

## School Board of Clay County

Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island, FL

### April 7, 2022 - Regular School Board Meeting

**Date:** Apr 07 2022 (6:00 p.m.)

**Student Showcase** (Voyager Chorus Club, Krista Allen (Music Teacher))

**Invocation** (Chaplain Reese Edwards, Orange Park Medical Center)

**Pledge of Allegiance**

**Call to Order**

**Recognitions and Awards**

[1. Recognition of State Champion Athletes](#)

**Presenters**

[2. April's School Media Month Video Presentation](#)

**School Showcase** (Discovery Oaks Elementary, Principal Tracy McLaughlin)

**Presentations from the Audience (Public Comment)**

**Consent Agenda**

**Superintendent**

[3. C1 - Minutes of School Board Workshop on February 22, 2022; Student Discipline Hearings and Regular Meeting on March 3, 2022](#)

🔗 [2022 Feb 22 Workshop.pdf](#)

🔗 [2022 Mar 3 Student Hearings.pdf \(Confidential\)](#)

🔗 [2022 Mar 3 Regular Mtg.pdf](#)

**Human Resources**

[4. C2 - Proposed Supplement Allocations for 2022-2023](#)

🔗 [Proposed Supplement Allocations 2022-2023 \(2\).pdf](#)

[5. C3 - Reappointments of Instructional and Support Personnel 2022-2023 School Year](#)

[6. C4 - Personnel Consent Agenda](#)

🔗 [Personnel Consent Agenda 4.7.2022.pdf](#)

[7. C5 - Appointment of Clay County School Board's CCEA and CESPA Bargaining Team Members for 2022-2023](#)

[!\[\]\(50ba758255c5d7cec2761495a31c7c80\_img.jpg\) 2022-2023 District Bargaining Team Members \(5\).pdf](#)

[8. C6 - Proclamation #22-13 to Establish May 1 - 7, 2022, as Teacher Appreciation Week in Clay County, and Tuesday, May 3, 2022, as Teacher Appreciation Day](#)

[!\[\]\(3dfb8d66e81160ad61421a3452093d1b\_img.jpg\) Teacher Appreciation Proclamation 2021-2022.pdf](#)

[9. C7 - Proclamation #22-14 to Establish April 24 - 30, 2022, as Administrative Professionals' Week and Wednesday, April 27, 2022, as Administrative Professionals' Day in Clay County.](#)

[!\[\]\(0f848bbd71cef6b345273b16f905912a\_img.jpg\) Administrative Professionals Proclamation 2021-2022.pdf](#)

#### **Instruction-Academic Services**

[10. C8 - K-12 Academic Services Out of State and Overnight Student Travel](#)

[!\[\]\(de95854c7ee024cfadc48187bbb781b2\_img.jpg\) April 2022 - Student Travel.pdf](#)

[11. C9 - 2022-23 Florida Youth Challenge Academy Calendar](#)

[!\[\]\(6059a5aa8b4ca7bb793408023d6c6e42\_img.jpg\) April 2022 - FLYCA Calendar 2022-2023 \(PROPOSED\) \(1\).pdf](#)

[12. C10 - Approve for Advertisement of Public Hearing of School Board Policy \(NEW\) for the Use of Drones in the K-12 Academic Setting](#)

[!\[\]\(6a9b39b98eb945faa14c645ec99e4eaa\_img.jpg\) Drone Policy 4.65.pdf](#)

[!\[\]\(9c2e8d1b5bd77cb5c9f83b7a9cff79fd\_img.jpg\) Legal Advertisement of Proposed SB Policy 4.65 DRONES.pdf](#)

#### **Instruction-Instructional Resources**

[13. C11 - Proclamation #22-15 to Establish April, 2022 as School Library Month in Clay County](#)

[!\[\]\(f1c5da15572e3e09d343161be98f508d\_img.jpg\) Proclamation-April-2022-School Library Media Month.pdf](#)

#### **Instruction-Professional Development**

[14. C12 - 2022-23 Professional Learning Catalog \(Master In-service Plan\)](#)

[!\[\]\(83bbbd261710c59db0214aa27b2edc0d\_img.jpg\) 2022-2023\\_MIP\\_Summary of Changes for Board Agenda April 2022.pdf](#)

[!\[\]\(166772600a13ad0a433053f90fe45649\_img.jpg\) 2022 - 2023 CCDS Master In-Service Plan Draft for April 2022 Board Agenda.pdf](#)

[!\[\]\(291e070cef6c4d5e78fefe4696ef53be\_img.jpg\) Revised, New, Removed Components for Board Agenda.pdf](#)

[15. C13 - National Center on Education and the Economy's National Institute for School Leadership \(NISL\) Program Agreement- Adjustment to Number of Participants and Cost](#)

#### **Instruction-Climate and Culture**

[16. C14 - Proclamation # 22-16 National School Nurse Week](#)

[!\[\]\(066cb4a00c9d9f40edb6f87372ec6f08\_img.jpg\) Nurses Week Proclamation 21-22.pdf](#)

[17. C15 - Proclamation # 22-17: Month of the Military Child, Purple Up Day April 20, 2022](#)

[!\[\]\(b9742ff0bb3da904abeeee81c2bcb456\_img.jpg\) \\_Month of Military Child Proclamation 22.docx \(1\).pdf](#)

#### **Business Affairs**

[18. C16 - Proposed Allocation Changes for 2021-22](#)

[!\[\]\(1adebd97b172010e8ebc985144647a7c\_img.jpg\) 21 22 Allocation Summary - April 7, 2022.pdf](#)

[19. C17 - Proposed Allocation Changes for 2022-23](#)



[22 23 Allocation Summary - April 7, 2022.pdf](#)

**Business Affairs-Accounting**

[20. C18 - Monthly Financial Reports for February, 2022](#)

[February 2022 Board Monthly Financial Report.pdf](#)

[February 2022 Board Monthly Property Report.pdf](#)

[Contracts 50 Thousand and Greater.pdf](#)

[21. C19 - Budget Amendment Report for February 28, 2022](#)

[Budget Amendment February 2022.pdf](#)

**Business Affairs-Insurance**

[22. C20 - Renewal of Employee Benefits for 2022-2023](#)

[CCDS School Board Workshop Meeting 2022 Renewal.pdf](#)

**Business Affairs-Property**

[23. C21 - Deletion of Certain Items Report - March, 2022](#)

[Deletion Report-March, 2022.pdf](#)

**Business Affairs-Purchasing**

[24. C22 - BID Renewal](#)

[25. C23 - BID to be Awarded](#)

**Operations-Facilities**

[26. C24 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for Orange Park High School Stadium Repair/Replacement](#)

[27. C25 - Pre-Qualification of Contractors](#)

[Table for Board Backup Contractor Prequal, 4.7.22.pdf](#)

**Adoption of Consent Agenda**

**CCEA Update**

**CESPA Update**

**Superintendent's Update and Presentations**

**Discussion Agenda**

**Human Resources**

[28. D1 - Human Resources Special Action A](#)

[29. D2 - Human Resources Special Action B](#)

**School Board Attorney Remarks**

**School Board Member Remarks**

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## School Board of Clay County

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### April 7, 2022 - Regular School Board Meeting

**Title**

Recognition of State Champion Athletes

**Description**

Recognition of student athletes winning state championship titles.

**Gap Analysis****Previous Outcomes****Expected Outcomes****Strategic Plan Goal****Recommendation**

Recognition only.

