CONSENT AGENDA

Items C1 – C8

Attachments include backup documentation that is available at the time of Workshop Agenda publication. All items are **DRAFTS** and subject to additions, changes, and removal. New agenda items may also be submitted.

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School Board of Clay County

June 27, 2019 - Regular School Board Meeting

Title
C1 - Minutes of School Board Workshop on May 28, 2019, Student Hearings and Regular Meeting of June 6, 2019

Description

Florida Statute 1001.42(1) requires the superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the school board. The minutes of each meeting shall be reviewed, corrected if necessary, and approved at the next regular meeting; provided, that this action may be taken at an intervening special meeting if the board desires.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

N/A

Recommendation

Approve minutes as submitted.

Contact
Addison G. Davis, Superintendent of Schools, addison.davis@myoneclay.net; Karen Bush, Board Assistant ;

Financial Impact
None

Review Comments

Attachments
- 2019 May 28 Workshop.pdf
- Student Hearings Jun 6.pdf (Confidential)
- 2019 June 6 Regular.pdf

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School Board of Clay County

District Multi-Purpose Center, Green Cove Springs (Corner of Walnut Street and Gratio Place)

May 28, 2019 - School Board Workshop

Date: May 28 2019 (8:30 a.m.)

Invocation (Mary Bolla)

Call to Order

Workshop Items

1. Review Draft Agenda for Regular School Board Meeting on June 6, 2019

- 2019 Jun 6 DRAFT Agenda - Board Review 05.28.2019.pdf
- Recognitions.pdf
- Consent Items C1-C5.pdf
- Consent Items C6-C9.pdf
- Consent Items C10-C26.pdf
- Discussion Items D1-D3.pdf
- Property & Casualty Renewal Ppt 2019.pdf

Minutes:

RECOGNITIONS:

- Perfect Attendance - no discussion;
- All-Star Athletes-of-the-Month - no discussion;
- Coastal Spine and Pain - no discussion;
- CHS Criminal Justice Academy designed as a model academy by NCAC - no discussion;

CONSENT

- C1 Minutes of previous meetings - no discussion;
- C2 Evaluation Instrument for School Board Attorney - discussion about the bullet points under the performance indicators; Board members will send input to Mr. Bickner for further revisions to the instrument;
- C3 Personnel Consent Agenda - administrator reappointments will be added next week; Mr. Davis called attention to the job description for Registered Behavior Technician Master's Level;
- C4 2019-2020 List of Physicians/Medical Facilities to conduct physical exams - sent 20 letters; only 4 responses received;
- C5 CTE Student Field Trips - prior approval for FFA field trips;
- C6 K-12 Student Field Trips - no discussion;
- C7 Revised 2019-2020 FLYCA Calendar - no major changes from last year;
- C8 2019-2020 Interagency Agreement with Dept of Military Affairs - contract renewal for FLYCA;
- C9 College/Univ Agreements for Student Placement - St. Leo, St. Johns River State College, St. Josephs, Florida State College;

- C10 Continue Training in Safe Crisis Mgt for ESE Employees - annual agreement for professional development training; the number of restraints continue to decline;
- C11 2019-2020 School Health Services Agreement - annual agreement; required by the state; the agreement defines our relationship for the Dept. of Health;
- C12 Proposed Allocation Changes - the 11-Mo. AP at Bannerman increasing to 12-Mo. position;
- C13 Budget Amendment Report for April 2019 - no discussion;
- C14 Monthly Financial Reports for April, 2019 - no discussion;
- C15 2019-2020 Payroll Calendars for Summer Schools and FLYCA - no discussion;
- C16 Deletion of Certain Items Report - May 2019 - surplus items deleted from inventory;
- C17 Bid to be Awarded - awarded to Jeff Excavating for concrete and asphalt work;
- C18 Interlocal Agreement to Sell Low-Priced Fuel to BCC for use of Firm and Rescue in Keystone - 3.45% administration fee charged;
- C19 Change Order #2 (DP) for FIH AICE - additive returning $21K back to the contract;
- C20 Continuing Services Contraction Management Firms Contract Renewal - continued services for projects under $500K; only 3 responded;
- C21 Change Order #8 for FIH AICE - for infrastructure storm drain; an increase of approximately $28,000;
- C22 Pre-Qualification of Contractors - routine;
- C23 Final Completion of LES Re-Roofing Bldg. 1 - no discussion;
- C24 Final Completion of FIH AICE Testing Facility - no discussion; Jim Connell will retire June 12th; Mr. Connell was thanked for his help with the AICE project;
- C25 Adoption of Resolution retroactively granting permission to remove/dispose of WES relocatable building - to remove portable from inventory; total loss due to fire;
- C26 2019-2020 Food and Nutrition Proposed Meal Price Increase - increase in lunch prices only; lunch prices have not increased since 2017-2018;

DRAFT

DISCUSSION:

- D1 Fleming Island Junior High/K-8 School Construction (Submitted by Mrs. Kerekes) - item added to open the conversation;
- D2 HR Special Actions - no discussion;
- D3 Advertise the 2019-2020 Student Handbook and Code of Student Conduct - this item is being stricken from the agenda for further review;
- D4 2019-2020 Property/Casualty/Active Assailant Insurance renewal submitted by Arthur Gallagher - standard renewal; Joi Van der Voort used attached PowerPoint to review the renewal and pricing; overall premiums are estimated to not exceed 8% increase; this item is being moved to Consent;

NOTE: Item numbers for the June 6th agenda will change due to revisions made.

A short break was taken before moving to the next agenda item.

2. Discuss Projected Growth in Clay County

CCDS Projected Growth Update - May 28, 2019.pdf

Minutes:

Superintendent Davis used the attached PowerPoint to identify projected areas of growth in Clay County, projected school needs, the financial cost to the district, and the timeline for projected growth. The First Coast Expressway will drive the increase in development in Clay County. Mr. Jim Fossa, the district's Coordinator of Planning, assisted by reviewing the data identifying projected school needs. The overall project growth will bring an estimated 13,564 new homes and 5,831 new students to Clay County with the completion of the expressway by the year 2025. Board members agreed that a proposed sales tax increase may be inevitable at some point in the future.

3. Discuss District Millage Plan

Proposed Millage Revenue & Expenditures May 28 Workshop PPT.pdf

Minutes:

Superintendent Davis stated this item will focus on an overview of the millage revenue expenditures for safety and security, and the proposed expenditures and timelines for the next four years. Dr. Michael Kemp, Assistant Superintendent for

Operations, reviewed a four-year proposal which identified the priority projects proposed.

Questions from the Audience (None)

Superintendent Comments (None)

School Board Comments

DRAFT

4. Board Member Remarks

Minutes:

Due to several Board members being out of town, the June 27th Regular meeting agenda review workshop was moved to Monday, June 17, 2019, at 10 am.

Adjournment (11:13 a.m.)

Superintendent of Schools

School Board Chair

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School Board of Clay County

Teacher Inservice Center - Fleming Island High School, 2233 Village Square Parkway

June 6, 2019 - Regular School Board Meeting

Date: Jun 06 2019 (6:00 p.m.)

Invocation (Rev. Jake Young, Lead Pastor - St. Giles Presbyterian Church)

Pledge of Allegiance

Call to Order (Present: Janice Kerekes, District 1; Carol Studdard, District 2; Tina Bullock, District 3; Mary Bolla, District 4; Ashley Gilhousen, District 5; and Superintendent Addison Davis.)

Student Showcase (Fleming Island High School Soloist, Alexander White, and Accompanist)

Recognitions and Awards

1. Recognize Students with Perfect Attendance, K-6, K-8, and K-12

Minutes:

Superintendent Davis recognized the students and presented each with a certificate of recognition for their outstanding attendance.

- Kindergarten–Grade 6 (7 Years): Jonathan Jireh Arguelles Walker, Fleming Island Elementary School
- Kindergarten–Grade 8 (9 Years): Timothy Gene Walker, Green Cove Springs Junior High
- Kindergarten–Grade 12 (13 Years): Maegan Rae Gibson, Middleburg High School

2. Recognize Clay All-Star Athletes-of-the-Month

Minutes:

Mike Wingate, Director of K-12 Academic Services, recognized the student Athletes-of-the-Month for December, January, February, March, and April.

- December: Jacie Ankrom - OPHS; Josh Hughes - KHHS
- January: Alexis Stilianou - CHS; Grant Stanish - CHS
- February: Abby Hawkins - CHS; Riley Haynes - OHS
- March: Jeremiah Jackson - FIHS; Hayley Julius - KHHS
- April : Audrey Millican - FIHS; Collin Henderson - MHS

3. Recognize Coastal Spine and Pain scholarship recipients

Minutes:

Kelly Mosley, CTE Specialist, thanked Bridget Roberts and Coastal Spine and Pain Center for their generosity in awarding approximately $20,000 in scholarships to CTE students. See student names and their respective Academy programs listed in the agenda item detail.

4. Clay High School Criminal Justice Academy designated as a model academy by NCAC.

Minutes:

Clay High School was awarded national model status by the National Career Academy Coalition for its Criminal Justice Academy after a recent on-site review. The school worked incredibly hard during the review process and the Clay High team was introduced and commended for achieving this designation.

5. Recognize 2019 Wes Whiddon Scholarship Recipients

DRAFT

Minutes:

The Wes Whiddon Scholarship is awarded yearly to Clay County student-athletes who have played sports at the junior or high school level while attending a Clay County school and who have been accepted to attend a college. Mrs. Whiddon recognized the 2019 recipients of the scholarship. Student names are listed in the agenda item detail.

Presenters (None)

School Showcase (Fleming Island High School - Tom Pittman, Principal)

Presentations from the Audience (Public Comment) (None)

Consent Agenda

Superintendent

6. C1 - Minutes of Workshop on April 23, 2019; Student Hearings and Regular meeting on May 2, 2019.

April 23, 2019 Workshop Minutes.pdf

May 2, 2019 Regular Mtg Minutes.pdf

2019 May 2 - Student Hearings Minutes - Google Docs.pdf (Confidential)

School Board Member

7. C2 - Evaluation Instrument for School Board Attorney

ATTORNEY EVALUATION FORM.docx FINAL.pdf

Human Resources

8. C4 - Renewal of 2019-2020 List of Physicians and Medical Facilities authorized to conduct physical examinations required for certain groups of employees.

List of Physicians and Medical Facilities.pdf

Instruction-Career and Technical Education

9. C5 - CTE Out of State and Overnight Field Trips

Overnight and out of state field trips CTE.pdf

Instruction-K-12 Academic

10. C6 - Approval of Out of County Student Travel - K-12 Academic

June 2019 - Student Travel.pdf

11. C7 - Revised - 2019-20 Florida Youth Challenge Academy Calendar

June 2019 - Revised FYCA Calendar 2019-20.pdf

12. C8 - 2019-20 Interagency Agreement Between the School Board of Clay County, Florida and the Department of Military Affairs, State of Florida

June 2019 - 2019-20 FLYCA Contract.pdf

2019 Jun 6 - Executed FLYCA Agreement 2019-2020.pdf

Instruction-Professional Development

13. C9 - College/University Agreements for Student Placement

Saint Leo.pdf

St Johns River State College Agreement.pdf

St Josephs Agreement.pdf

FSCJ Agreement.pdf

DRAFT

Instruction-Climate and Culture

14. C10 - Continue Training in the Safe Crisis Management Program for ESE employees 2019-20

SCM Previous Outcomes.pdf

15. C11 - 2019-2020 School Health Services Agreement

Health Services Agreement.pdf

Business Affairs

16. C12 - Approve the 2019-2020 District's Property/Casually/Active Assailant Insurance renewal submitted by Arthur J. Gallagher & Co. (broker)

Clay Premium Summary.pdf

17. C13 - Proposed Allocation Changes for 2019-2020

Allocation Summary - June 6, 2019 (1).pdf

18. C13A - Proposed Allocation Changes for 2018-2019

Allocation Summary - June 6 2019 (1).pdf

Business Affairs-Accounting

19. C14 - Budget Amendment Report for April 2019

April 2019 Budget Amendment Report.pdf

20. C15 - Monthly Financial Reports for April, 2019

April 2019 Board Monthly Financial Report.pdf

April 2019 Board Monthly Property Report.pdf

Business Affairs-Payroll

21. C16 - Approval of the 2019-2020 Payroll Calendars for Summer School, Florida Youth Challenge Academy and the Revised 12 Month Employee Calendar

2019-2020 Revised Substitute_Temporary_Summer School Payroll Calendar.pdf

2019-2020 Florida Youth Challenge Academy.pdf

2019-2020 12 Month Payroll Calendar.pdf

Business Affairs-Property

22. C17 - Deletion of Certain Items Report - May, 2019

Deletion Report-May, 2019.pdf

Business Affairs-Purchasing

23. C18 - BID to be Awarded

Operations

24. C19 - Interlocal Agreement to Sell Low-Priced Fuel to the Clay County Board of County Commissioners for Use of Fire and Rescue Vehicles in the Keystone Heights Area

Interlocal Agreement with BCC for Fuel.pdf

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Operations-Facilities

25. C20 - Change Order #7 (Direct Purchasing) for Fleming Island High School AICE Testing Facility

CO7DP, FIHS AICE Testing Facility.pdf

26. C21 - Continuing Services Construction Management Firms Contract Renewal

27. C22 - Change Order #8 for Fleming Island High School AICE Testing Facility

CO8, FIHS AICE Testing Facility.pdf

28. C23 - Pre-qualification of Contractors

Table for Board Backup Contractor Prequal, 6.6.19.pdf

29. C24 - Final Completion of Lakeside Elementary School Re-Roof Building 1

Certificate of Final Completion LSE ReRoof Building 1.pdf

30. C25 - Final Completion of Fleming Island High School AICE Testing Facility

Final Completion FIHS AICE Testing Facility.pdf

31. C26 - Request adoption of resolution retroactively granting permission for staff to remove and dispose of Wilkinson Elementary School, relocatable building 92 room 15, damaged by fire in the early morning of April 12th 2019.

19-15 Resolution disposal of relocatable WES.pdf

Operations-Food & Nutrition

32. C27 - 2019-2020 Food and Nutrition Services Proposed Meal Price Increase

Adoption of Consent Agenda

33. Adoption of Consent Agenda

Motion

Motion to approve the Consent Agenda with the exception of Item C3 which was pulled to Discussion.

Vote Results (*Approved*)

Motion: Janice Kerekes

Second: Ashley Gilhousen

Janice Kerekes	- Aye
Carol Studdard	- Aye
Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Tina Bullock	- Aye

CCEA Update (Renna Lee Paiva)

CESPA Update (Teresa Dixon)

Superintendent's Update and Presentations

34. Superintendent's Student Advisory Council (SSAC)

SSAC 2018-2019.pdf

Minutes:

Students Cara Toney (SSAC Chair) and Abigail Ferry (SSAC Vice Chair) used the attached Powerpoint to review the committee's work during the 2018-2019 school year. Discussion topics included dress code, electronics policies, and food. The students thanked the Superintendent for allowing their voices to be heard. Superintendent Davis introduced the students serving on the committee and recognized them as Champions of Change.

Mr. Davis made brief comments about administrative reappointments on the Personnel Consent Agenda.

Discussion Agenda

School Board Member

DRAFT

35. D1 - Fleming Island Junior High/K-8 School Construction (Submitted by Mrs. Kerekes)

Minutes:

Mrs. Kerekes submitted this item to begin conversations about the possible construction of a K-8 school in Fleming Island. However, she noted after speaking with Dr. Kemp in the Operations Division, she learned the state will not approve a recommendation for a new school until both Green Cove Springs Junior and Lakeside Junior are operating at or near 100% capacity. Board conversation turned to the need for five new schools in the next ten years due to expected growth, and the lack of funding sources for school maintenance and new construction. The Board was in favor of asking the voters to consider a half-cent sales tax, noting the current portion of the Board of County Commissioner's sales tax set aside for the school district sunsets in December 2019. Mrs. Kerekes stated she will place an item on the June 27th Regular meeting agenda to approve a Resolution to be forwarded to the BCC requesting a referendum vote. Mr. Bickner stated the Resolution has to be very specific as to how the funds will be spent.

Human Resources

36. D2 - Human Resources Special Action A

Minutes:

There were no special actions.

37. C3 - Personnel Consent Agenda (Item pulled by Mrs. Kerekes)

Personnel Consent Agenda 6 6 2019 (1).pdf

C3 Voting Conflict Form.pdf

Minutes:

Mrs. Kerekes pulled this item due to a conflict of interest and stated that she would abstain from voting and file the appropriate Voting Conflict form.

Motion

Motion to approve

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Tina Bullock

Janice Kerekes	- Abstain
Carol Studdard	- Aye
Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Tina Bullock	- Aye

School Board Attorney Remarks

38. Comments

Minutes:

Mr. Bickner explained the need to set a date for a quasi-judicial hearing for the proceedings of a case involving the Best & Brightest lawsuit (Andrews vs. Clay County).

The Board agreed on July 23rd at 1:30 p.m. since that date is already on the calendar for a Board workshop in the morning.

School Board Member Remarks

39. Comments

DRAFT

Minutes:

Board members commented on school events and graduation ceremonies they attended.

On a business note, the Board identified Mary Bolla to continue serving as the representative on the 2019-2020 FSBA Legislative Committee and Janice Kerekes to continue serving as the Alternative.

Adjournment (8:15 p.m.)

Superintendent of Schools

School Board Chairman

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School Board of Clay County

June 27, 2019 - Regular School Board Meeting

C2

Title
Payment of Annual Membership Dues for 2019-2020 to Florida Association of District School Superintendents

Description

Membership dues to the Florida Association of District School Superintendents (FADSS allows participation and networking with superintendents statewide. FADSS is the support and training organization for superintendents, as well as an effective and persistent voice on the issues that are important to Florida school districts. The school district reaps benefits by participating in the Association, including state-of-the-art leadership training.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Budgeted item - for information only

Contact
Addison G. Davis, Superintendent of Schools; addison.davis@myoneclay.net

Financial Impact
Budgeted item - $15,897.00

Review Comments

Attachments
FADSS Invoice.pdf

FADSS

Invoice

Date	Terms	Invoice #
5/22/2019	July 31, 2019	10996

Florida Association of District School Superintendents
208 South Monroe Street, Tallahassee, FL 32301
Phone: (850) 577-5784

TIN: 23-7017835

DRAFT

Bill To
Clay County School District 900 Walnut Street Green Cove Springs, FL 32043

Description	Amount
2019-2020 Membership Dues	15,897.00

TOTAL DUE	$15,897.00

QUESTIONS:
Please contact Jim Messer, Chief Financial Officer
at (850) 577-5784 or jmesser@fadss.org

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DRAFT

School Board of Clay County

June 27, 2019 - Regular School Board Meeting

C3

Title
Payment of Annual Membership Dues for 2019-2020 to Florida School Boards Association

Description

The Florida School Boards Association (FSBA) provides valuable services to local school boards. These services include researching legislative issues important to school systems in Florida and representing their views before the Legislature, the State Board of Education, and other organizations interested in public education. FSBA also provides valuable leadership training for school board members.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Approve payment of FSBA dues.

Contact
Carol Y. Studdard, School Board Chair; carol.studdard @myoneclay.net;

Financial Impact
Budgeted item - $18,450.00

Review Comments

Attachments
FSBA Invoice.pdf

FLORIDA SCHOOL BOARDS ASSOCIATION
(850) 414-2578 FAX (850) 414-2585
203 S. MONROE STREET
TALLAHASSEE, FL 32301
www.fsba.org

INVOICE

INVOICE DATE	INVOICE NO.
3/1/19	11721

DRAFT

CLAY CO SCHOOL BOARD
814 WALNUT STREET
GREEN COVE SPRINGS, FL 32043-3199

PURCHASE ORDER NO.

ITEM DESCRIPTION	PRICE
2019-20 Annual FSBA Dues (7/1/2019 - 6/30/2020) Should an individual board member wish to invoke 716.221 (2) F.S., please adjust invoice accordingly.	18,450.00
TOTAL AMOUNT DUE	$18,450.00

Florida School Boards Association

MEMORANDUM

DRAFT

March 1, 2019

TO: **School Board Chairmen**

FROM: **Jerry Taylor, FSBA President**
Nora Rupert, FSBA Treasurer
Andrea Messina, FSBA Executive Director

SUBJECT: **Annual FSBA Dues Renewal**

You are a valued member of FSBA. Your continued leadership and commitment to your students and community is appreciated. Our members consistently tell us that one of the greatest values we serve is providing the intellectual and physical space for ongoing dialogue and networking with peers across the state. You and your district are an integral part of that network.

Your FSBA staff, with over 138 years of experience in education, proudly serves you every day. We maintain the mission of increasing student achievement through the development of advocacy and leadership in public education. The Florida School Boards Association is the largest professional association for Florida School Board members. In addition to representing your views before the State Board of Education, the Department of Education, Florida Legislature, Congress and others, we pride ourselves on growing and adapting to best serve our members, and in turn, the students of Florida.

Your district dues help to ensure that FSBA is able to maintain the benefits members have come to expect, that include, but are not limited to:

- on-call consultation services
- regular publications, updates and analyses
- newsfeed and legislative tracking and summaries
- $100,000 accidental death insurance policy
- exclusive access to National membership associations and trainings
- discounts on valued products and service

Your dues also allow the association to continue to improve and expand the services, trainings, and resources our members request. Visit http://tinyurl.com/fsbaAnnualReport1718 to see the full accomplishments from the 2017-2018 year via our State of the Association Annual Report.

FSBA bylaws require the General Membership to approve dues rates at their meeting in November. On November 28, 2018, the General Membership unanimously approved the 2019-20 dues schedule.

We sincerely appreciate your sustained membership and look forward to continuing to serve you through your voice—our voice—the voice of education in Florida.

Enclosure

Cc: **Superintendents**
School Board Support Staff

JT/NR/ADM/ld

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School Board of Clay County

June 27, 2019 - Regular School Board Meeting

Title C4

Personnel Consent Agenda

Description

Florida Statutes, State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters. Actions regarding personnel have been recommended by Supervisors, approved by the Superintendent and are being forwarded to the Board for action or, if appropriate, for information. Personnel Actions, Transfer Requests, Pre-employments, Leave Forms or Directives from the Superintendent are available for review in the Human resources Division.

Gap Analysis

These personnel actions are necessary for the effective operation of the school district.

Previous Outcomes

The Clay County School Board has approved each month a Personnel Consent Agenda which contains appointments, re-appointments, transfers, redesignations, retirements, resignations, and conclude employments.

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

Goal 5: Develop and support great educators, support personnel, and leaders.

Initiative 5.1.1 - Recruit and retain highly skilled, qualified, and diverse educators, leaders, and support staff.

Recommendation

To approve the Personnel Consent Agenda dated June 27, 2019.

Contact

David S. Broskie, Assistant Superintendent for Human Resources. (904) 336-6701 David.Broskie@myoneclay.net

Financial Impact

Personnel changes involving already-allocated positions will result in salary impact per the current Board-approved Salary Schedule. This also includes supplemental positions. See current backup for allocation changes for impact of new positions.

