appropriate public education. Homeless children and youth are defined as those who lack **a fixed, regular, and adequate nighttime residence**. This includes those who are:

- sharing housing due to loss of housing or economic hardship;
- living in motels, hotels, camping grounds, or dilapidated trailers due to lack of alternative housing;
- living in emergency or transitional housing;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus and train stations;
- abandoned in hospitals;
- living in a public or private place not designed for or ordinarily used as a regular place to sleep; and
- migrant students, living in a situation described above.

Your Children’s Rights

The federally-funded **McKinney-Vento Homeless Education Assistance Act** established educational rights and protections for students experiencing homelessness. Homeless children and youth are entitled to:

- enroll in school without having a permanent address.
- enroll and attend school while arranging for required school records or documents.
- remain in the school attended before becoming homeless.
- receive special programs and services for which they are eligible.
- attend school and participate fully in school programs with students who are not homeless.
- receive assistance with transportation to school.

Certified Unaccompanied Homeless Youth (UHY - ID Card):

For purposes of this section, an “unaccompanied homeless youth” is an individual who is 16 years of age or older and is not in the physical custody of a parent or guardian. Section 743.067, Florida Statutes, April, 2022, provides for the following:

- A certified unaccompanied homeless youth may use the completed UHY form and/or UHY ID Card to:
 - Apply at no charge for an identification card issued by the Department of Highway Safety and Motor Vehicles pursuant to s. 322.051(9).
 - Receive a certified copy of his or her birth certificate at no charge under s. 382.0255.
 - Consent to medical care; dental care; behavioral health care services, including psychological counseling and treatment, psychiatric treatment, and substance abuse prevention and treatment services; and surgical diagnosis and treatment, including preventative care and care by a facility licensed under chapter 394, chapter 395, or chapter 397 and any forensic medical examination for the purpose of investigating any felony offense under chapter 784, chapter 787,

chapter 794, chapter 800, or chapter 827, for himself or herself or his or her child, if the certified youth is unmarried, is the parent of the child, and has actual custody of the child.

When You Move

Becoming homeless is highly disruptive to students in many ways. Whenever possible, use the following guidelines when moving is necessary.

- Inform your child's teacher, guidance counselor, or principal that you are moving and give them the new address.
- Let school officials know if you want your child to remain in the same school.
- Ask for a copy of your child's school records, including immunizations.
- Safeguard and keep a copy of school records, birth certificates, and all health and immunization records accessible.
- Have a reliable person keep a second copy of these important records.
- Enroll your child(ren) in school as soon as possible.
- **Ask About School Services**
- Breakfast and lunch programs
- Transportation
- School supplies
- Academic Support

For more information contact:
Dr. Phyllis Pearson
Families in Transition (FIT)
District MVP Liaison
386-437-7545
Pearsonp@flaglerschools.com



Skyward Family Access

- Just sign up at your child's school (requires identification) and you can look at student grades as often as you'd like.
- You only have to sign up once, even if you have more than one child.
- You can download a free app if you'd like, to access Skyward from your smart phone.
- Other useful information can be found on Skyward specifically about your child.
- The feature My Email Notifications allows the parent/guardian to setup and receive weekly email notifications for attendance, grading and progress reports.
- Under Email Notifications- check the box you would like information sent to you.

*Remember parents/guardians, to keep the updated email address in Skyward
This means parents can get push notifications if their student grades reach below a determined percentage, receive Progress reports daily, weekly, monthly.

The screenshot displays the 'Account Settings' page in Skyward. At the top right, there is a navigation bar with 'Jane Smith', 'My Account', and 'Exit'. Below this, the 'All Students' section is visible. The main content area is titled 'Account Settings' and includes a 'Save' button. The form contains several sections:

- Contact Information:** Email (smith@gmail.com), Phone (386) 123-4567, Cell (386) 123-7654, Work (386) 437-9876, and Show Google™ Translator in Family Access.
- Family Access Login:** Username (jane.smith) and Password Last Changed (08/10/2014).
- Accessibility:** I'm Using a Screen Reader and Outline Links When Focused.
- Address:** Street Number (123), Street Dir. (S), Street Name (Main Street), SUD, P.O. Box, Address 2, Zip Code (32164), Plus 4, City/State (Palm Coast, FL), and Country.
- Address Preview:** 123 S. Main Street, Palm Coast, FL 32164.
- Email Notifications:** A section with checkboxes for 'Receive Daily Attendance Notifications for my student(s) by Email', 'Receive Grading Emails for my student(s)', and 'Receive Progress Report Emails for my student(s)'. The 'Receive Progress Report Emails' section includes radio buttons for 'Daily', 'Weekly (every Saturday)', and 'Monthly (1st of each month)'. A note indicates that assignment/class percent overrides will be used for JOHN SMITH and SALLY SMITH.