**Contact**

John Sgromolo, Coordinator District Athletics, [john.sgromolo@myoneclay.net](mailto:john.sgromolo@myoneclay.net)

**Financial Impact**

None

**Review Comments****Attachments**

## School Board of Clay County

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### April 7, 2022 - Regular School Board Meeting

**Title**

April's School Media Month Video Presentation

**Description**

Video presentation re April's Media Month and Proclamation

**Gap Analysis****Previous Outcomes****Expected Outcomes****Strategic Plan Goal****Recommendation**

Presentation only

**Contact**

Cynthia Johnson, Instructional Resources, [cynthia.johnson@myoneclay.net](mailto:cynthia.johnson@myoneclay.net)

**Financial Impact**

None

**Review Comments****Attachments**

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### **Title**

C1 - Minutes of School Board Workshop on February 22, 2022; Student Discipline Hearings and Regular Meeting on March 3, 2022

#### **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**

#### **Previous Outcomes**

#### **Expected Outcomes**

#### **Strategic Plan Goal**

#### **Recommendation**

Approve minutes as submitted.

#### **Contact**

David S. Broskie, Superintendent of Schools, david.broskie@myoneclay.net; Bonnie O'Nora, Board Assistant

#### **Financial Impact**

None

#### **Review Comments**

#### **Attachments**

- 📎 [2022 Feb 22 Workshop.pdf](#)
- 📎 [2022 Mar 3 Student Hearings.pdf \(Confidential\)](#)
- 📎 [2022 Mar 3 Regular Mtg.pdf](#)

## School Board of Clay County

District Multi-Purpose Center, Corner of Walnut St., and Gratio Pl., Green Cove Springs, FL

### February 22, 2022 - School Board Workshop

**Date:** Feb 22 2022 (9:00 a.m.)

**Invocation** (Moment of Silence)

**Call to Order** (Present: Janice Kerekes, District 1 (participating via teleconferencing); Mary Bolla, District 2; Beth Clark, District 3; Tina Bullock, District 4; Ashley Gilhousen, District 5; and Superintendent David Broskie)

#### Workshop Items

##### 1. Review Draft Agenda for Regular School Board Meeting on March 3, 2022

[March-3-2022-regular-school-board-meeting\\_agenda\\_packet\(1\).pdf](#)

#### **Minutes:**

#### **Recognitions:**

- Recognition of 2021-2022 School Related Employee of the Year and Teacher of the Year - no discussion;

#### **Consent Agenda:**

- C1 Minutes of School Board Workshop on January 25, 2022; Student Discipline Hearings and Regular Meeting on February 3, 2022 - no discussion;
- C2 Proclamation #22-11, Clay County Agricultural Fair - no discussion;
- C3 Personnel Consent Agenda - brief discussion of new job descriptions and clarification that these new positions will be effective beginning next school year;
- C4 K-12 Academic Services Out of State and Overnight Student Travel - no discussion;
- C5 Summer Programs Manual and Calendars - includes additional reading supports for 4th and 5th grades as well as expanded algebra boot camps to address the impacts of COVID on learning;
- C6 Approve Agreement for Establishment of Navy Junior Reserve Officers Training Corps Unit at Oakleaf High School - all high schools will now have two instructors for NJROTC programs;
- C7 Approve St. Johns Classical Academy Charter Renewal - F.S. 1002.33 (7) (c) 2 requires that the proposed 15-year renewal be granted based on St. Johns Classical Academy's satisfaction of all requirements outlined in statute, achieving the highest level of qualification;
- C8 St. Petersburg College Student Teaching Affiliation Agreement - standard intern agreement; Superintendent Broskie advised the district is monitoring all interns and offering on the spot contracts to interns doing an effective job;
- C9 National Center on Education and the Economy's National Institute for School Leadership (NISL) Program Agreement - brief discussion of this preeminent training to help leaders and the currently trained amount of leaders (25);
- C10 Proclamation #22-12 to Establish School Social Work Week - no discussion;
- C11 Proposed Allocation Changes for 2021-22 - no discussion;
- C12 Monthly Financial Reports for January, 2022 - no discussion;
- C13 Budget Amendment Report for January 31, 2022 - no discussion;
- C14 Deletion of Certain Items Report - February, 2022 - no discussion;
- C15 BID to be Awarded - no discussion;
- C16 Contract Renewal - County Wide Architectural Services up to \$2 Million - no discussion;



- C17 Transportation Radio System Refresh - updating outdated radios on busses to a modern system that will work more effectively in rural areas and provide multi-channel function to improve safety;
- C18 Interlocal Agreement with the Board of County Commissioners for Transportation Radios with Motorola Solutions - no discussion;
- C19 Pre-Qualification of Contractors - no discussion;
- C20 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Clay High Restroom Renovations - no discussion;
- C21 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Orange Park High School Front Entrance Security Enhancements - all schools will now have single point of entry;
- C22 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Middleburg High School Roof Repair/Replacement (Building 1) - no discussion;
- C23 Spring Park Elementary School Guaranteed Maximum Price (GMP) Bid Package 2 (Building Construction and Site Work) - scheduled opening of new school is August 2023 with groundbreaking projected for early May;
- C24 Annual Florida Inventory of School Houses (FISH) Certification - no discussion;
- C25 Change Order #1 for Middleburg Transportation Facility Fuel System Repair/Replacement - no discussion;
- C26 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Ridgeview High School Restroom Renovations - no discussion;
- C27 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for W. E. Cherry Roofing and Spalling - no discussion;

#### **Discussion Agenda:**

- D1 Human Resources Special Action A - no discussion;
- D2 Human Resources Special Action B - no discussion;
- D3 Human Resources Special Action C - no discussion;
- D4 Human Resources Special Action D - no discussion;
- D5 Human Resources Special Action E - no discussion;
- D6 Public Hearing to Vote and Approve as Advertised the Adoption of 2021-2022 6-12 Mathematics Materials - no discussion;
- D7 Proposed Allocations for 2022-2023 - DB - Superintendent Broskie reviewed the allocation package presented to board members under the guiding principles of stability, fiscal conservativeness, and flexibility and which incorporates student projections and revised school attendance boundaries; an overall summary of proposed allocation changes at schools and district offices was provided, including the financial impact of recommended allocations:

Additional discussion arising out of proposed allocations included:

- Mrs. Gilhousen indicated she would like to take a tour of the AIMS program to review, as a board, how behavioral challenges are being addressed and prevented and suggested a deeper review of discipline policies and procedures as well as the incorporation of character development and moral virtue across the curriculum. Mrs. Bolla supported reviewing all of what and how policies and procedures are implemented as well as the Student Code of Conduct. A workshop may be held in future to address these concerns.
- Superintendent Broskie discussed a three-prong plan to address the shortage in teaching positions to include two (2) new job descriptions to retain teachers by providing them needed support, a robust recruitment plan (written document) that will be provided to the board, and the creation of an environment in which people want to work.
- Additional allocations are being requested for the Department of Climate & Culture to provide support to the office for student hearings and schools.
- Two additional area managers are being requested for the Department of Transportation to provide direct support for the areas of Keystone and Green Cove Springs.
- Additional supports are needed in the Department of Instructional Technology Services as technology usage has greatly increased.
- A letter received by board members and the district re the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) was discussed and Dr. Sanders, Director of Exceptional Student Education (ESE) will contact the state for additional information/resolution.
- Mrs. Gilhousen pointed out the expiration of the one mill in 2022 and the planned absorption of the safety and security program into the district's budget.
- Superintendent is exploring the possibility of extending employment to instructional employees in the Deferred Retirement Option Program (DROP). Board members expressed support for this consideration, particularly given the great need for experienced teachers.

**Questions from the Audience** (None)

**Superintendent Comments** (None)

**School Board Comments**

[2. School Board Member Comments](#)

**Minutes:**

Mrs. Clark noted the birthday of George Washington in conjunction with President's Day and requested clarification on Kelly Substitute Services' vaccine requirement. Mr. Broskie advised there is no such vaccine requirement. Mrs. Clark would also like to re-address student cell phone use guidelines.