Review Comments

Attachments

Personnel Consent Agenda 6 27 2019.pdf

DRAFT

DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA

June 27, 2019

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DRAFT

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I. Administrative Actions

A. APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

I. Administrative Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

I. Administrative Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Previous Assignments

DRAFT

I. Administrative Actions

D. TRANSFER

	Name/Assignment	Site	Contract

DRAFT

I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
ROCQUIN, SANDRA BRIDGES BLC ASST PRINCIPAL SH 12 MONTH	BANNERMAN LEARN	Effective 2019-06-28 CONCLUDE EMPLOYMENT

DRAFT

I. Administrative Actions

F. SUPPLEMENT

	Name/Assignment	Site	

DRAFT

I. Administrative Actions

A. APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

I. Administrative Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
FOSSA, JAMES FARNHAM FPC COOR, PLAN/INTERGOV REL 12 MONTH	DIVISION OF SUP	12 MONTH / Annual
HAYWARD, MICHAEL A MBE MGR SATELLITE I CAFETERI	MIDDLEBURG ELEM	CAFETERI / Annual
SWEATT, DERALD LEE TRN DIRECTOR, TRANSPORT 12 MONTH	TRANSPORTATION	12 MONTH / Annual

DRAFT

I. Administrative Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Previous Assignments

DRAFT

I. Administrative Actions

D. TRANSFER

	Name/Assignment	Site	Contract

DRAFT

I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action

DRAFT

I. Administrative Actions

F. SUPPLEMENT

	Name/Assignment	Site	

DRAFT

II. Job Description Actions

NONE

DRAFT

III. Instructional Actions

A. APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

III. Instructional Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

III. Instructional Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Effective/Action

DRAFT

III. Instructional Actions

D. TRANSFER

	Name/Assignment	Site	Previous Assignment

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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
ARNETTE, ROBERT BRYAN RHS TEACHER, SOC STUD, SH 10 MONTH	RIDGEVIEW HIGH	Effective 2019-06-07 RESIGNATION
BADOLATO, RYAN DOMINICK OHS TEACHER, SOC STUD, SH 10 MONTH	OAKLEAF HIGH SC	Effective 2019-06-07 RESIGNATION
CHAPMAN, KEBRINA MARIE OVE TEACHER, SC, THIRD GR 10 MONTH	OAKLEAF VILLAGE	Effective 2019-06-07 RESIGNATION
CRAMER, LAWRENCE NICHOLAS POE TEACHER, EBD 10 MONTH	PLANTATION OAKS	Effective 2019-06-07 RESIGNATION
DEGELMANN, TARA MAREE OVE TEACHER, SC, SIXTH GR 10 MONTH	OAKLEAF VILLAGE	Effective 2019-06-07 RESIGNATION
FLOYD, JASMINE ELE CURR SPEC 12 MO 12 MONTH	INSTRUCTIONAL P	Effective 2019-06-28 RESIGNATION
FOX, LUKE WILLIAM OHS TEACHER, SOC STUD, SH 10 MONTH	OAKLEAF HIGH SC	Effective 2019-06-07 RESIGNATION
FREDERICK, EMILY CLAIRE OHS TEACHER, SCIENCE, SH 10 MONTH	OAKLEAF HIGH SC	Effective 2019-06-07 RESIGNATION
GODDARD, SOPHIA LYNNE OLJ TEACHER, SOC STUD, JH 10 MONTH	OAKLEAF JUNIOR	Effective 2019-06-07 RESIGNATION
JOHNSON, DONNA JEAN LAJ TEACHER, EBD 10 MONTH	LAKE ASBURY JUN	Effective 2019-06-07 RESIGNATION
KITE, ANGELA RENEE SBJ TEACHER, CURRICULUM COACH 10 MONTH	S. BRYAN JENNIN	Effective 2019-06-07 RESIGNATION
KNIGHT, VALERIE MAY OVE TEACHER, SC, FIFTH GR 10 MONTH	OAKLEAF VILLAGE	Effective 2019-06-07 RESIGNATION
MCELHANEY, ALYSSA LYNN MCE TEACHER, SC, FIRST GR 10 MONTH	MONTCLAIR ELEME	Effective 2019-06-07 RESIGNATION
MICHAELS, ALAN CHARLES MHS TEACHER, MATHEMATICS, SR 10 MONTH	MIDDLEBURG HIGH	Effective 2019-06-07 RESIGNATION
MONTINERI, MELISSA JANE ROE TEACHER, SC, FOURTH GR 10 MONTH	RIDEOUT ELEMENT	Effective 2019-06-07 RESIGNATION
MOWRY, MACKENZIE ANNE MBE TEACHER, MUSIC, ELEM 10 MONTH	MIDDLEBURG ELEM	Effective 2019-06-07 RESIGNATION
OGLESBY, WENDY ANN POE TEACHER, SC, FIRST GR 10 MONTH	PLANTATION OAKS	Effective 2019-06-07 CONCLUDE EMPLOYMENT
PAULK, BRIAN JEFFERY	PLANTATION OAKS	Effective 2019-06-07

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
POE TEACHER, AUTISM SPECTR DIS 10 MONTH		CONCLUDE EMPLOYMENT
PORCELLINI, ALAINA MARIE GCJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	GREEN COVE SPRI	Effective 2019-06-07 RESIGNATION
PORCH, CAMERON E RHS TEACHER, PHYSICAL ED SH 11 MONTH	RIDGEVIEW HIGH	Effective 2019-06-07 RESIGNATION
POWERS-YOUNG, JOHN POE TEACHER, SC, FIFTH GR 10 MONTH	PLANTATION OAKS	Effective 2019-06-07 CONCLUDE EMPLOYMENT
RAMIREZ, JANIS MARIE FIE TEACHER, SC, FIRST GR 10 MONTH	FLEMING ISLAND	Effective 2019-06-07 RESIGNATION
RUTTER, DEBRA GAYLE CEB TEACHER, SC, SECOND GR 10 MONTH	CHARLES E. BENN	Effective 2019-06-07 RESIGNATION
SHOWMAN, BONNIE T LAE TEACHER, SC, KINDERGARTEN 10 MONTH	LAKE ASBURY ELE	Effective 2019-06-07 RETIREMENT
SICRE, JENNIFER RENEE LAE TEACHER, SC, FOURTH GR 10 MONTH	LAKE ASBURY ELE	Effective 2019-06-07 RESIGNATION
TIPTON, EMILY DESIREE ROE TEACHER, SC, FIFTH GR 10 MONTH	RIDEOUT ELEMENT	Effective 2019-06-07 RESIGNATION
TUCKER, KERRY K OHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	OAKLEAF HIGH SC	Effective 2019-06-07 RESIGNATION
TURNER, MARY R FIH TEACHER, SCIENCE, SH 10 MONTH	FLEMING ISLAND	Effective 2019-06-07 RESIGNATION

III. Instructional Actions

F. SUPPLEMENT

Name/Assignment	Site	Supplement Action
MCELROY, LAURA ELIZABETH MCE SAFETY PATROL SUPPLEME	MONTCLAIR ELEME	Appointment
MOYER, BRIANNA ANN DOE ELEM PERF/PROD SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
PERONTO, RAMONA S WJH CHORUS DIR EOY 2 EVENTS SUPPLEME	WILKINSON JUNIO	Appointment

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III. INSTRUCTIONAL ACTIONS 2018-2019

G. PENDING APPOINTMENTS

Name / Assignment	Site	Contract

NONE

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III. INSTRUCTIONAL ACTIONS 2018-2019

H. OUT OF FIELD

Name	Site	Subject	OOF Subject

NONE

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III. Instructional Actions

A. APPOINTMENT

	Name/Assignment	Site	Contract

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III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
ATKINSON, CHARLOTTE ANNE OPH TEACHER, VE/INCLUSION (OOF) 10 MONTH	ORANGE PARK HIG	10 MONTH / Annual
BAILES, TINA RAE LJH TEACHER, READING, JH 10 MONTH	LAKESIDE JUNIOR	10 MONTH / Professional Services
BOWMAN, MICHAEL DAVID BLC TEACHER, PHYSICAL ED JH 10 MONTH	BANNERMAN LEARN	10 MONTH / Professional Services
BRADBURN, KYLE ADAM OHS TEACHER, SOC STUD, SH. 10 MONTH	OAKLEAF HIGH SC	10 MONTH / Annual
BROWN, DARIN PATRICK TES TEACHER, SC, SIXTH GR 10 MONTH	TYNES ELEMENTAR	10 MONTH / Professional Services
BUNKER, SABRINA POE TEACHER, AUTISM SPECTR DIS 10 MONTH	PLANTATION OAKS	10 MONTH / Annual
BURRIS, ALYSSA NICHOLSON CHS TEACHER, VE/INCLUSION 10 MONTH	CLAY HIGH	10 MONTH / Annual
CASCANET, SARA CHRISTINE LAJ TEACHER, VE/INCLUSION 10 MONTH	LAKE ASBURY JUN	10 MONTH / Annual
CASCANTE, ELIZABETH B DOE TEACHER, SC, FIFTH GR 10 MONTH	DISCOVERY OAKS ELEMENTARY	10 MONTH / Annual
CONOVER, KIMBERLY ANNE LAE TEACHER, SC, THIRD GR 10 MONTH	LAKE ASBURY ELE	10 MONTH / Annual
CREEL, STANLEY HARRISON GCJ TEACHER, READING, JH 10 MONTH	GREEN COVE SPRI	10 MONTH / Annual
DAEHNE, DREW ALEXANDER FIH TEACHER, LANGUAGE ARTS, SH 10 MONTH	ORANGE PARK JUN	10 MONTH / Annual
DARDEN, ERICA L CEB TEACHER, SC, FOURTH GR 10 MONTH	CHARLES E. BENN	10 MONTH / Annual
FIELD, ERICA OVE TEACHER, SC, THIRD GR 10 MONTH	OAKLEAF VILLAGE	10 MONTH / Annual
GLOVER, ASHLEY ROSE LAJ TEACHER, SCIENCE, JH 10 MONTH	LAKE ASBURY JUN	10 MONTH / Professional Services
HAIR, GLENN P OPJ TEACHER, TECHNOLOGY ED 10 MONTH	ORANGE PARK JUN	10 MONTH / Annual
HENDRICKS, MELISSA RENEE MHS TEACHER, AGRICULTURE 11 MONTH	MIDDLEBURG HIGH	11 MONTH / Professional Services

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III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
HICKS, ASHLEY LYNN DOE TEACHER, SC, FOURTH GR 10 MONTH	DISCOVERY OAKS ELEMENTARY	10 MONTH / Annual
KEENAN, MARCUS DAVID OPH TEACHER, SOC STUD, SH 10 MONTH	ORANGE PARK HIG	10 MONTH / Annual
KENNARD, KYLE ANDREW CHS TEACHER, SOC STUD, SH 10 MONTH	CLAY HIGH	10 MONTH / Annual
LANDRUM, JENNIFER FRANCES CVA TEACHER, FOREIGN LANG, SH 10 MONTH	CLAY VIRTUAL AC	10 MONTH / Professional Services
LEWIS, JUDITH ELAINE OPE TEACHER, SC, THIRD GR 10 MONTH	ORANGE PARK ELE	10 MONTH / Professional Services
MATTHEW, ANGELA ALICE MHS TEACHER, SCIENCE, SH 10 MONTH	MIDDLEBURG HIGH	10 MONTH / Annual
MISKOWSKI, KIMBERLY M CGE MEDIA SPECIALIST, ELEM 10 MONTH	COPPERGATE ELEM	10 MONTH / Professional Services
PEREZ, MABEL MARIE SLE TEACHER, SC, SIXTH GR 10 MONTH	SHADOWLAWN ELEM	10 MONTH / Professional Services
RELATION, BRIDGETTE R DOE TEACHER, SC, FIFTH GR 10 MONTH	DISCOVERY OAKS ELEMENTARY	10 MONTH / Annual
RENFRO, ROBERT CHRISTIAN OPJ TEACHER, GIFTED 10 MONTH	ORANGE PARK JUN	10 MONTH / Professional Services
RICE, CRYSTAL LYNN CHS TEACHER, FAMILY/CONSUMER 10 MONTH	CLAY HIGH	10 MONTH / Annual
RIDDICK, JENNIFER EVANS TES TEACHER, SC, KINDERGARTEN 10 MONTH	RIDEOUT ELEMENT	10 MONTH / Annual
ROCHESTER, DAVID BIRCHWOOD BLC TEACHER, TECHNOLOGY ED 10 MONTH	BANNERMAN LEARN	10 MONTH / Annual
ROCKWELL, JESSICA L K12 TEACHER, CURRICULUM COACH 10 MONTH	CLAY HILL ELEME	10 MONTH / Annual
RUFFIAN, WILLIAM CLINTON SBJ TEACHER, SC, SIXTH GR 10 MONTH	S. BRYAN JENNIN	10 MONTH / Professional Services
SCOTT, CLAIRE MELANIE RVE TEACHER, TITLE I, ELEM 10 MONTH	RIDGEVIEW ELEME	10 MONTH / Annual
SHEPHERD, ADELE ROSE LAJ TEACHER, VE/INCLUSION	LAKE ASBURY JUN	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
	10 MONTH		
	SIEGERS, JONATHAN DAVID CEB TEACHER, SC, FOURTH GR 10 MONTH	CHARLES E. BENN	10 MONTH / Annual
	SIMONEAUX, BART A OPJ TEACHER, SCIENCE, JH 10 MONTH	ORANGE PARK JUN	10 MONTH / Annual
0.6	SMITH, LAURA ELIZABETH GPE TEACHER, TITLE I, ELEM 10 MONTH	GROVE PARK ELEM	10 MONTH / Annual
	STARLING, DEIDRE ELAINE KHE TEACHER, EBD 10 MONTH	KEYSTONE HEIGHT	10 MONTH / Annual
	TAYLOR, LEAH RENEE RVE TEACHER, ART, ELEM 10 MONTH	RIDGEVIEW ELEME	10 MONTH / Annual
	WELLS, JENNIFER M FIH TEACHER, SCIENCE, SH 10 MONTH	FLEMING ISLAND	10 MONTH / Annual

III. Instructional Actions

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C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignment
BROWN, LISA LUANNE STS SCHOOL SOCIAL WORKER 11 MO 11 MONTH	STUDENT SERVICE	Effective 2019-07-22 / redesignated from / STS SCHOOL SOCIAL WORKER / 10 MONTH
JACKSON, SALLY ANN KHH TEACHER, LANGUAGE ARTS, JH 10 MONTH	KEYSTONE HEIGHT	Effective 2019-08-06 / redesignated from / KHH TEACHER, TECHNOLOGY ED / 10 MONTH
PETERS, REBECCA A STS SCHOOL SOCIAL WORKER 10 MONTH	STUDENT SERVICE	Effective 2019-08-06 / redesignated from / STS SCHOOL SOCIAL WORKER 11 MO / 11 MONTH

III. Instructional Actions

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D. TRANSFER

	Name/Assignment	Site	Previous Assignment
	BUNN, LISA COHEN LJH TEACHER, MATHEMATICS, JH 10 MONTH	THUNDERBOLT ELE	Effective 2019-08-06 /transfer from / TBE TEACHER, SC, SIXTH GR
	CALHOUN, SHAY SUE WJH TEACHER, LANGUAGE ARTS, JH 10 MONTH	OAKLEAF JUNIOR	Effective 2019-08-06 /transfer from / OLJ TEACHER, AUTISM SPECTR DIS
	EHLINGER, JESSICA L ESE CURR SPEC 11 MO 11 MONTH	RIDGEVIEW ELEME	Effective 2019-07-22 /transfer from / RVE TEACHER, GIFTED
	GIBSON, HEATHER DALE ESE STAFFING SPECIALIST 10 MO 10 MONTH	TYNES ELEMENTAR	Effective 2019-08-06 /transfer from / TES TEACHER, SC, FOURTH GR
	HENDERSON, JAMES ROLAND CHS TEACHER, VE/INCLUSION 10 MONTH	BANNERMAN LEARN	Effective 2019-08-06 /transfer from / BLC TEACHER, EBD
0.6	HENDERSON, LINDSAY K TT1 TEACHER, CURRICULUM COACH 10 MONTH	RIDGEVIEW ELEME	Effective 2019-08-06 /transfer from / RVE TEACHER, CURRICULUM COACH
	MATEI, MADELA CRISTINA ESE CURR SPEC 11 MO 11 MONTH	SWIMMING PEN CR	Effective 2019-07-22 /transfer from / SPC TEACHER, VE SELF-CONTAINED
	NGUYEN, ANGELA L ESE STAFFING SPECIALIST 10 MO 10 MONTH	LAKESIDE ELEMEN	Effective 2019-08-06 /transfer from / LES TEACHER, VE/INCLUSION
	NICHOLS, DEBORAH ANN ESE STAFFING SPECIALIST 10 MO 10 MONTH	RIDGEVIEW HIGH	Effective 2019-08-06 /transfer from / RHS TEACHER, IND
	ROBERTS, MARY ELIZABETH ELE MATH COACH, ELEMENTARY 10 MONTH	GROVE PARK ELEM	Effective 2019-08-06 /transfer from / GPE TEACHER, SC, FIFTH GR
	SCHLOFMAN, LAURA ELIZABETH ELE TEACHER, CURRICULUM COACH 10 MONTH	SWIMMING PEN CR	Effective 2019-07-06 /transfer from /
	VANLEY, SARAH JAYNE FIE TEACHER, SC, KINDERGARTEN 10 MONTH	GROVE PARK ELEM	Effective 2019-08-06 /transfer from / GPE TEACHER, SC, KINDERGARTEN
	WERTZ, KIMBERLY KAY ESE CURR SPEC 11 MO 11 MONTH	EXCEPTIONAL STU	Effective 2019-07-22 /transfer from / ESE STAFFING SPECIALIST 10 MO
	WHITE, JENNIFER LYNN MHS TEACHER, FAMILY/CONSUMER 10 MONTH	FLEMING ISLAND	Effective 2019-08-06 /transfer from / FIE TEACHER, SC, FIRST GR

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action
0.5	SCHLOFMAN, LAURA ELIZABETH K12 TEACHER, CURRICULUM COACH 10 MONTH	SWIMMING PEN CR	Effective 2019-08-05 RESIGNATION

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III. Instructional Actions

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F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	ADAMS, LISA MICHELLE GCJ TRACK HD JH SUPPLEME	GREEN COVE SPRI	Appointment
	AYERS, JESSICA MARIE AES SAFETY PATROL SUPPLEME	ARGYLE ELEMENTA	Appointment
0.5	BARTON, DONNA M AES DISCRETIONARY SUPPLEME	ARGYLE ELEMENTA	Appointment
	BATTLE, TONY S GCJ FOOTBALL ASST JH 25% SUPPLEME	GREEN COVE SPRI	Appointment
	BATTLE, TONY S GCJ FOOTBALL ASST JH 75% SUPPLEME	GREEN COVE SPRI	Appointment
	BEHNKEN, MARIA BECHHOLD LAJ ANNUAL STAFF JH SUPPLEME	LAKE ASBURY JUN	Appointment
0.5	BEHNKEN, MARIA BECHHOLD LAJ DEPT HEAD (6-10) SUPPLEME	LAKE ASBURY JUN	Appointment
	BLACKWELL, ASHLEY LAUREN CGE DEPT HD (3-5) SUPPLEME	COPPERGATE ELEM	Appointment
	BLEAU, CHERA FORNER GCJ DEPT HEAD (6-10) SUPPLEME	GREEN COVE SPRI	Appointment
	BODIE, MIRIAM LOUISE RVE DEPT HD (3-5) SUPPLEME	RIDGEVIEW ELEME	Appointment
0.5	BYERS, ALLISON RALEY AES ESE INTERVENTION FAC. SUPPLEME	ARGYLE ELEMENTA	Appointment
	CALLOWAY, DEIDRE LYNNETTE AES DEPT HD (3-5) SUPPLEME	ARGYLE ELEMENTA	Appointment
	CARMICHAEL, DENISE RENEE CGE DEPT HD (3-5) SUPPLEME	COPPERGATE ELEM	Appointment
	CASSADA, RENEE C CGE DEPT HEAD (6-10) SUPPLEME	COPPERGATE ELEM	Appointment
	CHIOSSONE, CHRISTINA MARIE GCJ SCI FAIR COOR LOCAL SUPPLEME	GREEN COVE SPRI	Appointment
	CHIOSSONE, CHRISTINA MARIE GCJ SOFTBALL FP HD JH SUPPLEME	GREEN COVE SPRI	Appointment
	COBURN, LAURIE S GCJ DISCRETIONARY SUPPLEME	GREEN COVE SPRI	Appointment
	CONROY, TRACI HELEN CGE SAFETY PATROL SUPPLEME	COPPERGATE ELEM	Appointment
	CORBITT, MARY JO AES DEPT HD (3-5)	ARGYLE ELEMENTA	Appointment

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	SUPPLEME		
	CRANE, ELIZABETH G CGE DEPT HD (3-5) SUPPLEME	COPPERGATE ELEM	Appointment
0.5	DAVIS, MICHELLE CATHERINE GCJ DEPT HD (3-5) SUPPLEME	GREEN COVE SPRI	Appointment
	DETERS, DOUGLAS VANCE GCJ BASKETBALL HD JH SUPPLEME	GREEN COVE SPRI	Appointment
	DETERS, DOUGLAS VANCE GCJ FLAG FOOTBALL HD SH/JH SUPPLEME	GREEN COVE SPRI	Appointment
0.5	DOUKMAK, MELISSA CHASE RVE TECH COACH ELEM SUPPLEME	RIDGEVIEW ELEME	Appointment
	EMLANO, NOEMIE IBAY AES ELEM PERF/PROD SUPPLEME	ARGYLE ELEMENTA	Appointment
	GANN, WILLIAM RALPH LAJ ACADEMIC COACH, LOCAL SUPPLEME	LAKE ASBURY JUN	Appointment
0.5	GANN, WILLIAM RALPH LAJ DEPT HEAD (11-16 SUPPLEME	LAKE ASBURY JUN	Appointment
	GODWIN, KELLY JOYCE CGE ELEM PERF/PROD SUPPLEME	COPPERGATE ELEM	Appointment
	GODWIN, KELLY JOYCE CGE TECH COACH ELEM SUPPLEME	COPPERGATE ELEM	Appointment
	HAMEL, TIMOTHY A LAJ ACTIVITY PROG CO JH SUPPLEME	LAKE ASBURY JUN	Appointment
	HAMEL, TIMOTHY A LAJ FOOTBALL HD JH 25% SUPPLEME	LAKE ASBURY JUN	Appointment
	HAMEL, TIMOTHY A LAJ FOOTBALL HD JH 75% SUPPLEME	LAKE ASBURY JUN	Appointment
	HAMEL, TIMOTHY A LAJ SOCCER HEAD JH SUPPLEME	LAKE ASBURY JUN	Appointment
	HARTZOG, TRAVIS GCJ WRESTLING HD JH SUPPLEME	GREEN COVE SPRI	Appointment
	HRADIL, TIFFANY LEE GCJ CHEERLEADING JH SUPPLEME	INSTRUCTIONAL P	Appointment
	JONES, AMANDA GAYLE LAJ BAND DIR JH SUPPLEME	LAKE ASBURY JUN	Appointment
	JONES, AMANDA GAYLE LAJ BAND END OF YEAR 2 FEST SUPPLEME	LAKE ASBURY JUN	Appointment

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III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	KRAUSE, SHEREE ANNETTE GCJ ESE INTERVENTION FAC. SUPPLEME	GREEN COVE SPRI	Appointment
	LEEDY, AMANDA STARR RVE DEPT HD (3-5) SUPPLEME	RIDGEVIEW ELEME	Appointment
	LEOPOLD, JAIME LYNN GCJ ANNUAL STAFF JH SUPPLEME	GREEN COVE SPRI	Appointment
	LOCKMAN, TRACY RUTH RVE DEPT HD (3-5) SUPPLEME	RIDGEVIEW ELEME	Appointment
	LOCKMAN, TRACY RUTH RVE SAFETY PATROL SUPPLEME	RIDGEVIEW ELEME	Appointment
0.5	LYONS, LINDA F RVE DEPT HEAD (11-16 SUPPLEME	RIDGEVIEW ELEME	Appointment
0.5	MACDONALD, GINA M RVE DEPT HEAD (11-16 SUPPLEME	RIDGEVIEW ELEME	Appointment
	MILLARD, DANA FRANCES RVE DEPT HD (3-5) SUPPLEME	RIDGEVIEW ELEME	Appointment
	MILLER, TRACI MICHELLE AES DEPT HD (3-5) SUPPLEME	ARGYLE ELEMENTA	Appointment
0.5	MILLER, TRACI MICHELLE AES ESE INTERVENTION FAC. SUPPLEME	ARGYLE ELEMENTA	Appointment
	MISKOWSKI, KIMBERLY M CGE DISCRETIONARY SUPPLEME	COPPERGATE ELEM	Appointment
	MOORE, JENNIFER JANELL CGE DEPT HD (3-5) SUPPLEME	COPPERGATE ELEM	Appointment
	MORGAN, MICHELLE L GCJ DEPT HEAD (6-10) SUPPLEME	GREEN COVE SPRI	Appointment
	MORGAN, MICHELLE L GCJ DISCRETIONARY SUPPLEME	GREEN COVE SPRI	Appointment
0.5	MORRIS, JENNIFER ANN RVE ELEM PERF/PROD SUPPLEME	RIDGEVIEW ELEME	Appointment
	NOSSE, ASHLEIGH TARA GCJ DEPT HD (3-5) SUPPLEME	GREEN COVE SPRI	Appointment
	NOSSE, ASHLEIGH TARA GCJ SOCCER HEAD JH SUPPLEME	GREEN COVE SPRI	Appointment
	O RENICK, ANNE MARIE GCJ DEPT HEAD (6-10) SUPPLEME	GREEN COVE SPRI	Appointment
	PARADISE-SWITZER, APRIL GCJ NATION JUNIOR HONOR	GREEN COVE SPRI	Appointment