You can access your child's grades at any time from your computer or smart phone! **Just download the Skyward App!** The link to the school district's parent technology page on the district website is

<https://www.flaglerschools.com/students-families/student-devices/parent-technology-guides>

Elementary School Report Card Sample

Bennell Elementary School
105 N. Palmerton Street
Bunnell, NC 28529
BES@clipart.com
Principal: Marcus Sain

Mid Quarter Grades For Grade:

Quarter 1 2022-23

Entity: 0022

Language Arts-Grade Kindergarten
CARI HANFORD
BEVERLY MOULTON

Mathematics - Grade K
CARI HANFORD
BEVERLY MOULTON

Science - Grade K
CARI HANFORD
BEVERLY MOULTON

Social Studies Grade K
CARI HANFORD
BEVERLY MOULTON

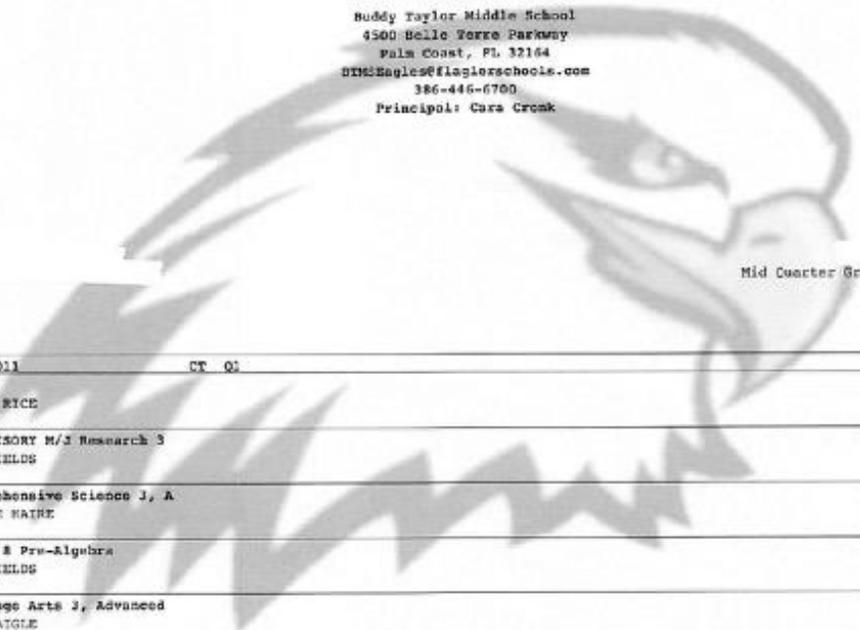
STUDENT PROMOTION STATUS PENDING

YEAR TO DATE



Middle School Report Card Sample

Buddy Taylor Middle School
 4500 Belle Torre Parkway
 Palm Coast, FL 32164
 DT@Eagles@flaglerschools.com
 386-446-6700
 Principal: Cara Cronk



Mid Quarter Grades For Grades:
 Advisor:

Quarter 1 2022-23

English 0011	CT 01
Drawing 1	
CONNIE H. RICE	
EAGLE ADVISORY M/J Research 3	
SHERRI FIELDS	
M/J Comprehensive Science J, A	
CHRISTINE HAIRE	
M/J Grade 8 Pre-Algebra	
SHERRI FIELDS	
M/J Language Arts J, Advanced	
NICOLE DAIGLE	
M/J United States History Adva	
GARREN MAY	
Spanish 1	
CATLETTI	
LINDA MUIR	

Student Promotion Status Pending.