Mrs. Kerekes was glad that the SEDNET and See You At The Top program changes will be addressed and expressed her willingness, as a board member, to address and assist with any facet of this issue.

Mrs. Bullock noted Keystone Heights Jr./Sr. High School's participation in past and future community events.

Mrs. Bolla commented on various school events and recommended attendance at Construction Career Day and the Fleming Island High mock wedding ceremony events held in March.

**Adjournment** (10:18 a.m.)

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**Superintendent of Schools**

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**Board Chair**



## School Board of Clay County

Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island, FL

### March 3, 2022 - Regular School Board Meeting

**Date:** Mar 03 2022 (6:00 p.m.)

**Student Showcase** (Coppergate Elementary School Percussion Club (directed by James Rivera) and Dance Club (directed by Channing Maltz))

**Invocation** (Dr. Chris Bonts, First Baptist Church of Middleburg)

**Pledge of Allegiance**

**Call to Order** (Present: Janice Kerekes, District 1; Mary Bolla, District 2, Beth Clark, District 3; Tina Bullock, District 4; Ashley Gilhousen, District 5; Superintendent David Broskie)

#### Recognitions and Awards

##### 1. Recognition of 2021-2022 School Related Employee of the Year and Teacher of the Year

###### **Minutes:**

Makayla Buchanan, Executive Director Clay Education Foundation, recognized the Teacher of the Year (Melissa Matz - Lakeside Junior High) and the School-Related Employee of the Year (Jacquelin Edwards - Clay Hill Elementary).

#### Presenters

**School Showcase** (Coppergate Elementary School - Melissa Metz, Principal)

#### Presentations from the Audience (Public Comment)

##### 2. Public Comment

###### **Minutes:**

Public Speakers:

- Elizabeth Phelps - bussing
- Christina Bakos - access points

#### Consent Agenda

##### **Superintendent**

3. C1 - Minutes of School Board Workshop on January 25, 2022; Student Discipline Hearings and Regular Meeting on February 3, 2022

2022 Jan 25 Workshop.pdf

2022 Feb 3 Student Hearings.pdf (Confidential)

2021 Feb 3 Regular Mtg.pdf

[4. C2 - Proclamation #22-11, Clay County Agricultural Fair](#)

[Proclamation 22-11 2022 Clay County Fair.pdf](#)

**Human Resources**

[5. C3 - Personnel Consent Agenda](#)

[Personnel Consent Agenda 3.3.2022 \(2\).pdf](#)

**Instruction-Academic Services**

[6. C4 - K-12 Academic Services Out of State and Overnight Student Travel](#)

[March 2022 - Student Travel.pdf](#)

[7. C5 - Summer Programs Manual and Calendars](#)

[March 2022 - 2022 Clay County Summer Programs Manual.pdf](#)

[March 2022 - VPK Rising K & K-5 Summer Programs Calendar.pdf](#)

[March 2022 - 6th Grade, Jr. High, & High School Summer Programs Calendar.pdf](#)

[March 2022 - Extended School Year \(ESY\) 2022 Summer Calendar \(1\).pdf](#)

[8. C6 - Approve Agreement for Establishment of Navy Junior Reserve Officers Training Corps Unit at Oakleaf High School](#)

[NJROTC OHS Agreement.pdf](#)

[Partially executed NJROTC OHS Agreement.pdf](#)

[9. C7 - Approve St. Johns Classical Academy Charter Renewal](#)

[St Johns Classical Academy proposed renewal contract, 2022-2037.pdf](#)

[Partially Executed St Johns Classical Academy contract.pdf](#)

**Instruction-Professional Development**

[10. C8 - St Petersburg College Student Teaching Affiliation Agreement](#)

[220075 St Petersburg Col of Ed.pdf](#)

[Executed 220075 St Petersburg Col of Ed Agreement.pdf](#)

[11. C9 - National Center on Education and the Economy's National Institute for School Leadership \(NISL\) Program Agreement](#)

[220096 National Center on Education & Economy.pdf](#)

**Instruction-Climate and Culture**

[12. C10 - Proclamation #22-12 to Establish School Social Work Week](#)

[2022 School Social Work Week Proclamation.docx.pdf](#)

**Business Affairs**

[13. C11 - Proposed Allocation Changes for 2021-22](#)

[21 22 Allocation Summary -March 3, 2022.pdf](#)

**Business Affairs-Accounting**

[14. C12 - Monthly Financial Reports for January, 2022](#)

[Jan 2022 Board Monthly Financial Report.pdf](#)

[Jan 2022 Board Monthly Property Report.pdf](#)

[Contracts 50 Thousand and Greater.pdf](#)

[15. C13 - Budget Amendment Report for January 31, 2022](#)

[Budget Amendment January 2022.pdf](#)

#### **Business Affairs-Property**

[16. C14 - Deletion of Certain Items Report - February, 2022](#)

[Deletion Report-February, 2022.pdf](#)

#### **Business Affairs-Purchasing**

[17. C15 - BID to be Awarded](#)

[18. C16 - Contract Renewal – County Wide Architectural Services up to \\$2 Million](#)

#### **Operations**

[19. C17 - Transportation Radio System Refresh](#)

[1 Motorola Clay County District School Radio Proposal Final 2-22-2022.pdf](#)

[20. C18 - Interlocal Agreement with the Board of County Commissioners for Transportation Radios with Motorola Solutions](#)

[2 220092 InterLocal Agreement BCC and School Board for Radio System for Buses Clay BCC Interlocal Agreement Radio System 2021 REVISED 3 3 2022.pdf](#)

#### **Operations-Facilities**

[21. C19 - Pre-Qualification of Contractors](#)

[Table for Board Backup Contractor Prequal, 3.3.22.pdf](#)

[22. C20 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for Clay High School Restroom Renovations](#)

[23. C21 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for Orange Park High School Front Entrance Security Enhancements](#)

[24. C22 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for Middleburg High School Roof Repair/Replacement \(Building 1\)](#)

[25. C23 - Spring Park Elementary School Guaranteed Maximum Price \(GMP\) Bid Package 2 \(Building Construction and Site Work\)](#)

[GMP Bid Package 2 Spring Park Elementary School.pdf](#)

[26. C24 - Annual Florida Inventory of School Houses \(FISH\) Certification](#)

[Florida Inventory of School Houses \(FISH\) Certification.pdf](#)

[27. C25 - Change Order #1 for Middleburg Transportation Facility Fuel System Repair/Replacement](#)

[MB Transportation Fuel System Repair/Replacement CO 1.pdf](#)

[28. C26 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for Ridgeview High School Restroom Renovations](#)

[29. C27 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for W. E. Cherry Roofing and Spalling](#)

#### **Adoption of Consent Agenda**

[30. Adoption of Consent Agenda](#)

#### **Minutes:**

Mrs. Kerekes acknowledged staff in attendance from St. Johns Classical Academy and invited them to address the board. Diane Hutchings, Founder and President, Board of St. Johns Classical Academy extended appreciation to the Clay County School



Board for a new contract and to Clay County District Schools staff for their support.