III. Instructional Actions

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F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	SOC SUPPLEME		
	RHODEN, KRISTEN MICHELLE CGE DEPT HD (3-5) SUPPLEME	COPPERGATE ELEM	Appointment
	RUCKER, KAREN A CGE DEPT HD (3-5) SUPPLEME	COPPERGATE ELEM	Appointment
	RUNTE, TERRY LIN AES DEPT HD (3-5) SUPPLEME	ARGYLE ELEMENTA	Appointment
	SAUER, JEREMIAH K GCJ SOCCER HEAD JH SUPPLEME	FLEMING ISLAND	Appointment
	SCHOENFELD, CONNIE JO RVE DEPT HD (3-5) SUPPLEME	RIDGEVIEW ELEME	Appointment
	SHAW, JAMI LEEANN GCJ DEPT HEAD (6-10) SUPPLEME	GREEN COVE SPRI	Appointment
	SLATER, DANIEL C GCJ ACTIVITY PROG CO JH SUPPLEME	GREEN COVE SPRI	Appointment
	SLATER, DANIEL C GCJ BASEBALL HEAD JH SUPPLEME	GREEN COVE SPRI	Appointment
	SLATER, DANIEL C GCJ FOOTBALL HD JH 25% SUPPLEME	GREEN COVE SPRI	Appointment
	SLATER, DANIEL C GCJ FOOTBALL HD JH 75% SUPPLEME	GREEN COVE SPRI	Appointment
	SMITH, BROOKE BERNADINE CGE DEPT HD (3-5) SUPPLEME	COPPERGATE ELEM	Appointment
	SMITH, LORI ANN AES DEPT HD (3-5) SUPPLEME	ARGYLE ELEMENTA	Appointment
0.5	SMITH, RENA ELIZABETH AES DISCRETIONARY SUPPLEME	ARGYLE ELEMENTA	Appointment
	SPRATLEY, BRUCE KIMBALL GCJ BASKETBALL HD JH SUPPLEME	GREEN COVE SPRI	Appointment
0.5	STEINER, JOHN ARMAND GCJ DEPT HD (3-5) SUPPLEME	GREEN COVE SPRI	Appointment
	STEINER, JOHN ARMAND GCJ MATH TEAM SPONSOR SUPPLEME	GREEN COVE SPRI	Appointment
	STUTTS, LARIANNE GCJ DEPT HEAD (6-10) SUPPLEME	GREEN COVE SPRI	Appointment
	SUMMERSETTFRANCIS, TONYA DENIS AES DEPT HD (3-5)	ARGYLE ELEMENTA	Appointment

III. Instructional Actions

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F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	SUPPLEME		
	SUTTON, TAMMY C AES DEPT HD (3-5) SUPPLEME	ARGYLE ELEMENTA	Appointment
	TAFT, WILLIAM MICHAEL GCJ ACADEMIC COACH, LOCAL SUPPLEME	GREEN COVE SPRI	Appointment
	TAFT, WILLIAM MICHAEL GCJ TRACK HD JH SUPPLEME	GREEN COVE SPRI	Appointment
	TAYLOR, LAURA M CGE ESE INTERVENTION FAC. SUPPLEME	COPPERGATE ELEM	Appointment
0.0	UNDERWOOD, DANIEL CHARLES GCJ WRESTLING HD JH SUPPLEME	GREEN COVE SPRI	Appointment
	WADE, WENDY ANN RVE DEPT HD (3-5) SUPPLEME	RIDGEVIEW ELEME	Appointment
	WALKER, ERIN S RVE DEPT HD (3-5) SUPPLEME	RIDGEVIEW ELEME	Appointment
	WALKER, ERIN S RVE DISCRETIONARY SUPPLEME	RIDGEVIEW ELEME	Appointment
	WHIDDON, TINA MARIE GCJ BAND DIR JH SUPPLEME	GREEN COVE SPRI	Appointment
	WHIDDON, TINA MARIE GCJ BAND END OF YEAR 2 FEST SUPPLEME	GREEN COVE SPRI	Appointment
	WHIDDON, TINA MARIE GCJ CHORAL DIRECTOR SH/JH SUPPLEME	GREEN COVE SPRI	Appointment
	WHIDDON, TINA MARIE GCJ CHORUS DIR EOY 2 EVENTS SUPPLEME	GREEN COVE SPRI	Appointment
	WILLIAMS, TARA ASHLYN AES DEPT HEAD (6-10) SUPPLEME	ARGYLE ELEMENTA	Appointment
0.5	WILLIAMS, TRICIA LEE PADLAN RVE ELEM PERF/PROD SUPPLEME	RIDGEVIEW ELEME	Appointment
0.5	WILLIAMS, TRICIA LEE PADLAN RVE TECH COACH ELEM SUPPLEME	RIDGEVIEW ELEME	Appointment
	WORSDELL, LACEY DANNETTE RVE ESE INTERVENTION FAC. SUPPLEME	RIDGEVIEW ELEME	Appointment

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III. INSTRUCTIONAL ACTIONS 2019-2020

G. PENDING APPOINTMENTS

Name/Assignment	Location	Effective
NONE		

III. INSTRUCTIONAL ACTIONS 2019-2020

H. OUT OF FIELD

Name	Subject	OOF Subject	Site

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A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
ALLISON, ARTHUR GRAHAM MHS SUMR TCH, SCIENCE, SH	MIDDLEBURG HIGH	Effective 2019-06-10 - 2019-06-30
ALLISON, ARTHUR GRAHAM MHS SUMR TCH, SCIENCE, SH	MIDDLEBURG HIGH	Effective 2019-07-01 - 2019-07-31
AMATO, AMBER LYN RHS SUMR TCH, MATHEMATICS, SR	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
AMATO, AMBER LYN RHS SUMR TCH, MATHEMATICS, SR	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
ANDERSON, PATRICIA R FIH SUMR TCH, SUPP FACIL	FLEMING ISLAND	Effective 2019-06-10 - 2019-06-30
ANDERSON, PATRICIA R FIH SUMR TCH, SUPP FACIL	FLEMING ISLAND	Effective 2019-07-01 - 2019-07-31
AUSTIN, NATALIE SUZANNE RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-06-17 - 2019-06-30
AUSTIN, NATALIE SUZANNE RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-17
BAKER, LISA MICHELLE RHS SUMR TCH, VE/INCLUSION	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
BAKER, LISA MICHELLE RHS SUMR TCH, VE/INCLUSION	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
BALDWIN, KRISTI LEIGH OHS SUMR TCH, SOC STUD, SH	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
BALDWIN, KRISTI LEIGH OHS SUMR TCH, SOC STUD, SH	OAKLEAF HIGH SC	Effective 2019-07-01 - 2019-07-31
BASSETT, ASSINE DAGHER MHS SUMR TCH, LANGUAGE ARTS, S	MIDDLEBURG HIGH	Effective 2019-06-10 - 2019-06-30
BASSETT, ASSINE DAGHER MHS SUMR TCH, LANGUAGE ARTS, S	MIDDLEBURG HIGH	Effective 2019-07-01 - 2019-07-31
BAXLEY, RUTHANNE M KHH SUMR TCH, MATHEMATICS, JH	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
BAXLEY, RUTHANNE M KHH SUMR TCH, MATHEMATICS, JH	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-09
BAXLEY, RUTHANNE M OPH SUMR TCH, MATHEMATICS, SR	ORANGE PARK HIG	Effective 2019-07-09 - 2019-07-31
BELGRAVE, SONIA SHAREE OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
BELGRAVE, SONIA SHAREE OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-07-09 - 2019-07-31
BERANIA, BERNARD J OPH SUMR TCH, MATHEMATICS, SR	ORANGE PARK HIG	Effective 2019-06-10 - 2019-06-30
BERANIA, BERNARD J OPH SUMR TCH, MATHEMATICS, SR	ORANGE PARK HIG	Effective 2019-07-01 - 2019-07-31
BLAND, DEBORA L KHH SUMR TCH, SOC STUD, SH	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
BLAND, DEBORA L KHH SUMR TCH, SOC STUD, SH	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
BLAND, RICHARD LEWIS KHH SUMR TCH, LANGUAGE ARTS, J	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
BLAND, RICHARD LEWIS KHH SUMR TCH, LANGUAGE ARTS, J	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
BOWERS, VICTORIA JEAN ESE SUMR TCH, VISUALLY IMPAIRE	ARGYLE ELEMENTA	Effective 2019-06-10 - 2019-06-30

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
BOWERS, VICTORIA JEAN ESE SUMR TCH, VISUALLY IMPAIRE	ARGYLE ELEMENTA	Effective 2019-07-01 - 2019-07-31
BRISBANE, DEANA SUZANNE TRN BUS DRIVER SUMMER	ARGYLE ELEMENTA	Effective 2019-06-16 - 2019-06-30
BRISBANE, DEANA SUZANNE TRN BUS DRIVER SUMMER	ARGYLE ELEMENTA	Effective 2019-07-01 - 2019-07-18
BUONOPANE, KAREN MICHELLE RHS SUMR TCH, LANGUAGE ARTS, S	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
BUONOPANE, KAREN MICHELLE RHS SUMR TCH, LANGUAGE ARTS, S	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
BUTLER, VONTRESE FEDRICK OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
BUTLER, VONTRESE FEDRICK OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-07-01 - 2019-07-31
CHADWELL, FAYE THERESE RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-06-17 - 2019-06-30
CHADWELL, FAYE THERESE RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-17
CLARK, STEPHANIE LYNN RHS SUMR TCH, VE/INCLUSION	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
CLARK, STEPHANIE LYNN RHS SUMR TCH, VE/INCLUSION	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
COLON, NOELIA YVONNE RHS SUMR TCH, PRE-KDG ESE	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
COLON, NOELIA YVONNE RHS SUMR TCH, PRE-KDG ESE	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
COOPER, KAMESHA ANN TRN BUS AIDE SUMMER	ARGYLE ELEMENTA	Effective 2019-06-16 - 2019-06-30
COOPER, KAMESHA ANN TRN BUS AIDE SUMMER	ARGYLE ELEMENTA	Effective 2019-07-01 - 2019-07-18
CRIM, LONNIE A OPJ SUMR TCH, SOC STUD, JH	ORANGE PARK JUN	Effective 2019-06-10 - 2019-06-30
CRIM, LONNIE A OPJ SUMR TCH, SOC STUD, JH	ORANGE PARK JUN	Effective 2019-07-01 - 2019-07-31
CROWLEY, MACHELE DEVON OPJ SUMR TCH, MATHEMATICS, JH	ORANGE PARK JUN	Effective 2019-06-10 - 2019-06-30
CROWLEY, MACHELE DEVON OPJ SUMR TCH, MATHEMATICS, JH	ORANGE PARK JUN	Effective 2019-07-01 - 2019-07-31
CURVIER, ANGELA VIRGINIA OPH SUMR TCH, MATHEMATICS, SR	ORANGE PARK HIG	Effective 2019-06-10 - 2019-06-30
CURVIER, ANGELA VIRGINIA OPH SUMR TCH, MATHEMATICS, SR	ORANGE PARK HIG	Effective 2019-07-01 - 2019-07-31
D ALESSIO, CHELSEA E WES TEACHER, READING, ELEM	WILKINSON ELEME	Effective 2019-06-10 - 2019-06-30
D ALESSIO, CHELSEA E WES TEACHER, READING, ELEM	WILKINSON ELEME	Effective 2019-07-01 - 2019-07-31
DANIELS, JUSTIN LEE LAJ SUMR TCH, SOC STUD, JH	LAKE ASBURY JUN	Effective 2019-06-10 - 2019-06-30
DANIELS, JUSTIN LEE LAJ SUMR TCH, SOC STUD, JH	LAKE ASBURY JUN	Effective 2019-07-01 - 2019-07-31
DEATON, CHERRY A MHS SUMR TCH, SUPP FACIL	MIDDLEBURG HIGH	Effective 2019-06-10 - 2019-06-30

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
DEATON, CHERRY A MHS SUMR TCH, SUPP FACIL	MIDDLEBURG HIGH	Effective 2019-07-01 - 2019-07-31
DOWELL, AMY KELSEY RHS SUMR TCH, MATHEMATICS, SR	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
DOWELL, AMY KELSEY RHS SUMR TCH, MATHEMATICS, SR	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
EDENFIELD, DEBRA K KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-06-18 - 2019-06-30
EDENFIELD, DEBRA K KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-18
EGNEW, LISA TIDWELL LAJ SUMR TCH, SUPP FACIL	LAKE ASBURY JUN	Effective 2019-06-10 - 2019-06-30
EGNEW, LISA TIDWELL LAJ SUMR TCH, SUPP FACIL	LAKE ASBURY JUN	Effective 2019-07-01 - 2019-07-31
ELKINS, MINDY MICHELLE KHE SUMR TCH, VE/INCLUSION	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
ELKINS, MINDY MICHELLE KHE SUMR TCH, VE/INCLUSION	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
ETELAMAKI, MCKENZIE DIANE OHS SUMR TCH, LANGUAGE ARTS, S	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
ETELAMAKI, MCKENZIE DIANE OHS SUMR TCH, LANGUAGE ARTS, S	OAKLEAF HIGH SC	Effective 2019-07-01 - 2019-07-31
EVANS, LISA J MHS SUMR TCH, MATHEMATICS, SR	MIDDLEBURG HIGH	Effective 2019-06-10 - 2019-06-30
EVANS, LISA J MHS SUMR TCH, MATHEMATICS, SR	MIDDLEBURG HIGH	Effective 2019-07-01 - 2019-07-31
FIGUEROA, FRANCES OPH ESOL CLASSROOM ASSISTANT	OAKLEAF HIGH SC	Effective 2019-06-17 - 2019-06-30
FISCHER, MICHELLE N FIH SUMR TCH, SCIENCE, SH	FLEMING ISLAND	Effective 2019-06-10 - 2019-06-30
FISCHER, MICHELLE N FIH SUMR TCH, SCIENCE, SH	FLEMING ISLAND	Effective 2019-07-01 - 2019-07-31
FLAGG, PAMELA REGINA OPJ SUMR TCH, SUPP FACIL	ORANGE PARK JUN	Effective 2019-06-10 - 2019-06-30
FLAGG, PAMELA REGINA OPJ SUMR TCH, SUPP FACIL	ORANGE PARK JUN	Effective 2019-07-01 - 2019-07-31
FLOYD, VICKIE C MHS SUMR TCH, MATHEMATICS, SR	MIDDLEBURG HIGH	Effective 2019-06-10 - 2019-06-30
FLOYD, VICKIE C MHS SUMR TCH, MATHEMATICS, SR	MIDDLEBURG HIGH	Effective 2019-07-01 - 2019-07-31
GARDNER, CATHERINE A LAJ NURSE LPN SS	LAKE ASBURY JUN	Effective 2019-07-01 - 2019-07-18
GARDNER, CATHERINE A RHS LICENSED PRAC NURSE	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-17
GAYNES, DEBRA E CHS SUMR TCH, MATHEMATICS, SR	CLAY HIGH	Effective 2019-06-10 - 2019-06-30
GAYNES, DEBRA E CHS SUMR TCH, MATHEMATICS, SR	CLAY HIGH	Effective 2019-07-01 - 2019-07-31
GILLYARD, ANITA J KHE ESE ASST SUMMER SCHOOL	LAKE ASBURY JUN	Effective 2019-06-18 - 2019-06-30
GILLYARD, ANITA J KHE ESE ASST SUMMER SCHOOL	LAKE ASBURY JUN	Effective 2019-07-01 - 2019-07-18

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A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
GOMEZ, LICET LAJ SUMR TCH, SCIENCE, JH	LAKE ASBURY JUN	Effective 2019-06-10 - 2019-06-30
GOMEZ, LICET LAJ SUMR TCH, SCIENCE, JH	LAKE ASBURY JUN	Effective 2019-07-01 - 2019-07-31
GRIFFIS, MILDRED MARIE TRN BUS DRIVER SUMMER	ARGYLE ELEMENTA	Effective 2019-06-16 - 2019-06-30
GRIFFIS, MILDRED MARIE TRN BUS DRIVER SUMMER	TRANSPORTATION	Effective 2019-07-01 - 2019-07-18
GRIMLEY, JUDY L TRN BUS DRIVER SUMMER	ARGYLE ELEMENTA	Effective 2019-06-16 - 2019-06-30
GRIMLEY, JUDY L TRN BUS DRIVER SUMMER	ARGYLE ELEMENTA	Effective 2019-07-01 - 2019-07-18
HAMILTON, ILLISA J RHS SUMR TCH, VE/INCLUSION	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
HAMILTON, ILLISA J RHS SUMR TCH, VE/INCLUSION	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
HAWKINS, LEEANN KHE TEACHER, READING, ELEM	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
HAWKINS, LEEANN KHE TEACHER, READING, ELEM	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
HAYES, CAITLYN E CHS SUMR TCH, SOC STUD, SH	CLAY HIGH	Effective 2019-06-10 - 2019-06-30
HAYES, CAITLYN E CHS SUMR TCH, SOC STUD, SH	CLAY HIGH	Effective 2019-07-01 - 2019-07-31
HENDERSON, JAMES ROLAND CHS SUMR TCH, MATHEMATICS, SR	CLAY HIGH	Effective 2019-07-09 - 2019-07-31
HOLLACK, DAVID OPH SUMR TCH, MATHEMATICS, SR	ORANGE PARK HIG	Effective 2019-06-10 - 2019-06-30
HOLLACK, DAVID OPH SUMR TCH, MATHEMATICS, SR	ORANGE PARK HIG	Effective 2019-07-01 - 2019-07-31
JACKSON, MEREDITH SHAY KHE SUMR TCH, IND	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
JACKSON, MEREDITH SHAY KHE SUMR TCH, IND	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
JERNIGAN, MELANIE SHAW OPH ESOL CLASSROOM ASSISTANT	ORANGE PARK HIG	Effective 2019-06-17 - 2019-06-27
JOHNSON, DONALD CRAIG CHS SUMR TCH, MATHEMATICS, SR	CLAY HIGH	Effective 2019-06-10 - 2019-06-30
JOHNSON, DONALD CRAIG CHS SUMR TCH, MATHEMATICS, SR	CLAY HIGH	Effective 2019-07-01 - 2019-07-31
JONES-KEETON, LA TANYA M RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-06-17 - 2019-06-30
JONES-KEETON, LA TANYA M RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-17
JOYCE, JULIE OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-07-09 - 2019-07-31
KASTELZ, HEATHER MICHELE RHS SUMR TCH, IND	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
KASTELZ, HEATHER MICHELE RHS SUMR TCH, IND	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
KEVERN, PAMELA NICOLE LAJ SUMR TCH, LANGUAGE ARTS, J	LAKE ASBURY JUN	Effective 2019-06-10 - 2019-06-30

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
KEVERN, PAMELA NICOLE LAJ SUMR TCH, LANGUAGE ARTS, J	LAKE ASBURY JUN	Effective 2019-07-01 - 2019-07-31
KIMBLE, SUSAN M RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-06-17 - 2019-06-30
KIMBLE, SUSAN M RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-17
KOCH, BETHANY KATHLEEN KHH SUMR TCH, LANGUAGE ARTS, S	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
KOCH, BETHANY KATHLEEN KHH SUMR TCH, LANGUAGE ARTS, S	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
KRUCK, REBECCA DIANE CHS SUMR TCH, LANGUAGE ARTS, S	CLAY HIGH	Effective 2019-06-10 - 2019-06-30
KRUCK, REBECCA DIANE CHS SUMR TCH, LANGUAGE ARTS, S	CLAY HIGH	Effective 2019-07-01 - 2019-07-31
LAFONTANT, FLORENCE GLADYS RHS SUMR TCH, SUPP FACIL	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
LAFONTANT, FLORENCE GLADYS RHS SUMR TCH, SUPP FACIL	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
LAWRENCE, PAMELA LEE ESE ESE SPEECH AND LANGUAGE	EXCEPTIONAL STU	Effective 2019-06-10 - 2019-06-30
LAWRENCE, PAMELA LEE ESE ESE SPEECH AND LANGUAGE	EXCEPTIONAL STU	Effective 2019-07-01 - 2019-07-31
LEEDS, SUSAN A CHS SUMR TCH, SUPP FACIL	CLAY HIGH	Effective 2019-06-10 - 2019-06-30
LEEDS, SUSAN A CHS SUMR TCH, SUPP FACIL	CLAY HIGH	Effective 2019-07-01 - 2019-07-31
LENTZ, BILLIE ANNE OHS SUMR TCH, SCIENCE, SH	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
LENTZ, BILLIE ANNE OHS SUMR TCH, SCIENCE, SH	OAKLEAF HIGH SC	Effective 2019-07-01 - 2019-07-31
LOWE, GINNY CHARLENE FIH SUMR TCH, LANGUAGE ARTS, S	FLEMING ISLAND	Effective 2019-06-10 - 2019-06-30
LOWE, GINNY CHARLENE FIH SUMR TCH, LANGUAGE ARTS, S	FLEMING ISLAND	Effective 2019-07-01 - 2019-07-31
LOWERY, LANTZ LAVON KHH SUMR TCH, MATHEMATICS, SR	KEYSTONE HEIGHT	Effective 2019-07-09 - 2019-07-31
MAHAFFEY, GIGI P KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-06-18 - 2019-06-30
MAHAFFEY, GIGI P KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-18
MAY, GAYLE D KHH SUMR TCH, SCIENCE, SH	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
MAY, GAYLE D KHH SUMR TCH, SCIENCE, SH	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
MCGAHEE, MICHELLE L CHS SUMR TCH, LANGUAGE ARTS, S	CLAY HIGH	Effective 2019-06-10 - 2019-06-30
MCGAHEE, MICHELLE L CHS SUMR TCH, LANGUAGE ARTS, S	CLAY HIGH	Effective 2019-07-01 - 2019-07-31
MCINERNEY, ROBYN LONER KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-06-18 - 2019-06-30
MCINERNEY, ROBYN LONER KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-18