YEAR TO DATE	ATTENDANCE INFORMATION		
	Excused	Unexcused	Tardy
	0.00	0.00	0

High School Report Card Sample



Matanzas High School
 1935 Old Kings Rd North
 Palm Coast, FL 32137
 MHSpirates@flaglerschools.com
 Phone: 386-447-1575
 Principal: Kristen Bozeman

Parent or Guardian of:

Mid Quarter Grades For Grade:
Advisor:

		Quarter 1 2022-23
Entry	CT Q1	CREDITS EARNED
1200370Y ALG 1-A	MA	0.000 0
G TAYLOR		
1506320 HOPE-PE VARIA PE		0.000 0
S MANHART		
1001310 ENG 1	EN	0.000 0
P SCOTT		
8850110 INTROD TO BOS		0.000 0
G BURKE		
0104340 DRAM 1	PP	0.000 0
BETHEA		
2001340 ENV SCI	SC	0.000 0
D LAFLEUR		
1000412 INTERNS READ 1 LA		0.000 0
P DOYLE		
		Total Earned Credits: 0.000
		Cumulative Earned Credits: 0.000

GPA Method	GPA Type	GPA
Normal	Cumulative GPA	0.0000
District	Cumulative GPA	0.0000

YEAR TO DATE	ATTENDANCE INFORMATION		*
	Excused	Unexcused	
	0.00	5.00	0

Flagler County Youth Center

5500 Rt. 100 • Palm Coast FL, 32164
386-437-7540 X3157

On October 1, 2005 the Flagler County School Board, in collaboration with the Flagler County Board of County Commissioners, opened the Flagler County Youth Center, a new and what hoped to be attractive recreational facility for county youth in grades 7th -12th. All too long, throughout the county you would hear complaints that there was nothing for kids to do after school, unless they were involved in school activities/athletics. The original purpose of the Youth Center was to attract youth, not normally involved in traditional after school activities, and provide them with a safe, supervised fun place to be.

Located on the grounds of Flagler Palm Coast High School, this 5,000+ sq. ft. facility includes state of the art technology, including a 30 station Computer Lab, featuring Internet access ability plus a Projector, that permits PS4 gaming on the "BIG" interior wall. The Youth Center also features a Game Room, with two Pool Tables, two Ping- Pong Tables, and a Flat Panel TV. Finally, in the Lounge, the focal point of the building, you will find a 7"; HD Flat Screen TV, Leather Seating, 6 TVs hosting PS4s with a selection of video games to choose from in addition to a new PS5! Even after consistent use, the building is kept clean and in exceptional condition with staff constantly stressing appropriate social behavior in a very diverse setting.

During the school year the FCYC is open from 2:00pm - 6:00pm. Admission is FREE, but all participants must have a Flagler County School issued ID Card. During the summer, the FCYC hosts a Summer Camp, for 60 middle school students, for a very reasonable rate. Summer Camp registration begins the first week of March, and available on a first come basis. Special Events, at the Youth Center run throughout the entire year. For up-to-date information on monthly activities and hours of operation, including photos of the center, visit our website at: <http://flagleryouthcenter.com>

George Washington Carver Center

201 Drain Street East, Bunnell, FL 32110
386-437-7526 X1295

As a result of the success of the Flagler County Youth Center, on July 1, 2011, the Flagler County School Board entered a second partnership with Flagler County Commissioners to manage the G. W. Carver Community Center. During the school year, Monday - Friday, the Carver Center will sponsor Community Programs from 10:00am-2:00pm, a Youth Center from 2:00pm - 6:00pm, and various special programs after normal business hours and on the weekends. During the school year, the center hosts the very successful Road To Success GED and Job Training program. During the Summer Months, a minimal cost of Summer Camp, for 7 - 16 year olds, will be provided by AIM: Alliance of Involved Ministers. Thanks to Flagler County, Flagler County Schools, and numerous community partners, the Carver Center has been renovated, providing a clean, safe environment for youth and their families, to utilize, all year long. The Carver Center is available for rent, please contact the center directly at 386-437-7526 X1295 for more information.