**Motion**

Motion to Adopt Consent Agenda

**Vote Results** ( *Approved* )

Motion: Janice Kerekes

Second: Ashley Gilhousen

Janice Kerekes

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Beth Clark

- Aye

**CCEA Update** (Victoria Kidwell)

**CESPA Update** (None)

**Superintendent's Update and Presentations**

[31. Superintendent's Update](#)

[SB March 2021.pdf](#)

**Minutes:**

Superintendent Broskie shared the attached visual presentation highlighting the following -

- Clay Day In Tallahassee
- Climate and Culture Student Survey Results
- School of the Month
- Spring Break Reminders
- COVID-19 Safety Reminders

**Discussion Agenda**

**Human Resources**

~~32. D1 - Human Resources Special Action A~~

~~Special Action A 3.3.2022.pdf (Confidential)~~

[33. D2 - Human Resources Special Action B](#)

Special Action B 3.3.2022.pdf (Confidential)

**Motion**

Motion to Approve Human Resources Special Action B

**Vote Results** ( *Approved* )

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Beth Clark

- Aye

#### 34. D3 - Human Resources Special Action C

Special Action C 3.3.2022.pdf (Confidential)

##### **Motion**

Motion to Approve Human Resources Special Action C

##### **Vote Results ( Approved )**

Motion: Ashley Gilhousen

Second: Janice Kerekes

Janice Kerekes

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Beth Clark

- Aye

#### 35. D4 - Human Resources Special Action D

##### **Minutes:**

There was no Human Resources Special Action D.

#### **Instruction-Instructional Resources**

#### 36. D5 - Public Hearing and Vote to Approve as Advertised the Adoption of 2021-2022 6-12 Mathematics Materials

[2021-2022 6-12 Mathematics Adoption District Committee Recommendation.pdf](#)

[2021-2022 6-12 Mathematics Adoption Teacher Reviews and Results.pdf](#)

[2021-2022 6-12 Mathematics Adoption Preselection Committee Reviews and Results.pdf](#)

##### **Minutes:**

Chair Bolla opened the public hearing. With no one coming forward to speak to the item, the public hearing was closed.

##### **Motion**

Motion to Approve as Advertised the Adoption of 2021-2022 6-12 Mathematics Materials

##### **Vote Results ( Approved )**

Motion: Tina Bullock

Second: Ashley Gilhousen

Janice Kerekes

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Beth Clark

- Aye

#### **Business Affairs**

#### 37. D6 - Proposed Allocations for 2022-2023

[2022-23 Allocations Pending Board Approval 03.03.22.pdf](#)

##### **Minutes:**

Mrs. Kerekes expressed her support for the allocation packet and appreciation for the good job done by staff while acknowledging there may be needed additions in the future.

**Motion**

Motion to Approve Proposed Allocations for 2022-2023

**Vote Results ( Approved )**

Motion: Janice Kerekes

Second: Beth Clark

Janice Kerekes

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Beth Clark

- Aye

**School Board Attorney Remarks (None)**

**School Board Member Remarks**

38. School Board Member Comments

**Minutes:**

Mrs. Gilhousen wished students, teachers, and staff a happy Spring break and expressed her hopes to see students participating in the Clay County Agricultural Fair.

Mrs. Bullock was supportive of the allocation package but has concerns re the increased need for mental health counselors and would like to ensure adequate support is provided in high needs and ESE areas. The students at Clay High School were impressive with job readiness skills displayed during recent mock interviews. Activities also commended were Career Day at the equestrian center, the Rotary Science Fair, NJROTC Pass and Review at Ridgeview High School, and a Keystone Heights High student, Kaylee Wright, who placed 6th overall in state for weightlifting.

Mrs. Kerekes appreciated the Teacher of the Year and Support-Related Employee of the Year ceremony. The Construction Career Day was impressive in highlighting excellent career paths for students. Appreciation for the collaboration of work was extended re addressing the Deferred Retirement Option Program (DROP) and being able to retain support in some specific, essential areas.

Mrs. Clark was pleased that services were approved to provide for pest control management because, while pay is important for teachers, it is equally important that they are in a safe environment.

Mrs. Bolla was also impressed with Construction Career Day and the number of former students now successfully employed that had been recruited as a result of the Career Day event. Elementary track meet participation has expanded to the extent that this event will now be held on two separate dates. Ridgeview High and Oakleaf High held excellent Pass and Review events. Students from Fleming Island High's hospitality academy fully planned and successfully executed a mock wedding. Well wishes were extended to students in concert bands being currently judged in competition. The final Tools4Schools for this school year will be held on March 21st.

Mrs. Bolla also proposed the board's consideration and discussion of whether the one mill, currently funding the district's safety and security department, should be placed on the agenda for consideration of placement on the ballot for November's General Election. This matter will be discussed at the next board workshop.

**Adjournment (7:11 p.m.)**

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### Title

C2 - Proposed Supplement Allocations for 2022-2023

#### Description

The School Board is required to take action on all academic and athletic supplemental allocations each school year.

#### Gap Analysis

The following list comprises various transactions that require the recommendation of the Superintendent and the approval of the School Board. The supplemental list includes academic and athletic supplements.

#### Previous Outcomes

Cost analysis for the past seven (7) years:

-2013-2014 Academic \$1,470,892.00 / Athletic \$1,211,876.00 = \$2,682,768.00  
-2014-2015 Academic \$1,547,000.00 / Athletic \$1,210,861.00 = \$2,758,561.00  
-2015-2016 Academic \$1,555,313.00 / Athletic \$1,210,861.00 = \$2,766,174.00  
-2016-2017 Academic \$1,556,323.00 / Athletic \$1,213,311.00 = \$2,769,634.00  
-2017-2018 Academic \$1,576,063.00 / Athletic \$1,218,858.00 = \$2,794,921.00  
-2018-2019 Academic \$1,614,177.00 / Athletic \$1,223,058.00 = \$2,837,235.00  
-2019-2020 Academic \$1,633,848.00 / Athletic \$1,223,058.00 = \$2,856,906.00  
-2020-2021 Academic \$1,665,383.00 / Athletic \$1,261,367.00 = \$2,926,750.00  
2021-2022 Academic \$1,730,918.00 / Athletic \$1,266,652.00 = \$2,997,570.00

#### Expected Outcomes

Supplements will be distributed sufficiently to meet the needs of the various schools and district departments.

#### Strategic Plan Goal

Ensure fiscal responsibility and equitable distribution of resources.

#### Recommendation

Approve the supplements as presented.

#### Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

#### Financial Impact

Cost of Academic Supplements: \$1,735,069.00 / Cost of Athletic Supplements: \$1,268,455.00 Total: \$3,003,524.00

#### Review Comments

#### Attachments

🔗 [Proposed Supplement Allocations 2022-2023 \(2\).pdf](#)

**COST OF SUPPLEMENTS 2022-2023**

<u>SCHOOL</u>	<u>ACADEMIC</u>	<u>ATHLETIC</u>	<u>TOTAL</u>
	<u>SUPPLEMENTS</u>	<u>SUPPLEMENTS</u>	<u>SUPPLEMENTS</u>
AES	\$ 22,295.00		\$ 22,295.00
CEB	\$ 22,295.00		\$ 22,295.00
CGE	\$ 22,295.00		\$ 22,295.00
CHE	\$ 22,295.00		\$ 22,295.00
DIS	\$ 22,295.00		\$ 22,295.00
DOE	\$ 22,295.00		\$ 22,295.00
FIE	\$ 22,295.00		\$ 22,295.00
GPE	\$ 22,295.00		\$ 22,295.00
KHE	\$ 22,295.00		\$ 22,295.00
LAE	\$ 22,295.00		\$ 22,295.00
LES	\$ 22,295.00		\$ 22,295.00
MBE	\$ 22,295.00		\$ 22,295.00
MCE	\$ 22,295.00		\$ 22,295.00
MRE	\$ 22,295.00		\$ 22,295.00
OPE	\$ 22,295.00		\$ 22,295.00
OVE	\$ 22,295.00		\$ 22,295.00
PES	\$ 22,295.00		\$ 22,295.00
POE	\$ 22,295.00		\$ 22,295.00
ROE	\$ 22,295.00		\$ 22,295.00
RVE	\$ 22,295.00		\$ 22,295.00
SBJ	\$ 22,295.00		\$ 22,295.00
SLE	\$ 22,295.00		\$ 22,295.00
SPC	\$ 22,295.00		\$ 22,295.00
TBE	\$ 22,295.00		\$ 22,295.00
TES	\$ 22,295.00		\$ 22,295.00
WEC	\$ 22,295.00		\$ 22,295.00
WES	\$ 22,295.00		\$ 22,295.00
<b>TOTALS</b>	<b>\$ 601,965.00</b>		<b>\$ 601,965.00</b>
GCJ	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00
LAJ	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00
LJH	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00
OLJ	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00
OPJ	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00
WJH	\$ 40,705.00	\$ 45,328.00	\$ 86,033.00
<b>TOTALS</b>	<b>\$ 244,230.00</b>	<b>\$ 273,453.00</b>	<b>\$ 517,683.00</b>
FYCA	\$ 2,275.00		\$ 2,275.00
BLC	\$ 12,460.00		\$ 12,460.00
CVA	\$ 22,435.00		\$ 22,435.00
CHS	\$ 53,989.00	\$ 137,098.00	\$ 191,087.00
FIH	\$ 59,834.00	\$ 139,548.00	\$ 199,382.00
KHH	\$ 63,299.00	\$ 168,214.00	\$ 231,513.00
MHS	\$ 53,989.00	\$ 137,098.00	\$ 191,087.00
OHS	\$ 62,284.00	\$ 137,448.00	\$ 199,732.00