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A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
MCLAURIN, TWALA SHANIK TRN BUS AIDE SUMMER	ARGYLE ELEMENTA	Effective 2019-06-16 - 2019-06-30
MCLAURIN, TWALA SHANIK TRN BUS AIDE SUMMER	ARGYLE ELEMENTA	Effective 2019-07-01 - 2019-07-18
MILLER, JEFFREY BRANDON OHS TEACHER, SUMMR SCH ESOL	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
MILLER, JEFFREY BRANDON OHS TEACHER, SUMMR SCH ESOL	OAKLEAF HIGH SC	Effective 2019-07-01 - 2019-07-31
MIMBS, JOHN ALAN KHH SUMR TCH, MATHEMATICS, SR	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
MIMBS, JOHN ALAN KHH SUMR TCH, MATHEMATICS, SR	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
OCCHIOGROSSO, SHEILA BERNADETT OPJ SUMR TCH, SCIENCE, JH	ORANGE PARK JUN	Effective 2019-06-10 - 2019-06-30
OCCHIOGROSSO, SHEILA BERNADETT OPJ SUMR TCH, SCIENCE, JH	ORANGE PARK JUN	Effective 2019-07-01 - 2019-07-31
PANDICH, THOMAS JOHN FIH SUMR TCH, MATHEMATICS, SR	FLEMING ISLAND	Effective 2019-06-10 - 2019-06-30
PANDICH, THOMAS JOHN FIH SUMR TCH, MATHEMATICS, SR	FLEMING ISLAND	Effective 2019-07-01 - 2019-07-31
PATTERSON, MELISSA LAIRD OHS SUMR TCH, SUPP FACIL	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
PATTERSON, MELISSA LAIRD OHS SUMR TCH, SUPP FACIL	OAKLEAF HIGH SC	Effective 2019-07-01 - 2019-07-31
PERRY, RICHARD A RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-06-17 - 2019-06-30
PERRY, RICHARD A RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-17
PHILLIPS, DIDIA KHE ESE ASST SUMMER SCHOOL	LAKE ASBURY JUN	Effective 2019-06-18 - 2019-06-30
PHILLIPS, DIDIA KHE ESE ASST SUMMER SCHOOL	LAKE ASBURY JUN	Effective 2019-07-01 - 2019-07-18
PHILLIPS, MICHAEL DAVID LAJ SUMR TCH, IND	LAKE ASBURY JUN	Effective 2019-06-10 - 2019-06-30
PHILLIPS, MICHAEL DAVID LAJ SUMR TCH, IND	LAKE ASBURY JUN	Effective 2019-07-01 - 2019-07-31
PHILMON, BECKY OLSON TRN BUS DRIVER SUMMER	ARGYLE ELEMENTA	Effective 2019-06-16 - 2019-06-30
PHILMON, BECKY OLSON TRN BUS DRIVER SUMMER	ARGYLE ELEMENTA	Effective 2019-07-01 - 2019-07-18
PITTMAN, JUDYTH VERNECIA OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-07-09 - 2019-07-31
RANDALL, JAMIE LEE OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
RANDALL, JAMIE LEE OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-07-01 - 2019-07-31
REINHART, SALLI DEANN WEC TEACHER, READING, ELEM	W.E. CHERRY ELE	Effective 2019-06-10 - 2019-06-30
REINHART, SALLI DEANN WEC TEACHER, READING, ELEM	W.E. CHERRY ELE	Effective 2019-07-01 - 2019-07-31
RESIGA, ENIKO RHS SUMR TCH, SOC STUD, SH	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30

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A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
RESIGA, ENIKO RHS SUMR TCH, SOC STUD, SH	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
REYES, BERNICE LAJ REGISTERED NURSE	LAKE ASBURY JUN	Effective 2019-06-19 - 2019-06-30
REYES, BERNICE RHS REGISTERED NURSE	RIDGEVIEW HIGH	Effective 2019-06-17 - 2019-06-30
RIOU, SHAWNTA AMISHA OPH SUMR TCH, SUPP FACIL	ORANGE PARK HIG	Effective 2019-06-10 - 2019-06-30
RIOU, SHAWNTA AMISHA OPH SUMR TCH, SUPP FACIL	ORANGE PARK HIG	Effective 2019-07-01 - 2019-07-31
ROSENLUND, KAREN ELIZABETH KHH SUMR TCH, SUPP FACIL	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
ROSENLUND, KAREN ELIZABETH KHH SUMR TCH, SUPP FACIL	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
RUELAS, KATHRYN EMILY OPH SUMR TCH, SCIENCE, SH	ORANGE PARK HIG	Effective 2019-06-10 - 2019-06-30
RUELAS, KATHRYN EMILY OPH SUMR TCH, SCIENCE, SH	ORANGE PARK HIG	Effective 2019-07-01 - 2019-07-31
SAXON, PAMELA A KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-06-18 - 2019-06-30
SAXON, PAMELA A KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-18
SCHARF, EVAN S FIH SUMR TCH, MATHEMATICS, SR	FLEMING ISLAND	Effective 2019-06-10 - 2019-06-30
SCHARF, EVAN S FIH SUMR TCH, MATHEMATICS, SR	FLEMING ISLAND	Effective 2019-07-01 - 2019-07-31
SCHNIREL, KELLY LYNN KHE LICENSED PRAC NURSE	KEYSTONE HEIGHT	Effective 2019-06-18 - 2019-06-30
SCHNIREL, KELLY LYNN KHE LICENSED PRAC NURSE	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-18
SEDAM, AMANDA KAY CEB TEACHER, READING, ELEM	CHARLES E. BENN	Effective 2019-06-17 - 2019-06-30
SEDAM, AMANDA KAY CEB TEACHER, READING, ELEM	CHARLES E. BENN	Effective 2019-07-01 - 2019-07-31
SEECH, BRIAN C MHS SUMR TCH, SOC STUD, SH	MIDDLEBURG HIGH	Effective 2019-06-10 - 2019-06-30
SEECH, BRIAN C MHS SUMR TCH, SOC STUD, SH	MIDDLEBURG HIGH	Effective 2019-07-01 - 2019-07-31
SHOFF, JULIE V WEC TEACHER, READING, ELEM	W.E. CHERRY ELE	Effective 2019-06-10 - 2019-06-30
SHOFF, JULIE V WEC TEACHER, READING, ELEM	W.E. CHERRY ELE	Effective 2019-07-01 - 2019-07-31
SMITH, KATE ELIZABETH FIH SUMR TCH, SOC STUD, SH	FLEMING ISLAND	Effective 2019-06-10 - 2019-06-30
SMITH, KATE ELIZABETH FIH SUMR TCH, SOC STUD, SH	FLEMING ISLAND	Effective 2019-07-01 - 2019-07-31
STARLING, DEIDRE ELAINE KHE SUMR TCH, ESE/EBD	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
STARLING, DEIDRE ELAINE KHE SUMR TCH, ESE/EBD	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
STEINER, JOHN ARMAND LAJ SUMR TCH, MATHEMATICS, JH	LAKE ASBURY JUN	Effective 2019-06-10 - 2019-06-30

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A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
STEINER, JOHN ARMAND LAJ SUMR TCH, MATHEMATICS, JH	LAKE ASBURY JUN	Effective 2019-07-01 - 2019-07-31
STUARD, KYLE ANTHONY FIH SUMR TCH, LANGUAGE ARTS, S	FLEMING ISLAND	Effective 2019-06-10 - 2019-06-30
STUARD, KYLE ANTHONY FIH SUMR TCH, LANGUAGE ARTS, S	FLEMING ISLAND	Effective 2019-07-01 - 2019-07-31
SWAIN, REBECCA REAMS CHS SUMR TCH, SCIENCE, SH	CLAY HIGH	Effective 2019-06-10 - 2019-06-30
SWAIN, REBECCA REAMS CHS SUMR TCH, SCIENCE, SH	CLAY HIGH	Effective 2019-07-01 - 2019-07-31
TATE, BRITTANY MARIE RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-06-17 - 2019-06-30
TATE, BRITTANY MARIE RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-17
TAYLOR, DEBORAH D RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-06-17 - 2019-06-30
TAYLOR, DEBORAH D RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-17
TAYLOR, ZACHERY B RHS SUMR TCH, MATHEMATICS, SR	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
TAYLOR, ZACHERY B RHS SUMR TCH, MATHEMATICS, SR	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
THOMPSON, ROBERT CASEY OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
THOMPSON, ROBERT CASEY OHS SUMR TCH, MATHEMATICS, SR	OAKLEAF HIGH SC	Effective 2019-07-01 - 2019-07-31
TILLQUIST, BRITTANY M KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-06-18 - 2019-06-30
TILLQUIST, BRITTANY M KHE ESE ASST SUMMER SCHOOL	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-18
TODD, TROY SPENCER FIH SUMR TCH, MATHEMATICS, SR	FLEMING ISLAND	Effective 2019-07-09 - 2019-07-31
TOMPKINS, VICTORIA A TEACHER, SUMMR SCH ESOL	ORANGE PARK HIG	Effective 2019-06-10 - 2019-06-30
TOMPKINS, VICTORIA A TEACHER, SUMMR SCH ESOL	ORANGE PARK HIG	Effective 2019-07-01 - 2019-07-31
VANWIE, HEATHER LYNN TRN BUS AIDE SUMMER	ARGYLE ELEMENTA	Effective 2019-06-16 - 2019-06-30
VANWIE, HEATHER LYNN TRN BUS AIDE SUMMER	ARGYLE ELEMENTA	Effective 2019-07-01 - 2019-07-18
VENDT, SHAN PAUL MHS SUMR TCH, MATHEMATICS, SR	MIDDLEBURG HIGH	Effective 2019-06-10 - 2019-06-30
VENDT, SHAN PAUL MHS SUMR TCH, MATHEMATICS, SR	MIDDLEBURG HIGH	Effective 2019-07-01 - 2019-07-31
WALL, CANDIDA MARIE TRN BUS DRIVER SUMMER	ARGYLE ELEMENTA	Effective 2019-06-16 - 2019-06-30
WALL, CANDIDA MARIE TRN BUS DRIVER SUMMER	TRANSPORTATION	Effective 2019-07-01 - 2019-07-18
WALLS, MELANIE DAWN KHH SUMR TCH, MATHEMATICS, SR	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
WALLS, MELANIE DAWN KHH SUMR TCH, MATHEMATICS, SR	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
WALSH, CHARLES J OPH SUMR TCH, SOC STUD, SH	ORANGE PARK HIG	Effective 2019-06-10 - 2019-06-30
WALSH, CHARLES J OPH SUMR TCH, SOC STUD, SH	ORANGE PARK HIG	Effective 2019-07-01 - 2019-07-31
WARD, AMANDA MICHELE KHE SUMR TCH, ESE/EBD	KEYSTONE HEIGHT	Effective 2019-06-10 - 2019-06-30
WARD, AMANDA MICHELE KHE SUMR TCH, ESE/EBD	KEYSTONE HEIGHT	Effective 2019-07-01 - 2019-07-31
WEAVER, CANDICE STEPHANIE RHS SUMR TCH, AUTISM SPECTR DI	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
WEAVER, CANDICE STEPHANIE RHS SUMR TCH, AUTISM SPECTR DI	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31
WHITE, CASSANDRA K OHS SUMR TCH, LANGUAGE ARTS, S	OAKLEAF HIGH SC	Effective 2019-06-10 - 2019-06-30
WHITE, CASSANDRA K OHS SUMR TCH, LANGUAGE ARTS, S	OAKLEAF HIGH SC	Effective 2019-07-01 - 2019-07-31
YANCEY, KINDAL OAK OPJ SUMR TCH, LANGUAGE ARTS, J	ORANGE PARK JUN	Effective 2019-06-10 - 2019-06-30
YANCEY, KINDAL OAK OPJ SUMR TCH, LANGUAGE ARTS, J	ORANGE PARK JUN	Effective 2019-07-01 - 2019-07-31
YANCEY, TERESA ASHWORTH RHS SUMR TCH, SCIENCE, SH	RIDGEVIEW HIGH	Effective 2019-06-10 - 2019-06-30
YANCEY, TERESA ASHWORTH RHS SUMR TCH, SCIENCE, SH	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-31

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2018-2019

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2018-2019

C. ADULT EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

A. SUMMER SCHOOL

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

C. ADULT EDUCATION

Appointments

- NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2018-2019

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2019-2020

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

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VI. Support Actions

DRAFT

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	ALVAREZ, SANDRA E MBE TITLE I ASSISTANT 9 MON SU	MIDDLEBURG ELEM	Effective 2019-05-13 9 MON SU / limited
0.9	BAGLEY, SHAIN INDIA RHS BEHAVIORAL HEALTH ASST 9 MON SU	RIDGEVIEW HIGH	Effective 2019-05-20 9 MON SU / Annual
	BROWN SR, THOMAS LEE SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-06-06 12 MO SU / Annual
	CUSACK, ASHLEY M MRE REGISTERED NURSE 10 MONTH	MCRAE ELEMENTAR	Effective 2019-06-03 10 MONTH / Annual
	DORVILUS, JONA FIH CUSTODIAN 12 MO SU	FLEMING ISLAND	Effective 2019-05-28 12 MO SU / Annual
	ERICKSON, MELINDA ANN OHS CUSTODIAN 12 MO SU	OAKLEAF HIGH SC	Effective 2019-06-04 12 MO SU / Annual
	GILBERT, BETH ANN LES CAFE ASSISTANT 5.25 HOURS 9 MON CA	LAKESIDE ELEMEN	Effective 2019-05-15 9 MON CA / Annual
	HERRING, SANDRALENE I POE CUSTODIAN 12 MO SU	PLANTATION OAKS	Effective 2019-05-28 12 MO SU / Annual
	LUXENBERG, DANIEL J SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-06-06 12 MO SU / Annual
	MYERS, PHILIP A SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-06-06 12 MO SU / Annual
0.9	NELSON, MARISOL AES GENERAL HEALTH ASSISTA 9 MON SU	ARGYLE ELEMENTA	Effective 2019-05-22 9 MON SU / Annual
	PARRISH, SEBRENA Y SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-06-06 12 MO SU / Annual
	PITTMAN JR, RONNIE LEE SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-06-06 12 MO SU / Annual
	REES, JOSHUA NICHOLAS RHS CUSTODIAN 12 MO SU	RIDGEVIEW HIGH	Effective 2019-06-06 12 MO SU / Annual
	ROXAS, LIZA J LJH CAFE ASSISTANT 3 HOURS 9 MON CA	LAKESIDE JUNIOR	Effective 2019-05-13 9 MON CA / Annual
	SAPP, LARRY MATTHEW SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-06-06 12 MO SU / Annual
	SHEALEY, JOANNE PES CUSTODIAN 12 MO SU	PATERSON ELEMEN	Effective 2019-06-03 12 MO SU / Annual

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VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	

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VI. Support Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous
MIDDLETON, CARMELA ROBIN ACE ADMINISTRATIVE SECRETARY 12 MO SU	ADULT/COMMUNITY	
PASS, SHARON E MRE CAFE ASSISTANT 6 HOURS 9 MON CA	MCRAE ELEMENTAR	

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VI. Support Actions

D. TRANSFER

Name/Assignment	Site	Previous
DE JESUS, MILAGROS AES CAFE ASSISTANT 7 HOURS 9 MON CA	ARGYLE ELEMENTA	Effective 2019-05-16 /transfer from / AES CAFE ASSISTANT 6 HOURS
GANN, ROBIN M OPR ADMIN SECT, SR 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-05-16 /transfer from / OPR ADMIN SECRETARY
HOPKINS, LEIGH ANN STS CLERICAL SUPPORT ASSISTANT 12 MO SU	INSTRUCTIONAL R	Effective 2019-05-27 /transfer from / MRE MEDIA TECHNICAL ASST
JOHNS, KATHY R WES CAFE ASSISTANT 3 HOURS 9 MON CA	WILKINSON ELEME	Effective 2019-06-05 /transfer from / MHS CAFE ASSISTANT 3.75 HOURS
MCINARNAY, REBECCA RENEE SLE CUSTODIAN 12 MO SU	SHADOWLAWN ELEM	Effective 2019-05-23 /transfer from / CHS CUSTODIAN

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
	ADDISON, HAL D FIH CUSTODIAN 12 MO SU	FLEMING ISLAND	Effective 2019-05-30 RESIGNATION
	ANDERSON, LESLIE RHS SCHOOL SECRETARY 12 MONTH 12 MO SU	RIDGEVIEW HIGH	Effective 2019-06-28 RESIGNATION
	BASS, CARMEN A OPH REGISTERED NURSE 10 MONTH	ORANGE PARK HIG	Effective 2019-06-07 RESIGNATION
	BOYETTE, MOSLEY LAPRADD TES CAFE VAN DRIVER 6.75 HOURS 9 MON SU	TYNES ELEMENTAR	Effective 2019-06-05 RESIGNATION
0.9	BURNS, DIANA LYNN KHE BEHAVIORAL HEALTH ASST 9 MON SU	KEYSTONE HEIGHT	Effective 2019-06-05 RESIGNATION
	CLAYTON, TAMMY S ITS TECH SPECIALIST 12 MO SU	INFORMATION SER	Effective 2019-06-28 RESIGNATION
	COFFIN, MARGARET A ROE CAFE ASSISTANT 6 HOURS 9 MON CA	RIDEOUT ELEMENT	Effective 2019-06-05 RETIREMENT
0.9	COLUMBANO, JOHN A FIE BEHAVIORAL HEALTH ASST 9 MON SU	FLEMING ISLAND	Effective 2019-06-05 RESIGNATION
0.8	CONAWAY, HEIDI M LAE IN SCHOOL SUSPENSION 9 MON SU	LAKE ASBURY ELE	Effective 2019-05-30 RESIGNATION
	CRAWFORD, ERIN C FIE MEDIA TECHNICAL ASST 10 MONTH	FLEMING ISLAND	Effective 2019-06-07 RESIGNATION
0.9	DICKASON, TAMARA LYNN MHS GENERAL HEALTH ASSISTA 9 MON SU	MIDDLEBURG HIGH	Effective 2019-06-05 RESIGNATION
0.8	HARDIN, JANET L SPC GENERIC CLASSROOM ASSISTAN 9 MON SU	SWIMMING PEN CR	Effective 2019-06-05 RESIGNATION
	HARRIS, LISA SPC CAFE ASSISTANT 4.5 HOURS 9 MON CA	SWIMMING PEN CR	Effective 2019-05-24 RESIGNATION
	HERSHBERGER, NANCY JOAN LJH CUSTODIAN 12 MO SU	LAKESIDE JUNIOR	Effective 2019-06-28 RETIREMENT
	KENDRICK, FELECIA J GPE CAFE ASSISTANT 6.5 HOURS 9 MON CA	GROVE PARK ELEM	Effective 2019-06-03 RETIREMENT
0.9	LEE, HANNAH SALOME POE BEHAVIORAL HEALTH ASST 9 MON SU	PLANTATION OAKS	Effective 2019-06-05 CONCLUDE EMPLOYMENT

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
0.9	MARTIN, ALLISON M FIE BEHAVIORAL HEALTH ASST 9 MON SU	FLEMING ISLAND	Effective 2019-05-31 RESIGNATION
	MCHARDY, MICHELLE ELLEN BAF PAYROLL ASSISTANT 12 MO SU	BUSINESS AFFAIR	Effective 2019-06-10 RESIGNATION
	MCNIDER, DENA MARIE OPH BOOKEEPER 12 MO SU	ORANGE PARK HIG	Effective 2019-06-21 RESIGNATION
	MELVIN, ERIC MICHAEL FIH CUSTODIAN 12 MO SU	FLEMING ISLAND	Effective 2019-05-06 RESIGNATION
	MENNE, DEBRA SUE CEB SCHOOL SEC ADMINISTRATION 10 MONTH	CHARLES E. BENN	Effective 2019-06-07 RETIREMENT
0.9	MRWIK, ANGELA MAE FIE BEHAVIORAL HEALTH ASST 9 MON SU	FLEMING ISLAND	Effective 2019-06-05 RESIGNATION
0.9	PRICE, PRATHER LJH BEHAVIORAL HEALTH ASST 9 MON SU	LAKESIDE JUNIOR	Effective 2019-05-21 RESIGNATION
0.8	RANDA, SARAH N MBE GENERIC CLASSROOM ASSISTAN 9 MON SU	MIDDLEBURG ELEM	Effective 2019-06-05 CONCLUDE EMPLOYMENT
0.2	RANDA, SARAH N MBE TITLE I ASSISTANT 9 MON SU	MIDDLEBURG ELEM	Effective 2019-06-05 CONCLUDE EMPLOYMENT
0.9	RIABO, TRISTAN B BLC BEHAVIORAL HEALTH ASST 9 MON SU	BANNERMAN LEARN	Effective 2019-05-17 RESIGNATION
0.9	ROACH, CANDI M MRE BEHAVIORAL HEALTH ASST 9 MON SU	MCRAE ELEMENTAR	Effective 2019-06-05 RESIGNATION
	SPRING, DINORAH S AES CUSTODIAN 12 MO SU	ARGYLE ELEMENTA	Effective 2019-06-07 RESIGNATION
	THIESSEN, KELLY K STS ADMIN SECRETARY SR 12 MO SU	STUDENT SERVICE	Effective 2019-06-24 RESIGNATION
	WOODS, CHESLEY J GPE ST RECORD SEC 12 MO 12 MO SU	GROVE PARK ELEM	Effective 2019-05-27 RESIGNATION
	YOUMANS, MICHELLE ELAINE SLE SCHOOL SEC ADMINISTRATION 10 MONTH	SHADOWLAWN ELEM	Effective 2019-06-07 RESIGNATION

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VI. Support Actions

F. SUPPLEMENT

	Name/Assignment	Site	

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VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
0.8	DONES, ASHLEY M SBJ ESOL CLASSROOM ASSISTANT 9 MON SU	S. BRYAN JENNIN	Effective 2019-08-13 9 MON SU / limited
0.8	GARCIA, RUBY R PES ESOL CLASSROOM ASSISTANT 9 MON SU	PATERSON ELEMEN	Effective 2019-08-13 9 MON SU / limited
0.8	SANCHEZ, JESSICA J LES ESOL CLASSROOM ASSISTANT 9 MON SU	LAKESIDE ELEMEN	Effective 2019-08-13 9 MON SU / limited
0.8	SATORNA-STREATY, CARLA E AES ESOL CLASSROOM ASSISTANT 9 MON SU	ARGYLE ELEMENTA	Effective 2019-08-13 9 MON SU / limited
0.8	WILLIAMS, ROCIO SANCHEZ OPH ESOL CLASSROOM ASSISTANT 9 MON SU	ORANGE PARK HIG	Effective 2019-08-09 9 MON SU / limited

VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
0.9	AMBIELLI, STEFANI LYNN WJH BEHAVIORAL HEALTH ASST 9 MON SU	WILKINSON JUNIO	9 MON SU / Multi-Year Conditional
0.9	ANDERSON, LAYSHA R CGE BEHAVIORAL HEALTH ASST 9 MON SU	COPPERGATE ELEM	9 MON SU / Annual
	AUMAN, DEE ANNA TES CAFE ASSISTANT 5 HOURS 9 MON CA	TYNES ELEMENTAR	9 MON CA / Annual
0.9	BAGLEY, SHAIN INDIA RHS BEHAVIORAL HEALTH ASST 9 MON SU	RIDGEVIEW HIGH	9 MON SU / Annual
	BROWN SR, THOMAS LEE SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	12 MO SU / Annual
0.9	BROWN, LEANN C POE GENERAL ASSISTANT 9 MON SU	PLANTATION OAKS	9 MON SU / Annual
0.9	CLEGG, LINDA M SPC BEHAVIORAL HEALTH ASST 9 MON SU	THUNDERBOLT ELE	9 MON SU / Annual
	CLIFFORD, SYLVIA C MBE LICENSED PRAC NURSE 10 MONTH	MIDDLEBURG ELEM	10 MONTH / Annual
	COLEMAN, MISTY LYNN KHH LICENSED PRAC NURSE 10 MONTH	KEYSTONE HEIGHT	10 MONTH / Annual
0.9	COLLINS, MICHAEL DEAN RHS BEHAVIORAL HEALTH ASST 9 MON SU	RIDGEVIEW HIGH	9 MON SU / Annual
	CUSACK, ASHLEY M MRE REGISTERED NURSE 10 MONTH	MCRAE ELEMENTAR	10 MONTH / Annual
	DORVILUS, JONA FIH CUSTODIAN 12 MO SU	FLEMING ISLAND	12 MO SU / Annual
0.9	DOWELL, SARAH DANIELLE KHH BEHAVIORAL HEALTH ASST 9 MON SU	KEYSTONE HEIGHT	9 MON SU / Multi-Year Conditional
	ERICKSON, MELINDA ANN OHS CUSTODIAN 12 MO SU	OAKLEAF HIGH SC	12 MO SU / Annual
	FREELAND, MELISSA STAR ROE CAFE ASSISTANT 6 HOURS 9 MON CA	RIDEOUT ELEMENT	9 MON CA / Annual
	GAETA, SUZANNA CLAIRE DOE REGISTERED NURSE 10 MONTH	DISCOVERY OAKS ELEMENTARY	10 MONTH / Annual
	GILBERT, BETH ANN LES CAFE ASSISTANT 5.25	LAKESIDE ELEMEN	9 MON CA / Annual

VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
	HOURS 9 MON CA		
	HERRING, SANDRALENE I POE CUSTODIAN 12 MO SU	PLANTATION OAKS	12 MO SU / Annual
	HINSON, WENDICE ANN SBJ LICENSED PRAC NURSE 10 MONTH	S. BRYAN JENNIN	10 MONTH / Multi-Year Conditional
	JAMES, WESLEY LORENZO SPC CUSTODIAN 12 MO SU	SWIMMING PEN CR	12 MO SU / Annual
	LUXENBERG, DANIEL J SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	12 MO SU / Annual
	MEDELLIN, LISA A FIE LICENSED PRAC NURSE 10 MONTH	FLEMING ISLAND	10 MONTH / Multi-Year Conditional
	MYERS, PHILIP A SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	12 MO SU / Annual
0.9	NELSON, MARISOL AES GENERAL HEALTH ASSISTA 9 MON SU	ARGYLE ELEMENTA	9 MON SU / Annual
	PARRISH, SEBRENA Y SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	12 MO SU / Annual
	PEARSON, EILEEN TES CUSTODIAN 12 MO SU	TYNES ELEMENTAR	12 MO SU / Annual
	PITTMAN JR, RONNIE LEE SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	12 MO SU / Annual
0.9	PRIDGEN, MELISSA A LES GENERAL ASSISTANT 9 MON SU	FLEMING ISLAND	9 MON SU / Annual
	REES, JOSHUA NICHOLAS RHS CUSTODIAN 12 MO SU	RIDGEVIEW HIGH	12 MO SU / Annual
	ROXAS, LIZA J LJH CAFE ASSISTANT 3 HOURS 9 MON CA	LAKESIDE JUNIOR	9 MON CA / Annual
	SAPP, LARRY MATTHEW SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	12 MO SU / Annual
0.9	SCHULTHEISS, AMY L ROE BEHAVIORAL HEALTH ASST 9 MON SU	RIDEOUT ELEMENT	9 MON SU / Multi-Year Conditional
	SHEALEY, JOANNE PES CUSTODIAN 12 MO SU	PATERSON ELEMEN	12 MO SU / Annual
0.8	SPOFFORD, JANET LESLIE SPC GENERIC CLASSROOM ASSISTAN 9 MON SU	THUNDERBOLT ELE	9 MON SU / Annual

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VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
0.8	STEVENS, CRYSTAL D TBE IN SCHOOL SUSPENSION 9 MON SU	THUNDERBOLT ELE	9 MON SU / Multi-Year Conditional
	THOMPSON, MICHAELA SERENA MHS LICENSED PRAC NURSE 10 MONTH	MIDDLEBURG HIGH	10 MONTH / Multi-Year Conditional
0.9	TRAMMELL, KAREN W WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. CHERRY ELE	9 MON SU / Annual
0.8	VANGINKEL, GINA E PES GENERIC CLASSROOM ASSISTAN 9 MON SU	DOCTORS INLET E	9 MON SU / Annual
0.9	WHITE, MICHELLE K ROE BEHAVIORAL HEALTH ASST 9 MON SU	RIDEOUT ELEMENT	9 MON SU / Annual

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VI. Support Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous
ZARKIS, TINA LYNN MHS REGISTERED NURSE 10 MONTH	LAKE ASBURY JUN	

VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	Previous
0.9	ALVES, JILLIAN C PES GENERAL ASSISTANT 9 MON SU	PATERSON ELEMEN	Effective 2019-08-09 /transfer from /
0.9	BAGGETT, HELEN I LAJ BEHAVIORAL HEALTH ASST 9 MON SU	SWIMMING PEN CR	Effective 2019-08-09 /transfer from /
	CONCHA, SHANNON LEE TRN ASSITANT PARTS MANAGER 12 MO SU	TRANSPORTATION	Effective 2019-07-01 /transfer from /
	CONSTANTINO, SHANNON NICOLE LES MEDIA TECHNICAL ASST 10 MONTH	TYNES ELEMENTAR	Effective 2019-08-06 /transfer from /
	DE JESUS, MILAGROS AES CAFE ASSISTANT 7 HOURS 9 MON CA	ARGYLE ELEMENTA	Effective 2019-08-12 /transfer from /
0.9	DOOLEY, MELISSA A LES GENERAL ASSISTANT 9 MON SU	RIDGEVIEW ELEME	Effective 2019-08-09 /transfer from /
	GANN, ROBIN M OPR ADMIN SECT, SR 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-07-01 /transfer from /
0.9	HARMS, JULIE L TBE GENERAL HEALTH ASSISTA 9 MON SU	THUNDERBOLT ELE	Effective 2019-08-09 /transfer from /
0.9	HILTON, TERESA G MCE BEHAVIORAL HEALTH ASST 9 MON SU	MONTCLAIR ELEME	Effective 2019-08-09 /transfer from /
	HOPKINS, LEIGH ANN STS CLERICAL SUPPORT ASSISTANT 12 MO SU	INSTRUCTIONAL R	Effective 2019-07-01 /transfer from /
	JOHNS, KATHY R WES CAFE ASSISTANT 3 HOURS 9 MON CA	WILKINSON ELEME	Effective 2019-08-12 /transfer from /
	LIPSITZ, DAWN M ROE SECRETARY 11 MO 11 MONTH	S. BRYAN JENNIN	Effective 2019-07-22 /transfer from /
	MCINARNAY, REBECCA RENEE SLE CUSTODIAN 12 MO SU	SHADOWLAWN ELEM	Effective 2019-07-01 /transfer from /
0.8	MCINNISLOPEZ, DARA JOMARI PES HEALTH ASSISTANT 9 MON SU	PATERSON ELEMEN	Effective 2019-08-09 /transfer from /
0.8	MUMPOWER, CHRISTINA LEE SPC GENERIC CLASSROOM ASSISTAN 9 MON SU	SWIMMING PEN CR	Effective 2019-08-09 /transfer from /
	NORRIS, JENNIFER MARY BLC ST RECORD SEC 12 MO 12 MO SU	BANNERMAN LEARN	Effective 2019-07-01 /transfer from /

VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	Previous
	PAINTER, REGINA ANN OHS SECRETARY 11 MO 11 MONTH	OAKLEAF JUNIOR	Effective 2019-07-22 /transfer from /
	PEREZ CRUZ, YAMUEL OMAR ITS TECH SPECIALIST 12 MO SU	TRANSPORTATION	Effective 2019-07-01 /transfer from /
0.9	RUSSELL, NICOLE LYNNE POE BEHAVIORAL HEALTH ASST 9 MON SU	PLANTATION OAKS	Effective 2019-08-09 /transfer from /
	THOMPSON, LAURA STACHELCZY RHS MEDIA TECHNICAL ASST 10 MONTH	LAKESIDE ELEMEN	Effective 2019-08-06 /transfer from /
0.9	THOMPSON, MICHELE L LES GENERAL ASSISTANT 9 MON SU	RIDGEVIEW ELEME	Effective 2019-08-09 /transfer from /
	WELCH, JULIE L RVE MEDIA TECHNICAL ASST 10 MONTH	RIDGEVIEW ELEME	Effective 2019-08-06 /transfer from /
	YEARTY, SELINA RENEE OPH PRINCIPAL SECRETARY CONFIDEN	OAKLEAF HIGH SC	Effective 2019-07-01 /transfer from /

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Action/Effective
GUTHRIE, DAWN TRN PAYROLL SUPPORT ASST 12 MO SU	TRANSPORTATION	Effective 2019-07-01 RETIREMENT

F. SUPPLEMENT

	Name/Assignment	Site	

AgendaPlus®

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School Board of Clay County

June 27, 2019 - Regular School Board Meeting

C5

Title
Daily Hours for Teachers and Students for School Year 2019-20

Description

Clay County District Schools establish student and teacher reporting hours on an annual basis. Additionally, common planning time is delineated for each school on a weekly basis. Common planning provides structured time during the school day for teachers to share instructional challenges, and best practices, as well as participate in sustained development activities.

Gap Analysis

The use of Common panning time links collaboration among adults in schools with higher levels of teacher commitment, satisfaction, efficacy, and improved student outcomes. Common planning time has the potential to advance student achievement, teacher efficacy, and sustain effective learning environments.

Previous Outcomes

Clay County District Schools establishes daily school hours on an annual basis to accommodate the adjustments made for weekly common planning time.

Expected Outcomes

1. Grade levels and departments within schools will set and monitor student engagement and achievement goals and practices.
2. Common Planning time will serve to assist teams of teachers to implement the district's instructional frameworks, curriculum guides, and new resources.
3. Common Planning time will serve schools and grade-levels/content teams to identify and use interventions that touch all students (e.g., positive behavior and incentive systems, active instruction, college/career awareness).

Strategic Plan Goal

- Goal 1: Develop Great Educators and Leaders.
- Strategy 1.1: Develop a high quality and aligned instructional system.

Recommendation

That the Clay County School Board approve the 2019-20 School Hours as submitted.

Contact
Terry Connor, Chief Academic Officer, terrence.connor@myoneclay.net, 904.652.3066

Financial Impact
None

Review Comments

Attachments

School Hours 2019-20.pdf

DRAFT

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Clay County District Schools School Hours
2019-2020

SCHOOL	TEACHER REPORTING	TEACHER LEAVING	STUDENT REPORTING	STUDENT LEAVING	PLCs/COMMON PLANNING
Argyle Elementary (Wednesday Only)	8:00 8:15	3:30 3:45	8:30	2:42	2:45-3:45
Bannerman Learning Center (Wednesday Only)	6:40 7:00	2:10 2:30	6:45 7:30	1:10 2:02	2:05-2:55
C.E. Bennett Elementary (Wednesday Only)	7:50 8:05	3:40 3:55	8:20	2:50	2:50-3:55
W.E. Cherry Elementary (Tuesday Only)	8:00 8:15	3:30 3:45	8:30	2:42	2:45-3:45
Clay Hill Elementary (Thursday Only)	7:30	3:00	8:30	2:42	7:30-8:30
Clay High (Wednesday Only)	7:00	2:30	7:20	1:40 1:20	1:30-2:30
Coppergate Elementary (Wednesday Only)	7:50 7:25	3:20 3:05	8:30	2:42	7:25-8:25
Discovery Oaks Elementary (Wednesday Only)	7:45 8:15	3:15 3:45	8:30	2:42	2:45-3:45
Doctors Inlet Elementary (Wednesday Only)	7:40 8:15	3:10 3:45	8:30	2:42	2:45-3:45
Fleming Island Elementary (Wednesday Only)	7:45 8:15	3:15 3:45	8:30	2:42	2:45-3:45
Fleming Island High (Wednesday Only)	7:00	2:30	7:20	1:40 1:20	1:30-2:30
Green Cove Springs Jr High (Friday Only)	8:25	3:55	9:30	3:42	8:25-9:25
Grove Park Elementary (Tuesday Only)	7:45 8:15	3:15 3:45	8:30	2:42	2:45-3:45
S.B. Jennings Elementary (Tuesday Only)	7:30 7:20	3:00 2:50	8:30	2:42	7:30-8:30
Keystone Heights Elementary (Wednesday Only)	8:00 7:30	3:30 3:00	8:35	2:47	7:30-8:30
Keystone Heights Jr/Sr High (Wednesday Only)	7:00	2:30	7:20	1:40 1:20	1:30-2:30
Lake Asbury Elementary (Wednesday Only)	7:40 8:15	3:10 3:45	8:30	2:42	2:45-3:45
Lake Asbury Junior High (Thursday Only)	8:20	3:50	9:30	3:42	8:25-9:25
Lakeside Elementary (Thursday Only)	7:40 7:25	3:10 2:55	8:30	2:42	7:25-8:25
Lakeside Junior High (Tuesday Only)	8:20	3:50	9:30	3:42	8:25-9:25
McRae Elementary (Thursday Only)	7:45	3:15	8:45	2:57	7:45-8:45

SCHOOL	TEACHER REPORTING	TEACHER LEAVING	STUDENT REPORTING	STUDENT LEAVING	PLCs/COMMON PLANNING
Middleburg Elementary (Tuesday Only)	7:45 8:15	3:15 3:45	8:30	2:42	2:45-3:45
Middleburg High (Wednesday Only)	7:00	2:30	7:20	1:40 1:20	1:30-2:30
Montclair Elementary (Wednesday Only)	7:45 8:15	3:15 3:45	8:30	2:42	2:45-3:45
OakLeaf High (Wednesday Only)	7:00	2:30	7:20	1:40 1:20	1:30-2:30
OakLeaf Junior High (Tuesday Only)	8:20	3:50	9:30	3:42	8:25-9:25
OakLeaf Village Elementary (Wednesday Only)	8:00 8:15	3:30 3:45	8:30	2:42	2:45-3:45
Orange Park Elementary (Wednesday Only)	7:10 7:30	2:40 3:00	7:45	1:57	2:00-3:00
Orange Park Junior High (Thursday Only)	8:20	3:50	9:30	3:42	8:25-9:25
Orange Park High (Wednesday Only)	7:00	2:30	7:20	1:40 1:20	1:30-2:30
Paterson Elementary (Tuesday Only)	8:00 7:25	3:30 2:55	8:30	2:42	7:25-8:25
Plantation Oaks Elementary (Tuesday Only)	8:00 7:25	3:30 2:55	8:30	2:42	7:25-8:25
RideOut Elementary (Tuesday Only)	7:50 8:05	3:20 3:35	8:20	2:32	2:35-3:35
Ridgeview Elementary (Wednesday Only)	7:45 8:15	3:15 3:45	8:30	2:42	2:45-3:45
Ridgeview High (Wednesday Only)	7:00	2:30	7:20	1:40 1:20	1:30-2:30
Shadowlawn Elementary (Tuesday Only)	7:45 8:05	3:15 3:35	8:20	2:32	2:35-3:35
Swimming Pen Creek Elem. (Thursday Only)	7:40 8:15	3:10 3:45	8:30	2:42	2:45-3:45
Thunderbolt Elementary (Tuesday Only)	7:40 7:30	3:10 3:00	8:30	2:42	7:30-8:30
Tynes Elementary (Thursday Only)	7:40 7:30	3:10 3:00	8:30	2:42	7:30-8:30
Wilkinson Elementary (Wednesday Only)	7:30 7:20	3:00 2:50	8:30	2:42	7:25-8:25
Wilkinson Junior High (Thursday Only)	8:20	3:50	9:30	3:42	8:25-9:25
C-W Instructional Personnel	7:30	3:00	—	—	—

AgendaPlus®

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School Board of Clay County

June 27, 2019 - Regular School Board Meeting

C6

Title

Permission to Publish An Advertisement for Astronomy, Forensic, Marine and Physical Science Adoption

Description

The Pre-selection adoption committee was comprised of a teacher representative from each impacted school and subject area. These certified Clay County District Schools teachers vetted materials for the considered courses using a comprehensive rubric that aligned curricula to materials. The committee met on April 5, 2019 and thoroughly reviewed all available curriculum options from the state adoption list. The teams worked to apply rigorous alignment criteria using evaluation tools provided by the Instructional Resources Department and the Science Curriculum Specialists to each selection to determine the top two products that would best meet the needs of the students of Clay County.

The top two products selected for each subject were then posted on the Instructional Resources page of the District's website. The public was encouraged to view the products and there were corresponding surveys posted for them to complete and express their individual comments and/or concerns about each one. In addition to the website surveys, a survey was sent to each impacted teacher for feedback.

In order to finalize the vetting process and produce a final selection, all impacted science teachers were asked to provide feedback about the two choices and the ability of each to meet the needs of their students. In an effort to be as transparent as possible, the surveys provided detailed information about each product being considered. Feedback was due to the Instructional Resources Office by Friday, April 26th to allow the District Committee to meet on Friday, May 3rd to review feedback and recommendations.

Florida State Statute 1006.283 requires an open, noticed school board hearing to receive public comment on the recommended instructional materials. The publication of notice allows CCDS to meet this requirement.

Grade/Subject and Textbooks
Astronomy Solar/Galactic Honors (2020910)
• McGraw-Hill School Education - *Explorations: An Introduction to Astronomy*
Marine Science 1 (2002500)
• McGraw-Hill School Education - *Marine Science, Florida Edition*
Physical Science (2003310) / Physical Science Honors (2003320)
• McGraw-Hill School Education - *Glencoe Physical Science 2019 Florida Edition*
Forensic Science 1 (#2002480)
• Cengage- *Forensic Science: Fundamentals & Investigations, 2nd Edition*

Gap Analysis

Instructional Materials for Astronomy, Forensic, Marine and Physical Sciences were not adopted during the 2017-18 Science Adoption year.

Previous Outcomes

Statute requires a district to adopt within two years of the State's adoption year. F.S. 1006.283 Requires a public hearing to be posted in a publication 20 calendar days prior to the event in order for the public to be made fully aware of the District's intentions.

Expected Outcomes

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These materials would provide the teachers of Clay County current, quality, and aligned materials to enable them the ability to deliver and plan engaging lessons, and provide students with the resources to maximize learning and increase student outcomes.

Strategic Plan Goal

- Goal 1: Develop Great Educators and Leaders.
- Strategy 1.1: Develop a high quality and aligned instructional system.

Recommendation

That the Clay County School Board approve the publishing of an advertisement in the Clay Today, informing the public of a hearing on newly vetted Astronomy, Forensic, Marine and Physical Science materials.

Contact

Terry Connor, Assistant Superintendent of Curriculum and Instruction, terrence.connor@myoneclay.net, 904-652-3066 Cynthia Johnson, Supervisor of Instructional Resources, cynthia.johnson@myoneclay.net, 904-336-6911

Financial Impact

$233,214.03

Review Comments

Attachments

- Astronomy Science Committee Scorecard.pdf
- Forensic Science Pre-Selection Committee Rubric.pdf
- Physical Science Committee Scorecard.pdf
- Physical Teacher Feedback Scorecard.pdf
- 2018-19 Science Adoption District Committee Recommendations.pdf
- 2019 Science Adoption -Pre-selection Committee Results - Astronomy, Forensic Marine and Physical.pdf
- Astronomy Teacher Feedback Scorecard.pdf
- Marine Science Committee Scorecard.pdf
- Consensus Forensic.pdf
- 2019 Science Adoption Quotes.pdf

DO NOT ORDER YET 2019 Science Adoption Numbers and Cost	Student Edition				Teacher Edition			
	Forensic Science	PHYSICAL SCIENCE	MARINE SCIENCE	ASTRONOMY	TEACHER-Forensic Science	TEACHER - Physical Science	TEACHER - Marine Science	TEACHER-Astronomy
Green Cove Springs Junior High (0021)		75				1		
Lake Asbury Junior High (0481)		55				1		
Lakeside Junior High (0351)		75				1		
Oakleaf Junior High (0611)		75				1		
Orange Park Junior High (0361)		100				1		
Keystone Heights Jr/Sr High (0311)		125				3		
Clay High School (0341)	60	100	30		1	2	1	
Fleming Island High School (0551)		100		40		1		1
Middleburg High (0391)		60	210			1	2	
Oakleaf High School		210	150	60		2	1	1
Orange Park High (0252)	60		150		1		3	
Ridgeview High School (0431)		220	50	20		5	2	1
Bannerman Learning Center (0111)		10				1		
GRAND TOTAL	120	1205	590	120	2	20	9	3
COST	$9,450.40	$110,293.65	$85,579.50	$16,318.80	$0.00	$0.00	$0.00	$0.00
Plus Shipping & Handling - about 5%	$472.52	$5,514.68	$4,278.98	$1,305.50				
TOTAL	$9,922.92	$115,808.33	$89,858.48	$17,624.30				

Teacher Editions are FREE

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Prepared By: Gwendolyne Richards, (904) 477-3442, gwen.richards@cengage.com

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Anthony Bradley
2300 Kingsley Ave, RM V116
Orange Park, FL 32073
USA

BILL TO: Clay Co School District
Cynthia Johnson
900 Walnut St
Green Cove Springs, FL 32043
USA

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Independence, KY 41051
(800) 354-9706
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Digital Fulfillment Method: Not-applicable

Quoted Products: Science/AE

Qty	Update Qty	Product	Price	Quoted Price	Total
60		**Forensic Science : Fundamentals & Investigations** Bertino/Bertino 2nd Edition [K12, 2016] 9781305077119 / 1305077113 *Print book only*	$96.50	$77.20	$4,632.00
1		**Website for Bertino/Bertino's Forensic Science: Fundamentals and Investigations, 2nd** Bertino/Bertino 2nd Edition [K12, 2016] 9781305108363 / 1305108361 *Free teacher resource*	$70.75	$0.00	FREE
1		**Cengage Testing, powered by Cognero® for Bertino/Bertino's Forensic Science: Fundamentals and Investigations, Instant Access** Bertino/Bertino 2nd Edition [K12, 2016] 9781305108721 / 1305108728 *Free test item bank*	$59.00	$0.00	FREE
1		**Technology Demo CD-ROM for Bertino/Bertino's Forensic Science: Fundamentals and Investigations, 2nd** Bertino 2nd Edition [K12, 2016] 9781305627925 / 130562792X *Free teacher resource*	$6.50	$0.00	FREE
1		**Bundle: Forensic Science: Fundamentals and Investigations, 2nd Student Edition + MindTap (6-year access)** Bertino/Bertino 2nd Edition [K12, 2016] 9781305467453 / 1305467450 *Print book + MindTap digital 6 year access*	$116.50	$93.20	$93.20
1		**Wraparound Teacher's Edition for Bertino/Bertino's Forensic Science: Fundamentals and Investigations, 2nd** Bertino/Bertino 2nd Edition [K12, 2016] 9781305107922 / 1305107926	$141.75	$0.00	FREE

Sub-Total: $4,725.20

+ Estimated Shipping and/or Process Fee: $0.00

TOTAL: $4,725.20

Total Savings: $1,459.30

Please attach a copy of the quote to the Purchase Order.

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Presented To: Joshua Freeman (904) 529-3034, jjfreeman@oneclay.net
Prepared By: Gwendolyne Richards, (904) 477-3442, gwen.richards@cengage.com

SHIP TO: Clay High School
Joshua Freeman
2025 Highway 16 W
Green Cove Springs, FL 32043
USA

BILL TO: Clay Co School District
Cynthia Johnson
900 Walnut St
Green Cove Springs, FL 32043
USA

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
http://NGL.Cengage.com/CustomerSupport

Digital Fulfillment Method: Self-Registration

Quoted Products: Science/AE

Qty	Update Qty	Product	Price	Quoted Price	Total
60		Forensic Science : Fundamentals & Investigations Bertino/Bertino 2nd Edition [K12, 2016] 9781305077119 / 1305077113 *Print book only*	$96.50	$77.20	$4,632.00
1		Website for Bertino/Bertino's Forensic Science: Fundamentals and Investigations, 2nd Bertino/Bertino 2nd Edition [K12, 2016] 9781305108363 / 1305108361 *Free teacher resource*	$70.75	$0.00	FREE
1		Cengage Testing, powered by Cognero® for Bertino/Bertino's Forensic Science: Fundamentals and Investigations, Instant Access Bertino/Bertino 2nd Edition [K12, 2016] 9781305108721 / 1305108728 *Free test item bank*	$59.00	$0.00	FREE
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1		Bundle: Forensic Science: Fundamentals and Investigations, 2nd Student Edition + MindTap (6-year access) Bertino/Bertino 2nd Edition [K12, 2016] 9781305467453 / 1305467450 *Print book + MindTap digital 6 year access*	$116.50	$93.20	$93.20
1		Wraparound Teacher's Edition for Bertino/Bertino's Forensic Science: Fundamentals and Investigations, 2nd Bertino/Bertino 2nd Edition [K12, 2016] 9781305107922 / 1305107926	$141.75	$0.00	FREE

Sub-Total: $4,725.20
+ Estimated Shipping and/or Process Fee: $0.00

TOTAL: $4,725.20

Total Savings: $1,459.30

Please attach a copy of the quote to the Purchase Order.