Air Force and Army JROTC

Do you want to be successful in high school and beyond? Then you may want to check out the two JROTC programs available at both Flagler Palm Coast and Matanzas High Schools while you are currently enrolled as a student in the Flagler County School District. But, what exactly is the JROTC (junior Reserve Officers' Training Corps) program?

Air Force and Army JROTC are citizenship programs designed to "Build Better Citizens." Students learn basic values and core principles such as "Integrity First," "Service before Self," and "Excellence in All We Do." Cadets learn how to be successful in life, how to establish goals, how to develop leadership skills, and how to serve our communities. The more technical part of the program involves the study of Life Skills, Science of Flight, Aviation History, and Space Exploration. Students learn the skills necessary to get ready for life after high school, whether that is entering the military, going to college, or starting their working careers. There is no obligation to join the military.

However, if you are thinking about joining the military after high school, you will receive a higher rank when you enlist, which means more pay. Also, if you are considering going to college and becoming an officer, with JROTC experience you have a better chance of getting a full military scholarship. Our students consider JROTC their "home away from home." To learn more about this wonderful program, please contact:

- Flagler Palm Coast High School, 386-437-7540, Ext.3242 or email: baskerville@flaglerschools.com
- Matanzas High School, 386-447- 1575, Ext. 5207 or email: [caraballot @flaglerschools.com](mailto:caraballot@flaglerschools.com)

School Choice

Information about school choice and controlled open enrollment can be found on the district website under the Students and Families tab or at <https://www.flaglerschools.com/students-families/school-choice>.

Demographics for Flagler County School District

Approximately 13,584 VPK-12 students are enrolled

American Indian <1%
Asian 2%
Black 13%
Hispanic 18%
Multi-race 7%
Native American <1%
White 59%

Male 51%
Female 49%

Educational Funding Accountability Act

DOE website access: <https://www.fldoe.org/finance/fl-edu-finance-program-fefp/edual-funding-accountability-act-summa.stml>

EDUCATIONAL FUNDING ACCOUNTABILITY ACT Expenditure Reporting Requirements (Section 1010.215, Florida Statutes) FY 2020-21

District School Board of Flagler County

District No. 18

	Function	General Fund	Special Revenue Funds (Funds 410 & 420)	Federal Education Stabilization Funds (Funds 441 - 444)	Total
Instructional Support:					
Instruction	5000	\$57,298,414	\$3,064,021	\$1,616,444	\$61,978,879
Instructional Support Delivered at Schools:					
Student Support Services	6100	7,862,444	1,227,775	143,265	9,233,484
Instructional Media	6200	980,033	0	0	980,033
Curriculum Development	6300	822,152	369,893	403,829	1,595,874
Facilities Acquisition	7400	0	0	0	0
Central Services	7700	0	0	0	0
Administrative Technology Services	8200	1,236	0	0	1,236
School Administration (Support Expenditures)	7300	2,112,624	0	16,538	2,129,162
Operation of Plant	7900	9,032,968	0	102,572	9,135,540
Maintenance of Plant	8100	3,021,682	0	0	3,021,682
Instructional Staff Training	6400	645,553	741,870	78,961	1,466,384
Instruction-Related Technology	6500	819,693	0	0	819,693
Subtotal		82,596,799	5,403,559	2,361,609	90,361,967
Less Adult Program Costs		(1,375,399)	(344,260)	(322,659)	(2,042,318)
Student Transportation	7800	4,461,798	0	28,853	4,490,651
Food Services	7600	0	5,226,940	22,891	5,249,831
Total K-12 Costs of Instructional Support		\$85,683,198	\$10,286,239	\$2,090,694	\$98,060,131

	Function	General Fund	Special Revenue Fund (Fund 420)	Federal Education Stabilization Funds (Funds 441 - 444)	Total
Administration:					
Board	7100	\$645,428	\$0	\$0	\$645,428
General Administration	7200	445,241	95,391	0	540,632
School Administration (Excluding Support Expenditures)	7300	3,661,151	0	28,660	3,689,811
Fiscal Services	7500	666,545	0	0	666,545
District Administration of Support Functions:					
Student Support Services	6100	771,637	551,968	119,264	1,442,869
Instructional Media	6200	0	0	0	0
Curriculum Development	6300	284,390	409,558	4,628	698,576
Facilities Acquisition	7400	0	0	0	0
Central Services	7700	1,235,880	0	26,959	1,262,839
Administrative Technology Services	8200	644,089	0	0	644,089
Subtotal		8,354,361	1,056,917	179,511	9,590,789
Less Adult Program Costs		(138,682)	(67,326)	(24,521)	(230,529)
Total K-12 Costs of Administration		\$8,215,679	\$989,591	\$154,990	\$9,360,260