OPH		\$ 53,989.00		\$ 137,448.00		\$ 191,437.00
RHS		\$ 53,989.00		\$ 138,148.00		\$ 192,137.00
<b>TOTALS</b>		<b>\$ 438,543.00</b>		<b>\$ 995,002.00</b>		<b>\$ 1,433,545.00</b>
CTE 9002		\$ 84,560.00				\$ 84,560.00
Inst Res 9003		\$ 7,630.00				\$ 7,630.00
Inst SS 9004		\$ 26,845.00				\$ 26,845.00
ESE 9005		\$ 82,565.00				\$ 82,565.00
Inst Div 9006		\$ 17,801.00				\$ 17,801.00
Inst Sec 9007		\$ 18,900.00				\$ 18,900.00
Inst SIPF 9009		\$ 9,275.00				\$ 9,275.00
Info. Services 9040		\$ 8,295.00				\$ 8,295.00
Inst Proj 9106		\$ 144,060.00				\$ 144,060.00
<b>TOTAL</b>		<b>\$ 399,931.00</b>				<b>\$ 399,931.00</b>
PEER TEACHER		\$ 50,400.00				\$ 50,400.00
<b>TOTAL</b>		<b>\$ 50,400.00</b>				<b>\$ 50,400.00</b>
<b>TOTAL ALL</b>		<b>\$ 1,735,069.00</b>		<b>\$ 1,268,455.00</b>		<b>\$ 3,003,524.00</b>

COST OF SUPPLEMENTS 2022-2023				
SCHOOL	ACADEMIC	ATHLETIC	TOTAL	
	SUPPLEMENTS	SUPPLEMENTS	SUPPLEMENTS	
AES	\$ 22,295.00		\$ 22,295.00	
CEB	\$ 22,295.00		\$ 22,295.00	
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MBE	\$ 22,295.00		\$ 22,295.00	
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MRE	\$ 22,295.00		\$ 22,295.00	
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POE	\$ 22,295.00		\$ 22,295.00	
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SBJ	\$ 22,295.00		\$ 22,295.00	
SLE	\$ 22,295.00		\$ 22,295.00	
SPC	\$ 22,295.00		\$ 22,295.00	
TBE	\$ 22,295.00		\$ 22,295.00	
TES	\$ 22,295.00		\$ 22,295.00	
WEC	\$ 22,295.00		\$ 22,295.00	
WES	\$ 22,295.00		\$ 22,295.00	
TOTALS	\$ 601,965.00		\$ 601,965.00	
GCJ	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00	
LAI	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00	
LJH	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00	
OLJ	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00	Added 1 Wrestling Head
OPJ	\$ 40,705.00	\$ 45,625.00	\$ 86,330.00	
WJH	\$ 40,705.00	\$ 45,328.00	\$ 86,033.00	
TOTALS	\$ 244,230.00	\$ 273,453.00	\$ 517,683.00	
FYCA	\$ 2,275.00		\$ 2,275.00	
BLC	\$ 12,460.00		\$ 12,460.00	
CVA	\$ 22,435.00		\$ 22,435.00	
CHS	\$ 53,989.00	\$ 137,098.00	\$ 191,087.00	
FIH	\$ 59,834.00	\$ 139,548.00	\$ 199,382.00	
KHH	\$ 63,299.00	\$ 168,214.00	\$ 231,513.00	Added 1 Discretionary
MHS	\$ 53,989.00	\$ 137,098.00	\$ 191,087.00	
OHS	\$ 62,284.00	\$ 137,448.00	\$ 199,732.00	Added 1 Department Head (Guidance) 6/3/21 Agenda
OPH	\$ 53,989.00	\$ 137,448.00	\$ 191,437.00	
RHS	\$ 53,989.00	\$ 138,148.00	\$ 192,137.00	
TOTALS	\$ 438,543.00	\$ 995,002.00	\$ 1,433,545.00	
CTE 9002	\$ 84,560.00		\$ 84,560.00	
Inst Res 9003	\$ 7,630.00		\$ 7,630.00	
Inst SS 9004	\$ 26,845.00		\$ 26,845.00	Moved all STEM to 9106
ESE 9005	\$ 82,565.00		\$ 82,565.00	
Inst Div 9006	\$ 17,801.00		\$ 17,801.00	



Inst Sec 9007		\$ 18,900.00			\$ 18,900.00	Deleted 10 mth Spec & .6 12 mth Spec // Added 11 mth Curr Spec.
Inst SIPF 9009		\$ 9,275.00			\$ 9,275.00	
Info. Services 9040		\$ 8,295.00			\$ 8,295.00	
Inst Proj 9106		\$ 144,060.00			\$ 144,060.00	Moved all STEM from 9004 / 1 Title 1 school not included in total
<b>TOTAL</b>		<b>\$ 399,931.00</b>			<b>\$ 399,931.00</b>	
PEER TEACHER		\$ 50,400.00			\$ 50,400.00	
<b>TOTAL</b>		<b>\$ 50,400.00</b>			<b>\$ 50,400.00</b>	
<b>TOTAL ALL</b>		<b>\$ 1,735,069.00</b>		<b>\$ 1,268,455.00</b>	<b>\$ 3,003,524.00</b>	

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**ACADEMIC SUPPLEMENTS 2022-2023**  
**Proposed for Clay County School District on (4/7/2022)**

**Argyle Elementary School 0591**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Charles E. Bennett Elementary 0071**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Coppergate Elementary 0601**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Clay Hill Elementary 0411**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Discovery Oaks Elementary 0641**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Doctors Inlet Elementary 0261**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Fleming Island Elementary 0521**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Grove Park Elementary 0232**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Keystone Heights Elementary 0301**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Lake Asbury Elementary 0451**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Lakeside Elementary 0352**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Middleburg Elementary 0271**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Montclair Elementary 0381**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**McRae Elementary 0511**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Orange Park Elementary 0201**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Oakleaf Village Elementary 0621**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**R. M. Paterson Elementary 0471**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Plantation Oaks Elementary 0651**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Rideout Elementary 0541**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Ridgeview Elementary 0401**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**S. Bryan Jennings Elementary 0331**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Shadowlawn Elementary 0631**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Swimming Pen Creek Elementary 0571**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Thunderbolt Elementary 0531**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Tynes Elementary 0501**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**Wilkinson Elementary 0491**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