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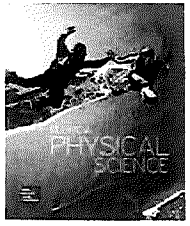

School: School Board of Clay County **Phone:** (_ _____

Principal: _____ **Date:**019

Attn: Cindy Johnson, Supervisor of Instructional Mate **County:** _____

Address: _____ **FL, Zip Code:** _____

All free materials are calculated by dividing the number of books purchased by the ratio listed.

Florida Physical Science © 2019

Student Textbooks Needed (Enrollment	0	-	Purchase	0	Free	0
FSBD CODE	**ISBN**	**Ratio per book purchased**	**TITLE**	**PRICE**	**QTY.**	**Total $**
85-657-0	9780079046055	N/A	FL Complete Student Bundle (Hardbound Student Edition; Consumable Workbook; 5 yr Digital Access)	$91.53	1205	$110,293.65
1 FREE PER TEACHER						
85-664-1	9780079042262	1:50	Florida Physical Science Teacher Edition	$117.39	24	FREE
85-664-2	9780079042385	1:50	Florida Physical Science Teacher Lesson Center, 5-year Subscription	$103.92	24	FREE
Included with the Purchase of Florida Student Suite *(First year provided; subsequent years of adoption upon request)*						
85-623-3	9780078962998	1:1	Florida Science Notebook	$12.60	0	FREE
The Following Information is for Standalone Purposes						
85-700-1	9780079042255	N/A	Florida Physical Science Student Edition	$87.80	0	$0.00
85-700-3	9780079042309	N/A	FL Physical Science Student Learning Center, 1-year subscription	$19.08	0	$0.00
85-664-3	9780079042354	N/A	FL Physical Science Teacher Center, 1-year subscription	$28.47	0	$0.00
85-623-3	9780078962998	N/A	Florida Science Notebook	$12.60	0	$0.00
85-623-4	9780078963155	N/A	Reading Essentials Student Edition	$15.00	0	$0.00
				Total		$110,293.65

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McGraw-Hill Education

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Castro, Marine Science © 2016

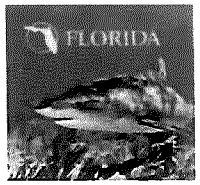
School: School Board of Clay County **Email** _____

Principal: _____ **Date: June 3, 2019**

Attn: Cindy Johnson, Supervisor of Instructional Materials

Address: _____ **FL, Zip Code:**

Orders Must be Submited Through FSBD



	ISBN	TITLE	PRICE	QTY.	Total $
Castro, Marine Science					
85-586-0	9780079015778	Castro, Marine Science, 2016, 1e, Florida Standard Student Print/Digital Basic Bundle	$145.05	590	$85,579.50
Included in the Basic Bundle					
85-599-3	9780079002501	ConnectEd, 5-Year Student Subscription	$113.40		FREE
85-599-1	9780021422654	Print Student Edition	$123.54		FREE
85-586-4	9780079002495	Teacher, ConnectEd 5-Year Subscription (1:50)	$88.35	12	FREE

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QUOTE PREPARED FOR:

School Board of Clay County
814 WALNUT ST
GREEN COVE SPRINGS, FL 32043
ACCOUNT NUMBER: 264580

SUBSCRIPTION/DIGITAL CONTACT:

Cynthia Johnson
cynthia.johnson@myoneclay.net
(904) 284-6500

CONTACT:

Cynthia Johnson
cynthia.johnson@myoneclay.net
(904) 284-6500

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SALES REP INFORMATION:

Lisa Davies
lisa.davies@mheducation.com

Section Summary		Value of All Materials	Free Materials	Product Subtotal
ASTRONOMY		$17,088.21	($769.41)	$16,318.80
	PRODUCT TOTAL*	$17,088.21	($769.41)	$16,318.80
	ESTIMATED S&H**			$1,305.50
	ESTIMATED TAX**			$0.00
	GRAND TOTAL*			$17,624.30

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges are not included in the quote total. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

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QUOTE NUMBER: DCONO-06042019-005

ACCOUNT NAME: School Board of Clay County
ACCOUNT #: 264580

EXPIRATION DATE: 07/19/2019
PAGE #: 1

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
ASTRONOMY					
EXPLORATIONS AN INTRODUCTION TO ASTRONOMY STANDARD SE (SE WITH OSE) 6 YR BUNDLE	978-0-07-695325-7	120	$135.99	$0.00	$16,318.80
EXPLORATIONS AN INTRODUCTION TO ASTRONOMY ONLINE TEACHER EDITION 6YR SBSCRPTN	978-0-07-692489-9	3	$256.47	$769.41	*Free Materials
			ASTRONOMY Subtotal:	**$769.41**	**$16,318.80**

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Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/04/2019
QUOTE NUMBER: DCONO-06042019-005

ACCOUNT NAME: School Board of Clay County
ACCOUNT #: 264580

EXPIRATION DATE: 07/19/2019
PAGE #: 2

2018-19 Science Adoption District Committee Recommendations

Grade/Subject and Textbooks	Teacher Recommendations	District Committee Vote
Astronomy Solar/Galactic Honors (2020910)		
• McGraw-Hill School Education - *Explorations: An Introduction to Astronomy*	X	6-0 Consensus
• National Geographic Learning Cengage - *Horizons: Exploring the Universe (14th Edition)*		
Marine Science 1 (2002500)		
• McGraw-Hill School Education - *Marine Science, Florida Edition*	X	6-0 Consensus
• Pearson - *Essentials of Oceanography*		
Physical Science (2003310) / Physical Science Honors (2003320)		
• McGraw-Hill School Education - *Glencoe Physical Science 2019 Florida Edition*	X	6-0 Consensus
• Pearson - *Physical Science: Concepts in Action 2011*		
Forensic Science 1 (#2002480)		
• Cengage- *Forensic Science: Fundamentals & Investigations, 2nd Edition*	X	6-0 Consensus

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Preselection Committee Results
2019 Science Adoption - Astronomy, Marine and Physical

Course	Choice 1	Choice 2
Astronomy	McGraw Hill- *Explorations an Intro to Astronomy*	National Geographic Cengage: *Horizons: Exploring the Universe,*14/e
Marine	McGraw Hill - *Marine Science, Florida Edition*	Pearson - *Essentials of Oceanography*
Physical	McGraw Hill - *Glencoe Physical Science*, 2019	Pearson- *Concepts in Action*, 2011
Forensic	Cengage-*Forensic Science:FUndamentals & Investigations,* 2016	

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Teacher Feedback Scorecard

2018-19 Physical Science Teacher Textbook Adoption Survey

Physical Science

Calculation Detail Average Scores Hide Show	Physical Science Concepts in Action ©2011 - Pearson	Glencoe Physical Science © 2019 Florida Edition - McGraw-Hill School Education
1. Provide Your Feedback About This Product	No	Yes
1. When comparing the two products being recommended, would this one be the most beneficial to the education of our Physical Science students?	No	Yes
Summary	No # Responses 3	Yes # Responses 2

Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Physical Science

Physical Science

Calculation Detail Average Scores Hide Show	Glencoe Physical Science © 2019 Florida Edition - McGraw-Hill School Education	Physical Science Concepts in Action ©2011 - Pearson	Discovery Education Science Techbook (Florida) – Physical Science - Discovery Education	Physical Science Concepts in Action with Earth and Space Science - Pearson
1. FIRST IMPRESSIONS	Somewhat meets the Standards Score 70	Somewhat meets the Standards Score 70	Meets the Standards Score 105	Somewhat meets the Standards Score 42
1. At first glance, the content and graphics are relatable and the book appears to be engaging for students.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. The organization of the content aligns with the order that you would teach the standards.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. The Benchmarks are identified at the point of need within the text in the student edition.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

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6. There is a parallel Spanish version of the entire submitted program available.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
7. There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. CONTENT	Somewhat meets the Standards Score 120	Somewhat meets the Standards Score 120	Meets the Standards Score 180	Somewhat meets the Standards Score 72
1. The content is aligned to all Standards and Benchmarks identified in the State Course Description.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. How well does the level (complexity or difficulty) of the treatment of the content match the standards?	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. The textbook is ordered logically, allowing one concept to build upon another..	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. The content is scientifically accurate and up-to-date.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. The individual concepts are represented in a variety of ways including: text, images, video, graphic organizers, simulations, etc.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

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6. The graphics are meaningful, appropriate, and facilitate learning.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
7. The content is appropriately chunked and presented in a logical sequence.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
8. The content reflects culturally responsive real-world STEM applications.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
9. In the Teacher's Edition (TE), the materials define and encourage the use of critical thinking skills (Cognitive Complexity/Depth of Knowledge), in addition to specific facts and concepts.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
10. The sequence of learning is educationally sound and developmentally appropriate.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
11. The opportunities for cross-curricular connections are presented for the teacher.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
12. The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. INSTRUCTIONAL FOCUS (LEARNING)	Somewhat meets the Standards Score 170	Somewhat meets the Standards Score 170	Meets the Standards Score 255	Somewhat meets the Standards Score 102

DRAFT

1. How well does the content make explicit connections between prior learning and new skills?	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. There is consistent standards-based alignment among objectives, content, and assessments.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. To what extent has scaffolding been used successfully in ways such as organized routines, advance organizers, prompts, step-by-step instructions, immediate and corrective feedback, simulations, and opportunities for research?	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
6. The text is at the appropriate grade level. The reading level is identified by lexile and content is provided at multiple lexile levels to engage students at their appropriate reading levels.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

DRAFT

7. The lessons include oral and written activities ranging from basic skills to application (Cognitive Complexity/DOK).	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
8. There is consistent standards-based alignment among the objectives, content, and assessments.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
9. The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
10. The lessons begin with and include authentic, real-world situations across the content areas whenever possible.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
11. To what extent do the materials request the teacher to model and explain a strategy/skill before asking students to do so?	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
12. The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
13. To what extent do the lessons apply the strategy to many examples of a target skill?	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

DRAFT

14. How well does the sequence of instruction move from teacher-directed to student-directed?	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
15. To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
16. To what extent is there adequate review of the most commonly assessed standards provided in the lessons.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
17. The teacher is alerted in the TE as to common mistakes, biases, and/or misconceptions relative to the content being studied.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. ASSESSMENT	Somewhat meets the Standards Score 90	Somewhat meets the Standards Score 90	Meets the Standards Score 135	Somewhat meets the Standards Score 54
1. There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. The text includes options to administer diagnostic, formative, and summative assessments.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. The assessment items are aligned to the benchmarks for content and complexity.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

DRAFT

4. The Depth of Knowledge and cognitive complexity is noted for each item.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. Where applicable, the assessment items are aligned to the FLDOE Item Specifications.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
6. There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
7. The test items include rationale for incorrect answers.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
8. There are a variety of assessments included throughout the text. When appropriate, the assessments include scoring rubrics and they can be scored online.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
9. The assessments are provided in English and Spanish.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. FORMAT AND ORGANIZATION	Somewhat meets the Standards Score 30	Somewhat meets the Standards Score 30	Meets the Standards Score 45	Somewhat meets the Standards Score 18
1. The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

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2. The order of the chapters and lessons is customizable by the District to align to the benchmarks.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. The readability level and vocabulary development is appropriate.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
6. TEACHERS SUPPORT MATERIALS	Somewhat meets the Standards Score 100	Somewhat meets the Standards Score 100	Meets the Standards Score 150	Somewhat meets the Standards Score 60
1. The teacher support materials provide background and content knowledge.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. There are sample questions included to guide higher order thinking. The text notes the level of Cognitive Complexity or Depth of Knowledge.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. The TE is well organized, comprehensive, and easy to use.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

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6. The ancillary materials scaffold knowledge and support lesson objectives.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
7. The ancillary materials include versions in English and Spanish.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
8. The supplementary materials (lab manuals, workbooks, online resources) provide remediation resources for lower achieving students and enrichment for higher achieving students.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
9. The teacher support materials provide technology applications in English and Spanish.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
10. There are leveled readers available in English and Spanish, and they are aligned with Science concepts.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
7. ELL INSTRUCTIONAL SUPPORT	Somewhat meets the Standards Score 60	Somewhat meets the Standards Score 60	Meets the Standards Score 90	Somewhat meets the Standards Score 36
1. The text is offered in Spanish in print and online.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. The materials, resources, and ancillary materials are offered in Spanish and other languages other than English.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

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3. The materials, resources, and ancillary materials are offered in Haitian Creole.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. The language objectives are explicitly identified for the teacher and describe how language will be used to meet a content objective. (Example of a Content Objective: Students will be able to distinguish between liquids, solids, and gases and provide an example of each. Language objective: Students will be able to orally describe characteristics of liquids, solids, and gases to a partner.)	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. The materials, resources, and ancillary materials provide scaffolding supports (sensory, graphic, and interactive) that facilitate students with concept attainment and advancement within targeted language proficiency levels.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
6. The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
8. ESE INSTRUCTIONAL SUPPORT	Somewhat meets the Standards Score 60	Somewhat meets the Standards Score 60	Meets the Standards Score 90	Somewhat meets the Standards Score 36

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1. The materials, resources, and ancillary materials identify essential points of instruction and support for language comprehension.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. The materials, resources, and ancillary materials provide support for language comprehension.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. The text identifies the Aligned Access Point Standards contained within the text.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. The digital test bank is compatible with the National Instructional Materials Accessibility Standard (NIMAS) accessibility standards, which allows tests to be utilized in alternative formats for students with disabilities.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
6. The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology & Learning Connections Guide for Flexible Digital Instructional Materials)	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

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9. DIGITAL PLATFORM	Somewhat meets the Standards Score 90	Somewhat meets the Standards Score 90	Meets the Standards Score 135	Somewhat meets the Standards Score 54
1. The layout and organization is user friendly.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. There are additional resources provided for teaching beyond the print version.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. The students can submit work and receive feedback electronically.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
6. There are resources available for teacher content support.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
7. The are resources available for teacher pedagogy support.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

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8. The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
9. The students can annotate digital text.	Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
Summary	Somewhat meets the Standards Score 790 # Responses 1	Somewhat meets the Standards Score 790 # Responses 1	Meets the Standards Score 1185 # Responses 1	Somewhat meets the Standards Score 474 # Responses 1

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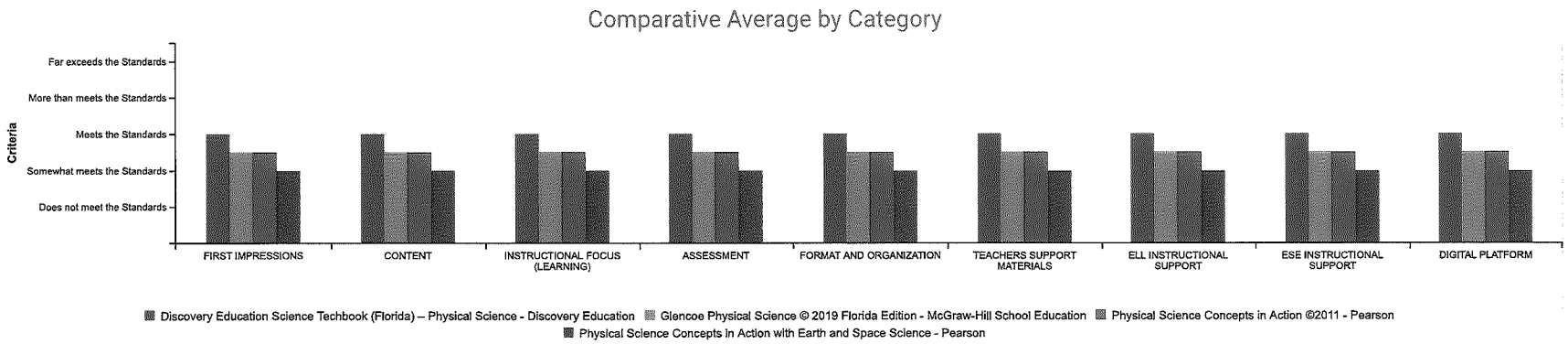
Comparative Average by Category
Criteria
Far exceeds the Standards
More than meets the Standards
Meets the Standards
Somewhat meets the Standards
Does not meet the Standards
FIRST IMPRESSIONS
CONTENT
INSTRUCTIONAL FOCUS (LEARNING)
ASSESSMENT
FORMAT AND ORGANIZATION
TEACHERS SUPPORT MATERIALS
ELL INSTRUCTIONAL SUPPORT
ESE INSTRUCTIONAL SUPPORT
DIGITAL PLATFORM
Discovery Education Science Techbook (Florida) – Physical Science - Discovery Education
Glencoe Physical Science © 2019 Florida Edition - McGraw-Hill School Education
Physical Science Concepts in Action ©2011 - Pearson
Physical Science Concepts in Action with Earth and Space Science - Pearson

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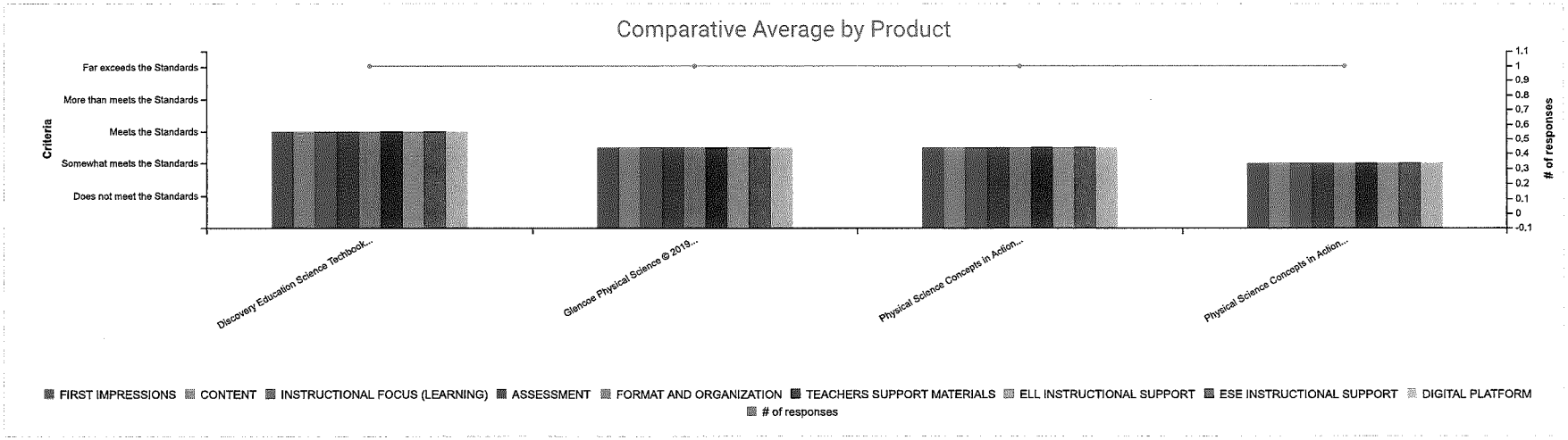
Comparative Average by Product
Criteria
Far exceeds the Standards
More than meets the Standards
Meets the Standards
Somewhat meets the Standards
Does not meet the Standards
# of responses
1.1
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
-0.1
Discovery Education Science Textbook...
Glencoe Physical Science © 2019...
Physical Science Concepts in Action...
Physical Science Concepts in Action...
FIRST IMPRESSIONS
CONTENT
INSTRUCTIONAL FOCUS (LEARNING)
ASSESSMENT
FORMAT AND ORGANIZATION
TEACHERS SUPPORT MATERIALS
ELL INSTRUCTIONAL SUPPORT
ESE INSTRUCTIONAL SUPPORT
DIGITAL PLATFORM
# of responses

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Teacher Feedback Scorecard

2018-19 Astronomy Solar/Galactic Honors Teacher Textbook Adoption Survey

Astronomy Solar/Galactic Honors

Calculation Detail Average Scores Hide Show	Horizons: Exploring the Universe, 14/e - National Geographic Learning Cengage	EXPLORATIONS AN INTRO TO ASTRONOMY - McGraw-Hill School Education
1. Provide Your Feedback About This Product	No	Yes
1. When comparing the two products being recommended, would this one be the most beneficial to the education of our Astronomy Solar/Galactic Honors students?	No	Yes
Summary	No # Responses 1	Yes # Responses 2

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Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Astronomy

Astronomy Solar/Galactic Honors

Calculation Detail Average Scores Hide Show	EXPLORATIONS AN INTRO TO ASTRONOMY - McGraw-Hill School Education	ASTRONOMY TODAY - Pearson	Horizons: Exploring the Universe, 14/e - National Geographic Learning Cengage	THE COSMIC PERSPECTIVE - Pearson
1. FIRST IMPRESSIONS	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
1. At first glance, the content and graphics are relatable and the book appears to be engaging for students.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
2. The organization of the content aligns with the order that you would teach the standards.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4. The Benchmarks are identified at the point of need within the text in the student edition.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

DRAFT

6. There is a parallel Spanish version of the entire submitted program available.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
7. There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
2. CONTENT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
1. The content is aligned to all Standards and Benchmarks identified in the State Course Description.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
2. How well does the level (complexity or difficulty) of the treatment of the content match the standards?	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. The textbook is ordered logically, allowing one concept to build upon another..	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4. The content is scientifically accurate and up-to-date.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. The individual concepts are represented in a variety of ways including: text, images, video, graphic organizers, simulations, etc.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

DRAFT

6. The graphics are meaningful, appropriate, and facilitate learning.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
7. The content is appropriately chunked and presented in a logical sequence.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
8. The content reflects culturally responsive real-world STEM applications.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
9. In the Teacher's Edition (TE), the materials define and encourage the use of critical thinking skills (Cognitive Complexity/Depth of Knowledge), in addition to specific facts and concepts.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
10. The sequence of learning is educationally sound and developmentally appropriate.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
11. The opportunities for cross-curricular connections are presented for the teacher.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
12. The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. INSTRUCTIONAL FOCUS (LEARNING)	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

DRAFT

1. How well does the content make explicit connections between prior learning and new skills?	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
2. The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. There is consistent standards-based alignment among objectives, content, and assessments.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4. The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. To what extent has scaffolding been used successfully in ways such as organized routines, advance organizers, prompts, step-by-step instructions, immediate and corrective feedback, simulations, and opportunities for research?	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
6. The text is at the appropriate grade level. The reading level is identified by lexile and content is provided at multiple lexile levels to engage students at their appropriate reading levels.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

DRAFT

7. The lessons include oral and written activities ranging from basic skills to application (Cognitive Complexity/DOK).	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
8. There is consistent standards-based alignment among the objectives, content, and assessments.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
9. The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
10. The lessons begin with and include authentic, real-world situations across the content areas whenever possible.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
11. To what extent do the materials request the teacher to model and explain a strategy/skill before asking students to do so?	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
12. The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
13. To what extent do the lessons apply the strategy to many examples of a target skill?	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

DRAFT

14. How well does the sequence of instruction move from teacher-directed to student-directed?	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
15. To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
16. To what extent is there adequate review of the most commonly assessed standards provided in the lessons.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
17. The teacher is alerted in the TE as to common mistakes, biases, and/or misconceptions relative to the content being studied.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4. ASSESSMENT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
1. There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
2. The text includes options to administer diagnostic, formative, and summative assessments.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. The assessment items are aligned to the benchmarks for content and complexity.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

DRAFT

4. The Depth of Knowledge and cognitive complexity is noted for each item.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. Where applicable, the assessment items are aligned to the FLDOE Item Specifications.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
6. There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
7. The test items include rationale for incorrect answers.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
8. There are a variety of assessments included throughout the text. When appropriate, the assessments include scoring rubrics and they can be scored online.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
9. The assessments are provided in English and Spanish.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. FORMAT AND ORGANIZATION	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
1. The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

DRAFT

2. The order of the chapters and lessons is customizable by the District to align to the benchmarks.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. The readability level and vocabulary development is appropriate.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
6. TEACHERS SUPPORT MATERIALS	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
1. The teacher support materials provide background and content knowledge.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
2. The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4. There are sample questions included to guide higher order thinking. The text notes the level of Cognitive Complexity or Depth of Knowledge.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. The TE is well organized, comprehensive, and easy to use.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