EDUCATIONAL FUNDING ACCOUNTABILITY ACT
Reporting Requirements
FY 2020-21

District School Board of Flagler County

District No. 18

District Employees By Job Classification*

	Regular Full-Time	Regular Part-Time	Totals	%
A Instructional Personnel	670	1	671	39.94%
B Instructional Specialists	156	1	157	9.35%
C Instructional Support Personnel	211	1	212	12.61%
D Administrative Personnel	50	0	50	2.98%
E Managers	3	0	3	0.18%
F Educational Support Personnel	556	31	587	34.94%
Totals	1,646	34	1,680	100.00%

Costs of Administration per K-12 UFTE

K-12 Unweighted Full-time Equivalent (UFTE) Students	11,533.62 **
Total K-12 Costs of Administration - General Fund	\$ 8,215,679
Costs of Administration per K-12 UFTE - General Fund	\$ 712.32
Total K-12 Costs of Administration - Special Revenue Fund	\$ 989,591
Costs of Administration per K-12 UFTE - Special Revenue Fund	\$ 85.80
Total K-12 Costs of Administration - Federal Education Stabilization Funds (Funds 441 - 444)	\$ 154,990
Costs of Administration per K-12 UFTE - Federal Education Stabilization Funds (Funds 441 - 444)	\$ 13.44

* District employee data does not include charter school staff data.

**UFTE student data does not include charter school and McKay Scholarship full-time equivalent (FTE) students.



Excellence!



Water and Swim Safety

[Florida Statute 1003.225 Water Safety](#)

Teaching children water safety is a key part of reducing child drownings. Water safety is defined as age-appropriate education to promote safety in, on, and around bodies of water to reduce the risk of injury or drowning. In Florida, drownings are one of the leading causes of child deaths.

Swimming lessons have been shown to reduce drowning incidents, which is why the American Academy of Pediatrics recommends that children ages 4 and older learn to swim. Even if your child has taken swimming lessons, never assume that their risk of drowning has subsided. Learning how to swim should be a fun activity, promoting aquatic awareness and minimizing intimidation.

**[Florida Statute 1003.225 Water Safety](#) requires that this information must include local options for water safety courses and swimming lessons. Below are some of the area's swim programs that offer swimming lessons and water safety.



Belle Terre Swim & Racquet Club
73 Patricia Drive
Palm Coast, 32164
386-446-6717

<https://www.flaglerschools.com/about-us/community/btsrc>



Aquafin Swim School
250 Old Kings Road S.
Flagler Beach, FL 32126
904-775-9400

Email: info@aquafinwimschool.com
<https://aquafinwimschool.com/>



Palm Coast Aquatics Center
339 Parkview Drive
Palm Coast, FL
904-986-4741

<https://www.palmcoastgov.com/parks/aquatics-center>

Here are more links for other water safety tips and ideas.

[Florida Department of Children and Families Water Safety for Kids](#)

[Every child a swimmer](#) website which offers low to no cost scholarships for qualified children.

Resources for Students with Special Needs

Looking for information on keeping children with disabilities safe in and around the water?

- Find safety information for your local area at the Center for Autism and Related Disabilities: [Visit Florida-card.org](http://VisitFlorida-card.org)
- Safe Kids Worldwide Water Safety for Families with Children with Special Needs: [Visit SafeKids.org](http://VisitSafeKids.org)

This information is provided as a part of the student enrollment packet, as well as posted on the district website in the Parent guide under parent resources. Print copies may also be located in the front lobbies of our schools.

Here is another link for other water safety tips and ideas. Included are activity guides, videos and coloring activities for kids.

**This list contains learn-to-swim providers in the local area. This list does not constitute an FCS endorsement for any of the providers listed; the list is merely an informational resource for parents/legal guardians.

Revised September 22, 2022