**W. E. Cherry Elementary 0241**

7 Department Heads  
1 Department Head: ESE  
1 Discretionary  
1 (2)Elementary Performance/Production  
1 Int. Team Facilitator  
1 Safety Patrol  
1 Instructional Application Facilitator

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**Green Cove Junior High 0021**

1 Academic Coach  
1 Activities Prog Coord  
1 Annual Staff  
1 Band Director  
1 Band / 2 Events  
1 Chorus Director  
1 Chorus / 2 Events  
7 Department Head (6-10 teachers)  
2 Discretionary  
1 Drama  
1 Int. Team Facilitator  
1 Math Team  
1 National Junior Honor Society  
1 Science Fair Coord  
1 Instructional Application Facilitator

**Lakeside Junior High 0351**

1 Academic Coach  
1 Activities Prog Coord  
1 Annual Staff  
1 Band Director  
1 Band / 2 Events  
1 Chorus Director  
1 Chorus / 2 Events  
7 Department Head (6-10 teachers)  
2 Discretionary  
1 Drama  
1 Int. Team Facilitator  
1 Math Team  
1 National Junior Honor Society  
1 Science Fair Coord  
1 Instructional Application Facilitator

**Lake Asbury Junior High 0481**

1 Academic Coach  
1 Activities Prog Coord  
1 Annual Staff  
1 Band Director  
1 Band / 2 Events  
1 Chorus Director  
1 Chorus / 2 Events  
7 Department Head (6-10 teachers)  
2 Discretionary  
1 Drama  
1 Int. Team Facilitator  
1 Math Team  
1 National Junior Honor Society  
1 Science Fair Coord  
1 Instructional Application Facilitator

**Oakleaf Junior High 0611**

1 Academic Coach  
1 Activities Prog Coord  
1 Annual Staff  
1 Band Director  
1 Band / 2 Events  
1 Chorus Director  
1 Chorus / 2 Event  
7 Department Head (6-10 teachers)  
2 Discretionary  
1 Drama  
1 Int. Team Facilitator  
1 Math Team  
1 National Junior Honor Society  
1 Science Fair Coord  
1 Instructional Application Facilitator

**Orange Park Junior High 0361**

1 Academic Coach  
1 Activities Prog Coord  
1 Annual Staff  
1 Band Director  
1 Band / 2 Events  
1 Chorus Director  
1 Chorus / 2 Events  
7 Department Head (6-10 teachers)  
2 Discretionary  
1 Drama  
1 Int. Team Facilitator  
1 Math Team  
1 National Junior Honor Society  
1 Science Fair Coord  
1 Instructional Application Facilitator

**Wilkinson Junior High 0371**

1 Academic Coach  
1 Activities Prog Coord  
1 Annual Staff  
1 Band Director  
1 Band / 2 Events  
1 Chorus Director  
1 Chorus / 2 Events  
0 Department Head (3-5 teachers)  
7 Department Head (6-10 teachers)  
0 Department Head (11-16 teachers)  
2 Discretionary  
1 Drama  
1 Int. Team Facilitator  
1 Math Team  
1 National Junior Honor Society  
1 Science Fair Coord  
1 Instructional Application Facilitator

**Bannerman Learning Center 0111**

1 Annual Staff JH  
3 Department Heads  
1 Int. Team Facilitator  
1 Instructional Application Facilitator

**FYCA**

1 Department Head (6-10 teachers)

**Clay High 0341**

1 Academic Coach  
1 Annual Staff  
1 Band Director  
1 Chorus Director  
1 Dance  
4 Department Head (6-10 teachers)  
5 Department Head (11-16 teachers)  
1 Discretionary  
1 Drama  
1 Drill Team Sponsor  
1 Freshman Class Sponsor  
1 Int. Team Facilitator  
1 Junior Class Sponsor  
1 National Beta Club  
1 National Honor Society  
1 Science Fair Coord  
1 Senior Class Sponsor  
1 Sophomore Class Sponsor  
1 Student Council  
1 Instructional Application Facilitator

**Fleming Island High 0551**

1 Academic Coach  
1 Annual Staff  
2 Band Director  
1 Chorus Director  
1 Dance  
4 Department Head (6-10 teachers)  
5 Department Head (11-16 teachers)  
1 Discretionary  
1 Drama  
1 Drill Team Sponsor  
1 Flag Sponsor  
1 Freshman Class Sponsor  
1 Int. Team Facilitator  
1 Junior Class Sponsor  
1 National Beta Club  
1 National Honor Society  
1 Science Fair Coord  
1 Senior Class Sponsor  
1 Sophomore Class Sponsor  
1 Student Council  
1 Instructional Application Facilitator

**Keystone Heights High 0311**

1 Academic Coach  
1 Activities Program Coord (JH)  
1 Annual Staff HS  
1 Band Director HS  
1 Band Director (JH)  
1 Band/2 Events (JH)  
1 Chorus Director  
1 Dance  
9 Department Head  
2 Discretionary  
1 Drama  
1 Drill Team Sponsor  
1 Freshman Class Sponsor  
1 Int. Team Facilitator  
1 Junior Class Sponsor  
1 National Beta Club Sponsor  
1 National Honor Society  
1 National Junior Honor Society (JH)  
1 Science Fair Coord  
1 Senior Class Sponsor  
1 Sophomore Class Sponsor  
1 Student Council  
1 Instructional Application Facilitator

**Middleburg High 0391**

1 Academic Coach  
1 Annual Staff  
1 Band Director  
1 Chorus Director  
1 Dance  
4 Department Head (6-10 teachers)  
5 Department Head (11-16 teachers)  
1 Discretionary  
1 Drama  
1 Drill Team Sponsor  
1 Freshman Class Sponsor  
1 Int. Team Facilitator  
1 Junior Class Sponsor  
1 National Beta Club  
1 National Honor Society  
1 Science Fair Coord  
1 Senior Class Sponsor  
1 Sophomore Class Sponsor  
1 Student Council  
1 Instructional Application Facilitator

**Oakleaf High 0661**

1 Academic Coach  
1 Annual Staff  
2 Band Director  
1 Chorus Director  
1 Dance  
4 Department Head (6-10 teachers)  
5 Department Head (11-16 teachers)  
1 Department Head (Guidance)  
1 Discretionary  
1 Drama  
1 Drill Team Sponsor  
1 Flag Sponsor  
1 Freshman Class Sponsor  
1 Int. Team Facilitator  
1 Junior Class Sponsor  
1 National Beta Club  
1 National Honor Society  
1 Science Fair Coord  
1 Senior Class Sponsor  
1 Sophomore Class Sponsor  
1 Student Council  
1 Instructional Application Facilitator

**Orange Park High 0252**

1 Academic Coach  
1 Annual Staff  
1 Band Director  
1 Chorus Director  
1 Dance  
4 Department Head (6-10 teachers)  
5 Department Head (11-16 teachers)  
1 Discretionary  
1 Drama  
1 Drill Team Sponsor  
1 Freshman Class Sponsor  
1 Int. Team Facilitator  
1 Junior Class Sponsor  
1 National Beta Club  
1 National Honor Society  
1 Science Fair Coord  
1 Senior Class Sponsor  
1 Sophomore Class Sponsor  
1 Student Council  
1 Instructional Application Facilitator

**Ridgeview High 0431**

1 Academic Coach  
1 Annual Staff  
1 Band Director  
1 Chorus Director  
1 Dance  
4 Department Head (6-10 teachers)  
5 Department Head (11-16 teachers)  
1 Discretionary  
1 Drama  
1 Drill Team Sponsor  
1 Freshman Class Sponsor  
1 Int. Team Facilitator  
1 Junior Class Sponsor  
1 National Beta Club  
1 National Honor Society  
1 Science Fair Coord  
1 Senior Class Sponsor  
1 Sophomore Class Sponsor  
1 Student Council  
1 Instructional Application Facilitator