DRAFT

6. The ancillary materials scaffold knowledge and support lesson objectives.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
7. The ancillary materials include versions in English and Spanish.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
8. The supplementary materials (lab manuals, workbooks, online resources) provide remediation resources for lower achieving students and enrichment for higher achieving students.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
9. The teacher support materials provide technology applications in English and Spanish.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
10. There are leveled readers available in English and Spanish, and they are aligned with Science concepts.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
7. ELL INSTRUCTIONAL SUPPORT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
1. The text is offered in Spanish in print and online.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
2. The materials, resources, and ancillary materials are offered in Spanish and other languages other than English.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

DRAFT

3. The materials, resources, and ancillary materials are offered in Haitian Creole.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4. The language objectives are explicitly identified for the teacher and describe how language will be used to meet a content objective. (Example of a Content Objective: Students will be able to distinguish between liquids, solids, and gases and provide an example of each. Language objective: Students will be able to orally describe characteristics of liquids, solids, and gases to a partner.)	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. The materials, resources, and ancillary materials provide scaffolding supports (sensory, graphic, and interactive) that facilitate students with concept attainment and advancement within targeted language proficiency levels.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
6. The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
8. ESE INSTRUCTIONAL SUPPORT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
1. The materials, resources, and ancillary materials identify essential points of instruction and support for language comprehension.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

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2. The materials, resources, and ancillary materials provide support for language comprehension.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. The text identifies the Aligned Access Point Standards contained within the text.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4. The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. The digital test bank is compatible with the National Instructional Materials Accessibility Standard (NIMAS) accessibility standards, which allows tests to be utilized in alternative formats for students with disabilities.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
6. The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology & Learning Connections Guide for Flexible Digital Instructional Materials)	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
9. DIGITAL PLATFORM	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
1. The layout and organization is user friendly.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

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2. There are additional resources provided for teaching beyond the print version.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3. The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4. The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5. The students can submit work and receive feedback electronically.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
6. There are resources available for teacher content support.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
7. The are resources available for teacher pedagogy support.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
8. The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
9. The students can annotate digital text.	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
Summary	Meets the Standards # Responses 1	Somewhat meets the Standards # Responses 1	More than meets the Standards # Responses 1	Somewhat meets the Standards # Responses 1

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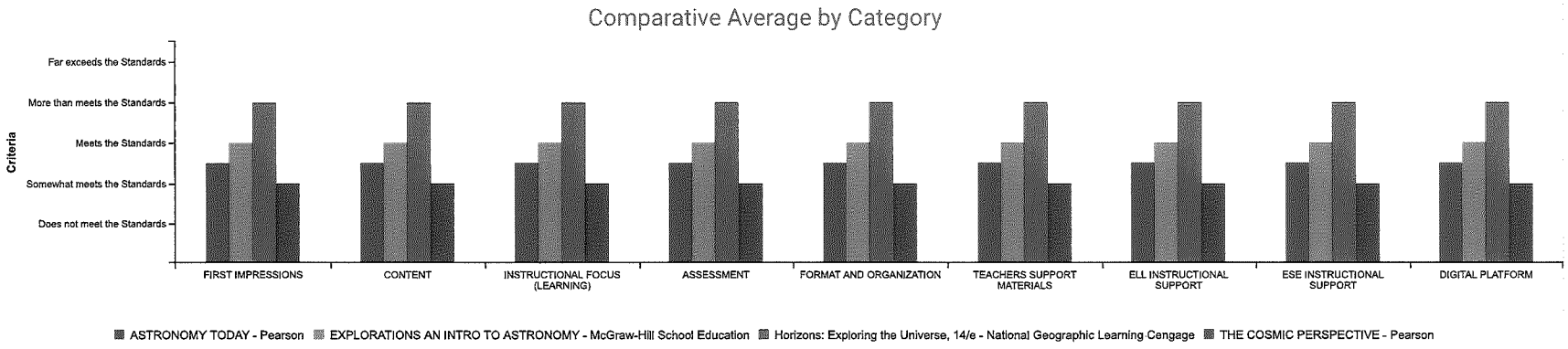
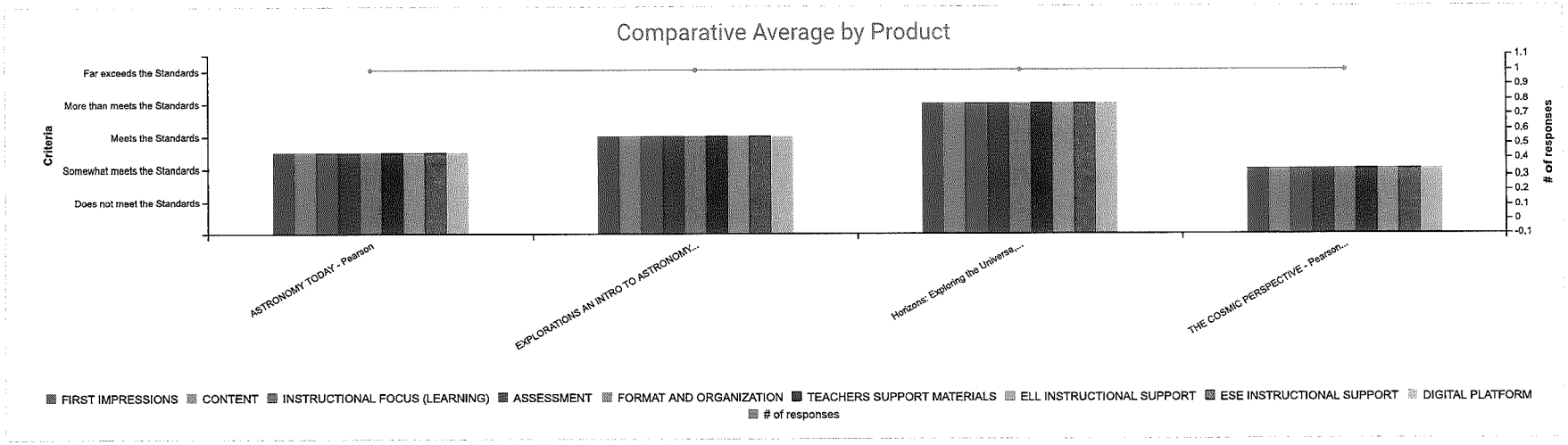

Comparative Average by Category
Criteria
Far exceeds the Standards
More than meets the Standards
Meets the Standards
Somewhat meets the Standards
Does not meet the Standards
FIRST IMPRESSIONS
CONTENT
INSTRUCTIONAL FOCUS (LEARNING)
ASSESSMENT
FORMAT AND ORGANIZATION
TEACHERS SUPPORT MATERIALS
ELL INSTRUCTIONAL SUPPORT
ESE INSTRUCTIONAL SUPPORT
DIGITAL PLATFORM
ASTRONOMY TODAY - Pearson
EXPLORATIONS AN INTRO TO ASTRONOMY - McGraw-Hill School Education
Horizons: Exploring the Universe, 14/e - National Geographic Learning Cengage
THE COSMIC PERSPECTIVE - Pearson

DRAFT


Comparative Average by Product
Criteria
Far exceeds the Standards
More than meets the Standards
Meets the Standards
Somewhat meets the Standards
Does not meet the Standards
1.1
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
-0.1
# of responses
ASTRONOMY TODAY - Pearson
EXPLORATIONS AN INTRO TO ASTRONOMY...
Horizons: Exploring the Universe,...
THE COSMIC PERSPECTIVE - Pearson...
FIRST IMPRESSIONS
CONTENT
INSTRUCTIONAL FOCUS (LEARNING)
ASSESSMENT
FORMAT AND ORGANIZATION
TEACHERS SUPPORT MATERIALS
ELL INSTRUCTIONAL SUPPORT
ESE INSTRUCTIONAL SUPPORT
DIGITAL PLATFORM
# of responses

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Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Marine Science

Marine Science 1

Calculation: Detail / Average Scores: Hide / Show	Marine Science, Florida Edition - McGraw-Hill School Education	Oceanography: An Invitation to Marine Science - National Geographic Learning Cengage	ESSENTIALS OF OCEANOGRAPHY - Pearson
1. FIRST IMPRESSIONS	Meets the Standards Score 105	Somewhat meets the Standards Score 42	Somewhat meets the Standards Score 70
1. At first glance, the content and graphics are relatable and the book appears to be engaging for students.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. The organization of the content aligns with the order that you would teach the standards.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
4. The Benchmarks are identified at the point of need within the text in the student edition.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. There is a parallel Spanish version of the entire submitted program available.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards

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7. There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. CONTENT	Meets the Standards Score 180	Somewhat meets the Standards Score 72	Somewhat meets the Standards Score 120
1. The content is aligned to all Standards and Benchmarks identified in the State Course Description.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. How well does the level (complexity or difficulty) of the treatment of the content match the standards?	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. The textbook is ordered logically, allowing one concept to build upon another..	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
4. The content is scientifically accurate and up-to-date.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. The individual concepts are represented in a variety of ways including: text, images, video, graphic organizers, simulations, etc.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. The graphics are meaningful, appropriate, and facilitate learning.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
7. The content is appropriately chunked and presented in a logical sequence.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards

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8. The content reflects culturally responsive real-world STEM applications.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
9. In the Teacher's Edition (TE), the materials define and encourage the use of critical thinking skills (Cognitive Complexity/Depth of Knowledge), in addition to specific facts and concepts.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
10. The sequence of learning is educationally sound and developmentally appropriate.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
11. The opportunities for cross-curricular connections are presented for the teacher.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
12. The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. INSTRUCTIONAL FOCUS (LEARNING)	Meets the Standards Score 255	Somewhat meets the Standards Score 102	Somewhat meets the Standards Score 170
1. How well does the content make explicit connections between prior learning and new skills?	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. There is consistent standards-based alignment among objectives, content, and assessments.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards

DRAFT

4. The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. To what extent has scaffolding been used successfully in ways such as organized routines, advance organizers, prompts, step-by-step instructions, immediate and corrective feedback, simulations, and opportunities for research?	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. The text is at the appropriate grade level. The reading level is identified by lexile and content is provided at multiple lexile levels to engage students at their appropriate reading levels.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
7. The lessons include oral and written activities ranging from basic skills to application (Cognitive Complexity/DOK).	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
8. There is consistent standards-based alignment among the objectives, content, and assessments.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
9. The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
10. The lessons begin with and include authentic, real-world situations across the content areas whenever possible.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
11. To what extent do the materials request the teacher to model and explain a strategy/skill before asking students to do so?	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards

DRAFT

12. The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
13. To what extent do the lessons apply the strategy to many examples of a target skill?	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
14. How well does the sequence of instruction move from teacher-directed to student-directed?	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
15. To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
16. To what extent is there adequate review of the most commonly assessed standards provided in the lessons.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
17. The teacher is alerted in the TE as to common mistakes, biases, and/or misconceptions relative to the content being studied.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
4. ASSESSMENT	Meets the Standards Score 135	Somewhat meets the Standards Score 54	Somewhat meets the Standards Score 90
1. There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards

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2. The text includes options to administer diagnostic, formative, and summative assessments.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. The assessment items are aligned to the benchmarks for content and complexity.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
4. The Depth of Knowledge and cognitive complexity is noted for each item.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. Where applicable, the assessment items are aligned to the FLDOE Item Specifications.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
7. The test items include rationale for incorrect answers.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
8. There are a variety of assessments included throughout the text. When appropriate, the assessments include scoring rubrics and they can be scored online.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
9. The assessments are provided in English and Spanish.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. FORMAT AND ORGANIZATION	Meets the Standards Score 45	Somewhat meets the Standards Score 18	Somewhat meets the Standards Score 30

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1. The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. The order of the chapters and lessons is customizable by the District to align to the benchmarks.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. The readability level and vocabulary development is appropriate.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. TEACHERS SUPPORT MATERIALS	Meets the Standards Score 150	Somewhat meets the Standards Score 60	Somewhat meets the Standards Score 100
1. The teacher support materials provide background and content knowledge.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
4. There are sample questions included to guide higher order thinking. The text notes the level of Cognitive Complexity or Depth of Knowledge.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards

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5. The TE is well organized, comprehensive, and easy to use.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. The ancillary materials scaffold knowledge and support lesson objectives.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
7. The ancillary materials include versions in English and Spanish.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
8. The supplementary materials (lab manuals, workbooks, online resources) provide remediation resources for lower achieving students and enrichment for higher achieving students.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
9. The teacher support materials provide technology applications in English and Spanish.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
10. There are leveled readers available in English and Spanish, and they are aligned with Science concepts.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
7. ELL INSTRUCTIONAL SUPPORT	Meets the Standards Score 90	Somewhat meets the Standards Score 36	Somewhat meets the Standards Score 60
1. The text is offered in Spanish in print and online.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. The materials, resources, and ancillary materials are offered in Spanish and other languages other than English.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards

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3. The materials, resources, and ancillary materials are offered in Haitian Creole.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
4. The language objectives are explicitly identified for the teacher and describe how language will be used to meet a content objective. (Example of a Content Objective: Students will be able to distinguish between liquids, solids, and gases and provide an example of each. Language objective: Students will be able to orally describe characteristics of liquids, solids, and gases to a partner.)	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. The materials, resources, and ancillary materials provide scaffolding supports (sensory, graphic, and interactive) that facilitate students with concept attainment and advancement within targeted language proficiency levels.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
8. ESE INSTRUCTIONAL SUPPORT	Meets the Standards Score 90	Somewhat meets the Standards Score 36	Somewhat meets the Standards Score 60
1. The materials, resources, and ancillary materials identify essential points of instruction and support for language comprehension.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. The materials, resources, and ancillary	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards

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materials provide support for language comprehension.			
3. The text identifies the Aligned Access Point Standards contained within the text.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
4. The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. The digital test bank is compatible with the National Instructional Materials Accessibility Standard (NIMAS) accessibility standards, which allows tests to be utilized in alternative formats for students with disabilities.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology & Learning Connections Guide for Flexible Digital Instructional Materials)	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
9. DIGITAL PLATFORM	Meets the Standards Score 135	Somewhat meets the Standards Score 54	Somewhat meets the Standards Score 90
1. The layout and organization is user friendly.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. There are additional resources provided for teaching beyond the print version.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards

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4. The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. The students can submit work and receive feedback electronically.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. There are resources available for teacher content support.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
7. The are resources available for teacher pedagogy support.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
8. The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
9. The students can annotate digital text.	Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
Summary	Meets the Standards Score 1185 # Responses 1	Somewhat meets the Standards Score 474 # Responses 1	Somewhat meets the Standards Score 790 # Responses 1

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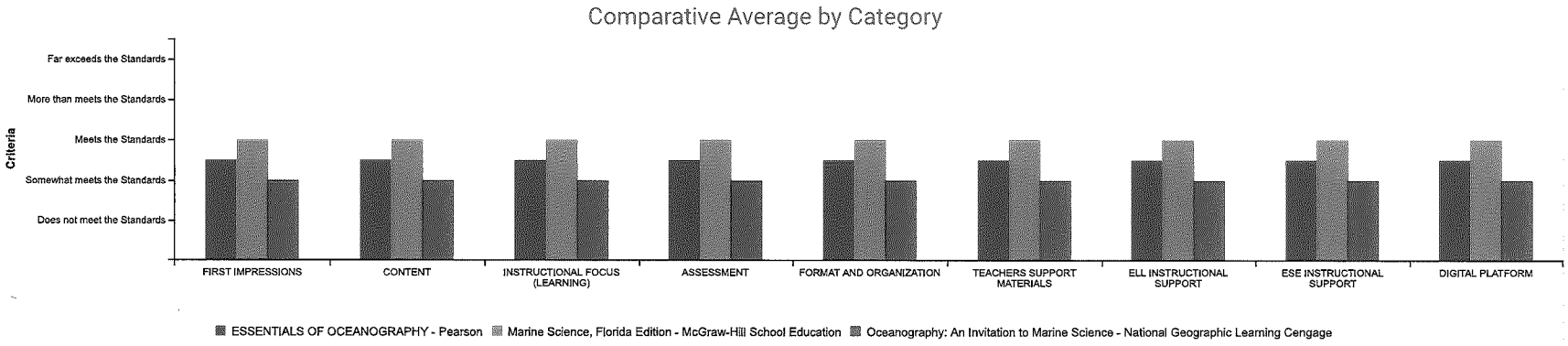
Comparative Average by Category
Criteria
Far exceeds the Standards
More than meets the Standards
Meets the Standards
Somewhat meets the Standards
Does not meet the Standards
FIRST IMPRESSIONS
CONTENT
INSTRUCTIONAL FOCUS (LEARNING)
ASSESSMENT
FORMAT AND ORGANIZATION
TEACHERS SUPPORT MATERIALS
ELL INSTRUCTIONAL SUPPORT
ESE INSTRUCTIONAL SUPPORT
DIGITAL PLATFORM
ESSENTIALS OF OCEANOGRAPHY - Pearson
Marine Science, Florida Edition - McGraw-Hill School Education
Oceanography: An Invitation to Marine Science - National Geographic Learning Cengage

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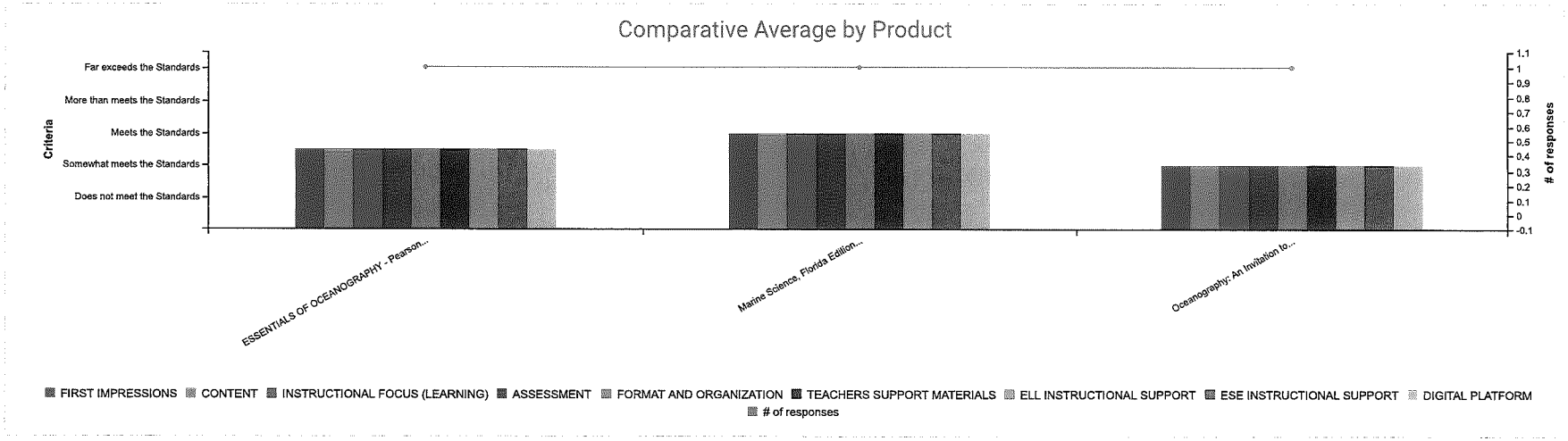
Comparative Average by Product
Criteria
Far exceeds the Standards
More than meets the Standards
Meets the Standards
Somewhat meets the Standards
Does not meet the Standards
# of responses
1.1
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
-0.1
ESSENTIALS OF OCEANOGRAPHY - Pearson...
Marine Science, Florida Edition...
Oceanography: An Invitation to...
FIRST IMPRESSIONS
CONTENT
INSTRUCTIONAL FOCUS (LEARNING)
ASSESSMENT
FORMAT AND ORGANIZATION
TEACHERS SUPPORT MATERIALS
ELL INSTRUCTIONAL SUPPORT
ESE INSTRUCTIONAL SUPPORT
DIGITAL PLATFORM
# of responses

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Florida Instructional Materials Adoption
Summary Recommendation Form

1st & only choice

Complete this form for each set of materials after review with the evaluation rubric.

Adoption: _____ **Subject/Course Name:** Forensic Science

Publisher: National Geographic Learning South Western Cengage **ISBN** 13: 978-1-305-10792-2

Textbook/Program Title FORENSIC Science - Fundamentals and INVESTIGATIONS

Strengths: easy to understand, ENGAGING CONTENT. Hands-on Activities. Capstone Project included. Differentiated learning strategies. Review & Assessment Questions included.

Weaknesses: _____

Comments: _____

OVERALL Committee Recommendation: Recommend

Committee Members:

	PRINTED NAME	SCHOOL	SIGNATURE
Committee Chair:	Amye D. Goff	CHS	[signature]

* If more space is needed, use the back of the form.

Curriculum Specialist Signature

Supervisor of Instructional Resources Signature [signature]

Date: _____

Forensic

2019 Clay Instructional Materials

Secondary Science Evaluation Rubric

Publisher: Cengage

Grade Band/Content: Forensic Science

The purpose of this evaluation rubric is to fairly and objectively evaluate the materials provided by the publishers found on the State Adoption List. The materials should assist the teacher in planning for lessons that deliver the content in a variety of engaging and effective methods that meet the needs of all learners. The materials should also assess the student learning and be aligned to the benchmarks and standards assessed for each grade band or content area.