**Clay Virtual Academy 7005**

6 Department Head (6-10 teachers)  
2 Secondary Technology Coaches  
1 Int. Team Facilitator  
1 Instructional Application Facilitator

**Career & Technical Education 9002**

1 Spec., CTE 12 mos  
57 Co-Curr Clubs mos

**Instructional Resources 9003**

1 Spec., Distance Learning 12 mos  
1 Spec., Inst Media 12 mos  
1 Spec., Dist Media Broadcasting 10 mos

**Student Service 9004**

1 Curr. Specialist 11 mths  
1 Curr. Specialist 12 mths  
4 Spec., Attendance/Social Worker 10 mos  
1 Spec. Curr. Guidance 12 mths  
1 Spec. Military 11 mths  
1 Spec. Proj. Manager 12 mths  
1 Spec., School Psychology 12 mos  
1 Spec. SEDNET 12 mth

**Instructional Projects 9106**

56 Academic Coach STEM  
1 District Level Academic Coach STEM  
3 Spec., Title I 12 mos  
13 Title I Lead Teacher/Department Head

70 Peer Teachers

**Exceptional Student Education 9005**

1 Department Head OT/PT 10 mos  
7 Spec., Curriculum 11 mos  
2 Spec., Curriculum 12 mos  
1 Spec., ESE Behavior Analyst 12 mos  
1 Spec., ESE Behavior Tech 11 mos  
1 Spec., ESE Rdg/D Inst. 11 mos  
1 Spec., ESE Speech/Lang 12 mos  
1 Spec., Homebound 12 mos  
1 Spec., Pre-School 12 mos  
14 Spec., Staffing 10 mos  
2 Spec., Staffing 11 mos  
2 Spec., Staffing 12 mos  
1 Special Olympics Coord  
1 Very Special Arts Coord

**Instructional Division 9006**

1 Elementary Track Coord.  
3.4 Curriculum Specialist 12 mth  
2 Curriculum Specialist 11 mth  
1 Math Field Day Coordinator  
1 Spelling Bee Coordinator

**Instructional Secondary 9007**

1 District Level Academic Coach  
1 District Science Fair Coord  
1 Music Festival  
2 Curriculum Specialist 11 mth  
3. Curriculum Specialist 12 mth

**Instructional School Imp/Perf Dev 9009**

2 Spec., SPRINT 10 mos  
1 Spec. Title III 11 mth  
1 PD Program Specialist 12 mth

**Information Services 9040**

3 Spec. 12 mos

**ATHLETIC SUPPLEMENTS 2022-2023**  
**Proposed for Clay County School District on (4/7/2022)**

**Green Cove Junior High 0021**

1 Baseball Head  
1 Baseball Asst  
2 Basketball Head  
1 Cheerleading Head  
1 Flag Football Head  
1 Football Head  
2 Football Asst  
2 Soccer Head  
1 Softball FP Head  
1 Softball Asst  
2 Track Head  
1 Track Asst  
2 Volleyball Head  
2 Wrestling Head

**Lakeside Junior High 0351**

1 Baseball Head  
1 Baseball Asst  
2 Basketball Head  
1 Cheerleading Head  
1 Flag Football Head  
1 Football Head  
2 Football Asst  
2 Soccer Head  
1 Softball FP Head  
1 Softball Asst  
2 Track Head  
1 Track Asst  
2 Volleyball Head  
2 Wrestling Head

**Lake Asbury Junior High 0481**

1 Baseball Head  
1 Baseball Asst  
2 Basketball Head  
1 Cheerleading Head  
1 Flag Football Head  
1 Football Head  
2 Football Asst  
2 Soccer Head  
1 Softball FP Head  
1 Softball Asst  
2 Track Head  
1 Track Asst  
2 Volleyball Head  
2 Wrestling Head

**Oakleaf Junior High 0611**

1 Baseball Head  
1 Baseball Asst  
2 Basketball Head  
1 Cheerleading Head  
1 Flag Football Head  
1 Football Head  
2 Football Asst  
2 Soccer Head  
1 Softball FP Head  
1 Softball Asst  
2 Track Head  
1 Track Asst  
2 Volleyball Head  
2 Wrestling Head

**Orange Park Junior High 0361**

1 Baseball Head  
1 Baseball Asst  
2 Basketball Head  
1 Cheerleading Head  
1 Flag Football Head  
1 Football Head  
2 Football Asst  
2 Soccer Head  
1 Softball FP Head  
1 Softball Asst  
2 Track Head  
2 Track Asst  
2 Volleyball Head  
1 Wrestling Head

**Wilkinson Junior High 0371**

1 Baseball Head  
1 Baseball Asst  
2 Basketball Head  
1 Cheerleading Head  
1 Flag Football Head  
1 Football Head  
2 Football Asst  
2 Soccer Head  
1 Softball FP Head  
1 Softball Asst  
2 Track Head  
1 Track Asst  
1 Volleyball Head  
2 Wrestling Head

**Clay High 0341**

1 Baseball Head  
1 Baseball JV Head  
1 Baseball Asst  
2 Basketball Head  
2 Basketball Asst  
1 Cheerleading Varsity Head  
1 Cheerleading JV Head  
1 Cross Country  
1 Flag Football  
1 Football Head  
4 Football Asst  
1 Football JV Head  
2 Football JV Asst  
2 Golf Head  
2 Soccer Head  
2 Soccer JV Head  
1 Softball FP Head  
1 Softball FP Asst  
1 Softball FP JV Head  
2 Swimming Head  
2 Tennis Head  
2 Track Head  
2 Track Asst  
1 Volleyball Head  
1 Volleyball Head JV  
2 Weightlifting Head  
1 Wrestling Head  
1 Wrestling Asst



**Fleming Island High 0551**

1 Baseball Head  
1 Baseball Asst  
1 Baseball JV Head  
2 Basketball Head  
2 Basketball Asst  
1 Cheerleading Varsity Head  
1 Cheerleading JV Head  
2 Cross Country  
1 Flag Football  
1 Football Head  
4 Football Asst  
1 Football JV Head  
2 Football JV Asst  
2 Golf Head  
2 Soccer Head  
2 Soccer JV Head  
1 Softball FP Head  
1 Softball FP Asst  
1 Softball FP JV Head  
2 Swimming Head  
2 Tennis Head  
2 Track Head  
2 Track Asst  
1 Volleyball Head  
1 Volleyball Asst  
2 Weightlifting Head  
1 Wrestling Head  
1 Wrestling Asst

**Keystone Heights Jr./Sr. High 0311**

1 Baseball Head HS  
1 Baseball Asst HS  
1 Baseball JV Head HS  
1 Baseball Head JH  
1 Baseball Asst JH  
2 Basketball Head HS  
2 Basketball Asst HS  
2 Basketball Head JH  
1 Cheerleading Varsity Head HS  
1 Cheerleading JV Head HS  
1 Cheerleading Head JH  
2 Cross Country HS  
1 Flag Football HS  
1 Flag Football JH  
1 Football Head HS  
4 Football Asst HS  
1 Football JV Head HS  
2 Football JV Asst HS  
1 Football Head JH  
2 Football Asst JH  
2 Golf Head HS  
2 Soccer Head HS  
2 Soccer Head JV  
1 Softball FP Head HS  
1 Softball FP Asst HS  
1 Softball FP JV Head HS  
1 Softball FP Head JH  
1 Softball Asst JH  
2 Tennis Head HS  
2 Track Head HS  
1 Track Head JH  
2 Track Asst HS  
1 Volleyball Head HS  
1 Volleyball JV Head HS  
1 Volleyball Head JH  
2 Weightlifting Head HS  
2 Weightlifting Head JH  
1 Wrestling Head  
1 Wrestling Assistant