1= Does not meet the Standard	2= Somewhat meets the Standards	3= Meets the Standards	4= More than meets the Standards	5= Far exceeds the Standards

1. FIRST IMPRESSIONS	RATING	COMMENTS
1.1 At first glance, the content and graphics are relatable and the book appears to be engaging for students.	1 2 3 4 (5)	
1. 2 The organization of the content aligns with the order that you would teach the standards.	1 2 3 (4) 5	
1.3 The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	1 2 3 (4) 5	No multilingual – Does have English-Language in TE
1.4 The Benchmarks are identified at the point of need within the text in the student edition.	(1) 2 3 4 5	No } Benchmarks but does have Math & Literacy
1.5 The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).	(1) 2 3 4 5	No } components as well as Objectives
1.6 There is a parallel Spanish version of the entire submitted program available.	1 2 3 4 5	Not sure about Spanish – Does have EL in TE
1.7 There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.	(1) 2 3 4 5	
Section Subtotal:	17	

2. CONTENT	RATING	COMMENTS
2.1 The content is aligned to all Standards and Benchmarks identified in the State Course Description.	1 2 (3) 4 5	
2. 2 How well does the level (complexity or difficulty) of the treatment of the content match the standards?	1 2 (3) 4 5	
2.3 The order of chapters and lessons is customizable by the District to align with current Curricula Guides.	1 2 3 4 5	N/A No curricula Guide
2.4 The content is scientifically accurate and up-to-date.	1 2 3 4 (5)	

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2.5 The individual concepts are represented in a variety of ways including: text, images, video, graphic organizers, simulations, etc.	1 2 3 4 5	
2.6 The graphics are meaningful, appropriate, and facilitate learning.	1 2 3 4 5	
2.7 The content is appropriately chunked and presented in a logical sequence.	1 2 3 4 5	
2.8 The content reflects culturally responsive real-world STEM applications.	1 2 3 4 5	
2.9 In the Teacher's Edition (TE), the materials define and encourage the use of critical thinking skills (Cognitive Complexity/Depth of Knowledge), in addition to specific facts and concepts.	1 2 3 4 5	Has strategies for digging deeper in knowledge
2.10 The sequence of learning is educationally sound, developmentally appropriate, and follows current District Curricula Guides.	1 2 3 4 5	
2.11 The opportunities for cross-curricular connections are presented for the teacher.	1 2 3 4 5	Each chapter has cross-curricular connection
2.12 The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.	1 2 3 4 5	
Section Subtotal:	51	
3. INSTRUCTIONAL FOCUS (LEARNING)	**RATE**	**COMMENTS**
3.1 How well does the content make explicit connections between prior learning and new skills?	1 2 3 4 5	
3.2 The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.	1 2 3 4 5	
3.3. There is consistent standards-based alignment among objectives, content, and assessments.	1 2 3 4 5	Objectives and connections to other disciplines
3.4. The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.	1 2 3 4 5	Plenty of Hands on activities in chapter
3.5 To what extent has scaffolding been used successfully in ways such as organized routines, advance organizers, prompts, step-by-step instructions, immediate and corrective feedback, simulations, and opportunities for research?	1 2 3 4 5	
3.6 The text is at the appropriate grade level. The reading level is identified by lexile and content is provided at multiple lexile levels to engage students at their appropriate reading levels.	1 2 3 4 5	

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3.7 The lessons include oral and written activities ranging from basic skills to application (Cognitive Complexity/DOK).	1 2 3 4 5	
3.8 There is consistent standards-based alignment among the objectives, content, and assessments.	1 2 3 4 5	N/A
3.9 The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.	1 2 3 4 5	
3.10 The lessons begin with and include authentic, real-world situations across the content areas whenever possible.	1 2 3 4 5	
3.11. To what extent do the materials request the teacher to model and explain a strategy/skill before asking students to do so?	1 2 3 4 5	
3.12 The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.	1 2 3 4 5	
3.13 To what extent do the lessons apply the strategy to many examples of a target skill?	1 2 3 4 5	
3.14 How well does the sequence of instruction move from teacher-directed to student-directed?	1 2 3 4 5	
3.15 To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?	1 2 3 4 5	
3.16 To what extent is there adequate review of the most commonly assessed standards provided in the lessons.	1 2 3 4 5	
3.17 The teacher is alerted in the TE as to common mistakes, biases, and/or misconceptions relative to the content being studied.	1 2 3 4 5	N/A
Section Subtotal:	64	
4. ASSESSMENT	**RATE**	**COMMENTS**
4.1 There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.	1 2 3 4 5	
4.2 The text includes options to administer diagnostic, formative, and summative assessments.	1 2 3 4 5	N/A
4.3 The assessment items are aligned to the benchmarks for content and complexity.	1 2 3 4 5	N/A
4.4 The Depth of Knowledge and cognitive complexity is noted for each item.	1 2 3 4 5	
4.5 Where applicable, the assessment items are aligned to the FLDOE Item Specifications.	1 2 3 4 5	N/A

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4.6 There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.	1 2 3 4 5	N/A
4.7 The test items include rationale for incorrect answers.	1 2 3 4 5	N/A
4.8 There are a variety of assessments included throughout the text. When appropriate, the assessments include scoring rubrics and they can be scored online.	1 2 3 4 5	N/A
4.9 The assessments are provided in English and Spanish.	1 2 3 4 5	N/A
Section Subtotal:	8	
5. FORMAT AND ORGANIZATION	**RATE**	**COMMENTS**
5.1 The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.	1 2 3 4 5	
5.2 The order of the chapters and lessons is customizable by the District to align to the benchmarks.	1 2 3 4 5	
5.3 The readability level and vocabulary development is appropriate.	1 2 3 4 5	
Section Subtotal:	15	
6. TEACHER SUPPORT MATERIALS	**RATE**	**COMMENTS**
6.1 The teacher support materials provide background and content knowledge.	1 2 3 4 5	
6.2 The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.	1 2 3 4 5	
6.3 There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.	1 2 3 4 5	
6.4 There are sample questions included to guide higher order thinking. The text notes the level of Cognitive Complexity or Depth of Knowledge.	1 2 3 4 5	
6.5 The TE is well organized, comprehensive, and easy to use.	1 2 3 4 5	
6.6 The ancillary materials scaffold knowledge and support lesson objectives.	1 2 3 4 5	
6.7 The ancillary materials include versions in English and Spanish.	1 2 3 4 5	N/A

DRAFT

6.8 The supplementary materials (lab manuals, workbooks, online resources) provide remediation resources for lower achieving students and enrichment for higher achieving students.	1 2 3 4 5	N/A
6.9 The teacher support materials provide technology applications in English and Spanish.	1 2 3 4 5	N/A
6.10 There are leveled readers available in English and Spanish, and they are aligned with Science concepts.	1 2 3 4 5	N/A
Section Subtotal:	28	
7. ELL INSTRUCTIONAL SUPPORT	**RATE**	**COMMENTS**
7.1 The text is offered in Spanish in print and online.	1 2 3 4 5	N/A
7.2 The materials, resources, and ancillary materials are offered in Spanish and other languages other than English.	1 2 (3) 4 5	
7.3 The materials, resources, and ancillary materials are offered in Haitian Creole.	(1) 2 3 4 5	
7.4 The language objectives are explicitly identifed for the teacher and describe how language will be used to meet a content objective. (Example of a Content Objective: Students will be able to distinguish between liquids, solids, and gases and provide an example of each. Language objective: Students will be able to orally describe characteristics of liquids, solids, and gases to a partner.)	1 2 3 (4) 5	
7.5 The materials, resources, and ancillary materials provide scaffolding supports (sensory, graphic, and interactive) that facilitate students with concept attainment and advancement within targeted language proficiency levels.	1 2 3 4 (5)	
7.6 The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.	1 2 3 4 (5)	
Section Subtotal:	18	
8. ESE INSTRUCTIONAL SUPPORT	**RATE**	**COMMENTS**
8.1 The materials, resources, and ancillary materials identify essential points of instruction and support for language comprehension.	1 2 3 (4) 5	
8.2 The materials, resources, and ancillary materials provide support for language comprehension.	1 2 3 (4) 5	
8.3 The text identifies the Aligned Access Point Standards contained within the text.	1 2 3 4 5	N/A
8.4 The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.	1 2 3 4 5	N/A

DRAFT

8.5 The digital test bank is compatible with the National Instructional Materials Accessibility Standard (NIMAS) accessibility standards, which allows tests to be utilized in alternative formats for studentws with disabilities.	1 2 3 4 5	N/A
8.6 The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology & Learning Connections Guide for Flexible Digital Instructional Materials)	1 2 3 4 5	N/A
Section Subtotal:	8	

9. DIGITAL PLATFORM	RATE	COMMENTS
9.1 The layout and organization is user friendly.	1 2 3 4 5	HAVE NOT SEEN DIGITAL PLATFORM
9.2 There are additional resources provided for teaching beyond the print version.	1 2 3 4 5	to Answer
9.3 The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.	1 2 3 4 5	
9.4 The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.	1 2 3 4 5	
9.5 The students can submit work and receive feedback electronically.	1 2 3 4 5	
9.6 There are resources available for teacher content support.	1 2 3 4 5	
9.7 The are resources available for teacher pedagogy support.	1 2 3 4 5	
9.8 The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.	1 2 3 4 5	
9.9 The students can annotate digital text.	1 2 3 4 5	
Section Subtotal:		

TOTAL SCORE

CATEGORY TOTALS

	SUB-TOTAL	WEIGHT MULTIPLIER	TOTAL
1. FIRST IMPRESSIONS	17		
2. CONTENT	51		
3. INSTRUCTIONAL FOCUS (LEARNING)	64		
4. ASSESSMENT	8		
5. FORMAT AND ORGANIZATION	15		

DRAFT

6. TEACHER SUPPORT MATERIALS	28		
7. ELL INSTRUCTIONAL SUPPORT	18		
8. ESE INSTRUCTIONAL SUPPORT	8		
9. DIGITAL PLATFORM	0		
	209	TOTAL SCORE	

COMMITTEE MEMBERS SIGNATURES AND CAMPUSES		
SIGNATURES	SCHOOL	PRINTED NAME
[illegible]	CHS	Amye D. Goff

DRAFT

AgendaPlus®

School Board of Clay County

June 27, 2019 - Regular School Board Meeting

Title C1

Approval of Out of County Student Travel - K-12 Academic

DRAFT

Description

The School Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips supplement and enrich classroom instruction by providing learning experiences that will enhance mastery of the curriculum standards of the State of Florida. A field trip is defined as any planned, student-travel activity which is approved as part of the district's educational program and is under the direct supervision and control of an instructional staff member or any advisor as designated by the Superintendent.

Field Trips Details

School	Date	Destination	Group	Purpose
Fleming Island High	5/24-27, 2019	Milwaukee, Wisconsin	Debate/Speech Group	This trip is the result of a student placing first in many of the Congressional Debate Tournaments in the St. Augustine Catholic Forensic League Tournament. (The time of this request is due to the question of the student's recovery from surgery in April 2019. The doctor has given her clearance.)
Middleburg High	7/22-24, 2019	Orlando/Haynes City, FL	FFA	Students on FFA Officer Team participate in team building and leadership workshops.
Middleburg High	8/23-24, 2019	Orlando, FL	FFA	Chapter President & Vice Presidents attend Florida FFA's Chapter President Conference led by State Officers to learn how to be the best leaders for the Chapter.
Middleburg High	9/6-7, 2019	Ocala, FL	Girls Cross Country	Cross Country Meet

Gap Analysis

Field trips provide students with a window to the real world that they don't get in the classroom, and they can help students understand real-world applications to abstract concepts.

Previous Outcomes

All out of county activity trips are selected, planned, evaluated, and approved or rejected in conformity with written district policy.

Expected Outcomes

It is important to recognize that learning outcomes from field trips can range from cognitive to affective outcomes. Exposing students to new experiences and can increase interest and engagement in academics regardless of prior interests.

Strategic Plan Goal

Ensure that every classroom provides a quality and rigorous instructional experience in order to elevate student outcomes.

Recommendation

That the Clay County School Board approve out of county student travel.

DRAFT

Contact
Terry Connor, Assistant Superintendent of Curriculum & Instruction; terrence.connor@myoneclay.net; (904) 652-3066

Financial Impact
None

Review Comments

Attachments
July 2019 (June 27, 2019) - Student Travel.pdf

ADMINISTRATIVELY APPROVED
Received too late for May & June, 2019
Board Meetings
Received for Information: June 27, 2019

SCHOOL DISTRICT OF CLAY

FIELD TRIP REQUE

DRAFT

1. School Requesting: Fleming Island High

2. Transportation (Check One):
School Bus(s)____ Private Vehicle(s)____ Commercial Carrier ✓ Other____
If Commercial Carrier or Other, please state type: Airplane

3. Trip(s) Overnight: Yes ✓ No___ Trip(s) Out-of-State: Yes ✓ No___ Milwaukee, Wisconsin

4. Dates of Field Trip*: Friday, May 24-27, 2019 Destination*: National Catholic Forensic League Tournament

5. Group Taking Trip: Debate / Speech Group (Inez Nieves)

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form.____

7. Educational Value of Field Trip: This trip is the result of Inez Nieves placing first in many of the Congressional Debate tournament in the St Augustine Catholic Forensic League tournaments. It will help her improve her skills as she leads the debate group next year

8. Supporting Florida Standards Benchmark(s) with Narrative(s):
LAFS.1112.6.1.2 Determine central ideas or information of a primary or secondary source
LAFS.1112.Rh.3.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
LAFS.1112.SL.2.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective

9. Number of Students*: 1 Number of Chaperones*: 1

10. Cost Per Student: — Budget Code or Source to be charged:____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: Friday 5/24/2019 2:00p Returning Time*: Monday 5/27/2019 11:00am

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Beijatie Sayden	5/17/2019
Teacher, Team Leader, Department Head, Etc.	Date
[signature]	5/17/19
Principal	Date
[signature]	5/20/19
Assistant Superintendent	Date
[signature]	5/28/19
Superintendent	Date

SEC-1-2723; E. 2/13/2019

The time of this request is due to the question of the student's recovery from surgery in April 2019. The doctor has given her clearance.

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 27, 2019

SCHOOL DISTRICT OF CLA

FIELD TRIP REQU

DRAFT

1. School Requesting: Middleburg Hig

2. Transportation (Check One):
School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier_____ Other X
If Commercial Carrier or Other, please state type: county van / Rental van

3. Trip(s) Overnight: Yes X No____ Trip(s) Out-of-State: Yes____ No X

4. Dates of Field Trip*: 7/22-24/19 Destination*: Florida FFA LTC / Disney - Orlando Haines City, FL

5. Group Taking Trip: FFA

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form.

7. Educational Value of Field Trip: Students on FFA Officer Team participate in team building and leadership workshops. Workshops led by Disney. Students spend day at LTC to plan events for entire year.

8. Supporting Florida Standards Benchmark(s) with Narrative(s): 9.01 Identify & describe leadership characteristics. 9.04 Participate in community based learning activities. 9.05 Demonstrate the ability to work cooperatively.

9. Number of Students*: 12 Number of Chaperones*: 2

10. Cost Per Student: 130.00 Budget Code or Source to be charged: 3206
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 5am Returning Time*: 8pm

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Laura Rogers — Teacher, Team Leader, Department Head, Etc. — Date 5/20/19

Principal — Date 5-20-19

Assistant Superintendent — Date 5/20/19

Superintendent — Date 5/28/19

SEC-1-2723; E. 2/13/2019

Kelly Mosley CTS 5-21-19

Register Now (https://www.disneyyouth.com/programs/registration/WDW/youth-educa

Techniques of Teamwork | Disney Youth Education Series

DRAFT

Overview (https://www.disneyyouth.com/programs/education/education-s

Explore cooperation, how to build/establish a consensus, how to establish support to achieve success, the value of diversity and the foundation of trust that enables Disney Cast Members to function as a high-performing team and deliver on the vision and legacy of founder Walt Disney.

For groups of 10 or more.

Walt Disney World, Florida

Year-Round

Middle–Junior High, High School, Girl Scout Cadettes, Girl Scout Seniors, Girl Scout Ambassadors

Starting Price $191.69 USD

Program Overview DRAFT

At the Walt Disney World Resort, teamwork is one of our deepest-held values—which correlates directly to our success as a business. Through the application of teamwork techniques and principles, Disney Cast Members step up and work together every day to create and deliver world-class experiences and entertainment for thousands of Guests.

In this program, students will explore cooperation, establishing a consensus, how to establish support to achieve success, the value of diversity and the foundation of trust that enables Disney Cast Members to function as a high-performance team, continuing the vision and legacy of our founder, Walt Disney.

Learning Objectives

After completing Techniques of Teamwork, participants will be able to:

- Articulate the value of consensus, cooperation, support, trust and diversity for the success of a team
- Understand the value of listening for superior communication
- Understand the need to support and build on the contributions of team members
- Demonstrate an understanding of shared responsibility
- Articulate the definition of a high-performance team
- Develop team working skills through cooperation, consensus, support and valuing diversity

All programs subject to availability. Program content, times, attractions and locations subject to change due to inclement weather, availability or group dynamics. Students must meet minimum age/grade requirements.

This program starts before the park opens and you may be required to provide your own transportation. Be sure to ask your trip organizer for details.

National Core Standards

Disney Youth Education Series fulfill many of the National Core Standards. Review the standards (https://secure.as1.wdpromedia.com/media/youth/pdf/core-standards/2017/national-core-standards-917.pdf) explored through this experience.

DRAFT

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ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 27, 2019

SCHOOL DISTRICT OF CLA

FIELD TRIP REQU

DRAFT

1. School Requesting: Middleburg H

2. Transportation (Check One):
School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier_____ Other X
If Commercial Carrier or Other, please state type: County vans

3. Trip(s) Overnight: Yes X No___ Trip(s) Out-of-State: Yes___ No X

4. Dates of Field Trip*: 8/23-24/19 Destination*: Orlando, FL

5. Group Taking Trip: FFA

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form.

7. Educational Value of Field Trip: Chapter President & Vice Presidents attend Florida FFA's Chapter President conference led by state officers to learn how to be the best leaders for our chapter.

8. Supporting Florida Standards Benchmark(s) with Narrative(s): 9.01 Identify & describe leadership characteristics. 9.04 Participate in community based learning activities. 9.05 Demonstrate the ability to work cooperatively

9. Number of Students*: 4 Number of Chaperones*: 1

10. Cost Per Student: $100 Budget Code or Source to be charged: 3206
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 7am Returning Time*: 6 pm

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Paula Rogers — Teacher, Team Leader, Department Head, Etc. — Date 5/20/19

Principal — Date 5-20-19

Assistant Superintendent — Date 5/22/19

Superintendent — Date 5/28/19

SEC-1-2723; E. 2/13/2019

Kelly Mosley — 5-21-19

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 27, 2019

SCHOOL DISTRICT OF CLAY

FIELD TRIP REQU

DRAFT

1. School Requesting: Middleburg High School

2. Transportation (Check One):
   School Bus(s)____ Private Vehicle(s) ✓ Commercial Carrier____ Other____
   If Commercial Carrier or Other, please state type:____

3. Trip(s) Overnight: Yes ✓ No____ Trip(s) Out-of-State: Yes____ No ✓

4. Dates of Field Trip*: 9/6/19 - 9/7/19 Destination*: Ocala, Florida

5. Group Taking Trip: Girls Cross Country

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. Craig Martin, April Martin

7. Educational Value of Field Trip: Cross Country Meet

8. Supporting Florida Standards Benchmark(s) with Narrative(s):____

9. Number of Students*: 10 Number of Chaperones*: 2

10. Cost Per Student:____ Budget Code or Source to be charged: girls Cross Country
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 2:00 pm Returning Time*: 3:00 pm

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 5/20/19
Principal	Date 5-21-19
Assistant Superintendent	Date 5/28/19
Superintendent	Date 6/4/19

SEC-1-2723; E. 2/13/2019

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DRAFT

School Board of Clay County

June 27, 2019 - Regular School Board Meeting

C8

Title
Advertise Modifications to the 2018-2019 Student Progression Plan

Description

Florida Statute 1008.25 requires each school board to establish a comprehensive program for student progression. The review and adoption of this Student Progression Plan (SPP) will allow the district to incorporate required legislative changes and the recommendations to ensure this document best supports the district's work with students.

Gap Analysis

The district's Student Progression Plan ensures that the required program of study, placement, promotion, reporting, retention, and assessment procedures used within the district are comprehensive in meeting the needs of individual students. The 2018-2019 SPP was reviewed and amended. The newly added language is in accordance with state law. Without approval of the proposed changes to the 2018-2019 SPP, the district will not be in compliance with Florida Statute.

Previous Outcomes

The district is currently following the 2018-2019 Student Progression Plan. This plan does not include the most recent changes to legislation. The revised plan will ensure the implementation of statutory requirements related to student progression.

Expected Outcomes

In accordance with state statute, an advertisement on the proposed revisions to the 2018-2019 Student Progression Plan will be made public and, after 30 days, a public hearing and a vote will be held to give consideration to the proposed modifications. The consideration of these changes will allow the district to be in compliance with legislation.

Strategic Plan Goal

1.1 Develop a high quality and aligned instructional system

1.3 Prepare all students to be full option graduates who are prepared for college, eligible to enlist in military services, or able to compete in the workforce.

Recommendation

That the School Board approve advertisement of the revisions to the Student Progression Plan for 2019 - 2020, and set the Public Hearing date for August 1, 2019.

Contact
Terry Connor, Chief Academic Officer, (904) 336-6557

Financial Impact
$0.00

Review Comments

Attachments

- Student Progression Plan 2019 - 2020 Redlined DRAFT.pdf
- Student Progression Plan 2019 - 2020 - DRAFT.pdf
- Rationale for 19-20 SPP Changes.pdf

DRAFT

2019-20 Student Progression Plan
Rationale for Major Revisions

INTRODUCTION		
SECTION TITLE	**ORIGINAL**	**RATIONALE FOR REVISION**
Title Page	1	To update for upcoming year, and to update Board Members
Florida State Standards	7	To change language to include "the K-12 Academic Standards for the State of Florida,"

ELEMENTARY EDUCATION		
SECTION TITLE	**ORIGINAL**	**RATIONALE FOR REVISION**
General Procedures for Dropout Prevention Programs	8	To note Florida statute (1008.25(6)(a) so that this information is consistent throughout the
General Procedures for Dropout Prevention Programs	9	To include F.S. S.1008.22
General Procedures for Dropout Prevention Programs	10	To add verbage regarding "Second Chance Schools". Elevate academy is now an option and
Transfer of Educational Records and Enrollment	11	To align with requirements set forth by the Health Department
Underage Out-of-State Transfers to Kindergarten and	17	To clarify the form required for immunizations.
Home Education Program Entry or Reentry	17	To clarify academic qualifications to be met
Change of Class/Courses of Clay County Students	18	To clarify that this section refers to changes made within a school, and to list conditions
Change of Class/Courses of Clay County Students	19	To complete statute 1003.3101 giving Principal final authority concerning a class change
Reading Deficiencies	24-27	To revise language to align directly with FLDOE(F.S. 1008.25)
Reading Scholarships	27	To add language to align with FLDOE(F.S. 1008.25) and to include district responsibilities
Perfect Attendance	31	To clarify alignment with Board Policy
Assessment	32	To correct language and include 504 Plans
Alternative Assessment for Students with Significant	33-35	To clarify title, enhance explanation of FSAA by removing choice table, and add
Guidelines for ELL	35	To align with Legislative Rule 6A-6.0902
Report Cards	36-37	To align with the change in K-1 Report Card reporting
Honor Roll	38	To include 2nd grade
Elementary Grade Placement	38	To give F.S. 1003.21(2) for authority to District/school
Elementary Grade Placement	38	To give F.S. 1012.28(5) concerning promtion retention
Promotion	40	To give clarity to this policy
Students with Disabilities	43	To add clarity
Secondary School Reform (To Include Sixth Grade)	43-44	To further clarify requirements for junior high students to be promoted to 9th grade
Student Eligibility for Academic Tutoring and Summer	52	To clarify and be consistent with language throughout document
Title I	53	To clarify the purpose of Title I and the students who are served. There are no "eligible
CVA	53-54	To clarify requirement and eliminate repetition in language
ELL	55	To reflect new ESSA requirement.
Exceptional Student Education	56	To clarify MTSS and ESE language

SECONDARY EDUCATION		
SECTION TITLE	**ORIGINAL**	**RATIONALE FOR REVISION**
Articulated Acceleration	57	To include Gold Articulation Agreements
Calculating Grades and Grade Point Average	63	To clarify with percentages
CVA	65	To clarify requirement and eliminate repetition in language
Correspondence Courses	66	To update accreditation organizations

DRAFT

ELL	71	To reflect the new ESSA requirement.
Seal of Bilteracy	72	To clarify qualifying criteria. While some exceptions to the criteria are allowed, they are
Foreign Exchange Student Guidelines	73-74	To clarify items regarding foreign exchange students
Forgiveness "D" and "F"	74	To add additional language for clarity purposes and to be consistent throughout document
HIV/AIDS	83	To clarify that Health instruction is embedded K-12. (No Health classes are offered in
Level 1 Courses	85	To delete Level 1 Courses, as they are not offered.
Promotion and Retention	89	To accurately reflect who will be considering an appeal request - TC
Promotion and Placement of Junior High Students	91-92	To give clarity and to be consistent with language found in Elementary section; delete
Summer School	96	To clarify Junior High grade forgiveness policy
Transfer of Clay County Students	99	To clarify that this refers to changes within a school
Voluntary Service Hours	101	To change "Must" to "Should"; complaints from guidance that they could not possibly
Graduation Requirements for Students With Disabilities	103	To clarify certificate of completion
Requirements for Specific Standard Diplomas	106	To clarify certificate of completion and the provision of FAPE for a SWD
Gifted Program (new section)	107-108	To provide an overview of the Gifted program
Performance Standard Requirements, Types of	108-109	To eliminate redundant information, as topics are clarified and discussed in other sections
Classroom Accommodations	109	To add students with a 504 plan.
Florida Standards Alternative Assessment for Students	110-112	To clarify explanation, criteria, and add achievement levels
Report Cards for Students with Significant Cognitive	112	To eliminate as this is no longer utilized
ADULT EDUCATION		
SECTION TITLE	**PAGE**	**RATIONALE FOR REVISION**
N/C		
**Minor changes include technical revisions and grammatical corrections throughout the document.*		

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT STUDENT PROGRESSION PLAN FOR 2019-2020

DRAFT

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of the proposed Student Progression Plan for the 2019-2020 school year.

Purpose & Effect: The proposed Plan is intended to simplify, update, and ensure alignment of the Student Progression Plan with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed Student Progression Plan is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - June 27, 2019. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt the proposed Student Progression Plan under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced Student Progression Plan are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed Student Progression Plan was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt the proposed Student Progression Plan for 2019-2020 following a public hearing. ***The public hearing shall be held on Thursday, August 1, 2019,*** during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to karen.bush@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.