**Middleburg High 0391**

1 Baseball Head  
1 Baseball Asst  
1 Baseball JV Head  
2 Basketball Head  
2 Basketball Asst  
1 Cheerleading Varsity Head  
1 Cheerleading JV Head  
2 Cross Country  
1 Flag Football  
1 Football Head  
4 Football Asst  
1 Football JV Head  
2 Football JV Asst  
2 Golf Head  
2 Soccer Head  
2 Soccer JV Head  
1 Softball FP Head  
1 Softball FP Asst  
1 Softball FP JV Head  
2 Swimming Head  
1 Tennis Head  
2 Track Head  
2 Track Asst  
1 Volleyball Head  
1 Volleyball Asst  
2 Weightlifting Head  
1 Wrestling Head  
1 Wrestling Asst

**Oakleaf High 0661**

1 Baseball Head  
1 Baseball Asst  
1 Baseball JV Head  
2 Basketball Head  
2 Basketball Asst  
1 Cheerleading Varsity Head  
1 Cheerleading JV Head  
1 Cross Country  
1 Flag Football  
1 Football Head  
4 Football Asst  
1 Football JV Head  
2 Football JV Asst  
2 Golf Head  
2 Soccer Head  
2 Soccer JV Head  
1 Softball FP Head  
1 Softball FP Asst  
1 Softball FP JV Head  
2 Swimming Head  
2 Tennis Head  
2 Track Head  
2 Track Asst  
1 Volleyball Head  
1 Volleyball Asst  
2 Weightlifting Head  
1 Wrestling Head  
1 Wrestling Asst

**Orange Park High 0252**

1 Baseball Head  
1 Baseball Asst  
1 Baseball JV Head  
2 Basketball Head  
2 Basketball Asst  
1 Cheerleading Varsity Head  
1 Cheerleading JV Head  
1 Cross Country  
1 Flag Football  
1 Football Head  
4 Football Asst  
1 Football JV Head  
2 Football JV Asst  
2 Golf Head  
2 Soccer Head  
2 Soccer JV Head  
1 Softball FP Head  
1 Softball FP Asst  
1 Softball FP JV Head  
2 Swimming Head  
2 Tennis Head  
2 Track Head  
2 Track Asst  
1 Volleyball Head  
1 Volleyball Asst  
2 Weightlifting Head  
1 Wrestling Head  
1 Wrestling Asst

**Ridgeview High 0431**

1 Baseball Head  
1 Baseball Asst  
1 Baseball JV Head  
2 Basketball Head  
2 Basketball Asst  
1 Cheerleading Varsity Head  
1 Cheerleading JV Head  
2 Cross Country  
1 Flag Football  
1 Football Head  
4 Football Asst  
1 Football JV Head  
2 Football JV Asst  
2 Golf Head  
2 Soccer Head  
2 Soccer JV Head  
1 Softball FP Head  
1 Softball FP Asst  
1 Softball FP JV Head  
2 Swimming Head  
2 Tennis Head  
1 Track Head  
3 Track Asst  
1 Volleyball Head  
1 Volleyball JV Head  
2 Weightlifting Head  
1 Wrestling Head  
1 Wrestling Asst



[illegible]

[illegible]

[illegible]

[illegible]





[illegible]



[illegible]

[illegible]

[illegible]



[illegible]



[illegible]







[illegible]

[illegible]

[illegible]

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[illegible]





[illegible]

[illegible]

[illegible]









[illegible]



[illegible]

[illegible]

[illegible]

<b>Orange Park Junior High (OPJ-0361)</b>						
<b>Index: 35000</b>						
<b>SCHOOL YEAR 2022-2023</b>						
<b>SUPPLEMENT TITLES: Academic</b>	<b>%</b>	<b>\$</b>		<b>No.</b>	<b>TYPE</b>	<b>TOTAL</b>
Academic Coach	5.4	1890	1890	1	End	1890
Activities Prog Coord	13	4550	4550	1	Equal	4550
Annual Staff	6.5	2275	2275	1	Equal	2275
Band Director	7.5	2625	2625	1	Equal	2625
Band / 2 Events	1.5	525	525	1	End	525
Chorus Director	7.5	2625	2625	1	Equal	2625
Chorus / 2 Events	1.5	525	525	1	End	525
Department Head (3-5 teachers)	6	2100	2100	0	Equal	0
Department Head (6-10 teachers)	6.5	2275	2275	7	Equal	15925
Department Head (11-16 teachers)	7	2450	2450	0	Equal	0
Discretionary	1.5	525	525	2	End	1050
Drama	6	2100	2100	1	End	2100
ESE Intervention Committee Facilitator	3.1	1085	1085	1	Equal	1085
Math Team	3.1	1085	1085	1	End	1085
National Junior Honor Society	3.1	1085	1085	1	Equal	1085
Science Fair Coord	3.6	1260	1260	1	End	1260
Instructional Application Facilitator	6	2100	2100	1	Equal	2100
<b>TOTAL ACADEMIC SUPPLEMENT AMOUNT</b>						<b>\$40,705</b>

[illegible]



[illegible]

[illegible]



[illegible]



[illegible]

Clay High (CHS-0341)						
Index: 35000						
SCHOOL YEAR 2022-2023						
<b>SUPPLEMENT TITLES: Athletic</b>	<b>%</b>	<b>\$</b>		<b>No.</b>	<b>TYPE</b>	<b>TOTAL</b>
Baseball Head	12	4200	4200	1	End	4200
Baseball JV Head	8	2800	2800	1	End	2800
Baseball Asst	7	2450	2450	1	End	2450
Basketball Head	13.6	4760	4760	2	End	9520
Basketball Asst	8	2800	2800	2	End	5600
Cheerleading Head Varsity	12	4200	4200	1	Equal	4200
Cheerleading Head JV	9	3150	3150	1	Equal	3150
Cross County Head	6	2100	2100	1	End	2100
Flag Football	6	2100	2100	1	End	2100
Football Head	18.2	6370	6370	1	End	6370
Football Asst	11.55	4043	4043	4	End	16172
Football JV Head	12	4200	4200	1	End	4200
Football JV Asst	11.55	4043	4043	2	End	8086
Golf Head	6.5	2275	2275	2	End	4550
Soccer Head	10	3500	3500	2	End	7000
Soccer Head JV	7	2450	2450	2	End	4900
Softball Head FP	12	4200	4200	1	End	4200
Softball Asst FP	7	2450	2450	1	End	2450
Softball Head JV FP	8	2800	2800	1	End	2800
Swimming Head	10	3500	3500	2	End	7000
Tennis Head	7	2450	2450	2	End	4900
Track Head	10	3500	3500	2	End	7000
Track Asst	7	2450	2450	2	End	4900
Volleyball Head	10	3500	3500	1	End	3500
Volleyball Head JV	6	2100	2100	1	End	2100
Weightlifting Head	7	2450	2450	2	End	4900
Wrestling Head	10	3500	3500	1	End	3500
Wrestling Asst	7	2450	2450	1	End	2450
<b>TOTAL ATHLETIC SUPPLEMENTSAMOUNT</b>						<b>\$137,098</b>

[illegible]



<b>Fleming Island High ( FIH-0551)</b>						
<b>Index: 35000</b>						
<b>SCHOOL YEAR 2022-2023</b>						
<b>SUPPLEMENT TITLES: Athletic</b>	<b>%</b>	<b>\$</b>		<b>No.</b>	<b>TYPE</b>	<b>TOTAL</b>
Baseball Head	12	4200	4200	1	End	4200
Baseball JV Head	8	2800	2800	1	End	2800
Baseball Asst	7	2450	2450	1	End	2450
Basketball Head	13.6	4760	4760	2	End	9520
Basketball Asst	8	2800	2800	2	End	5600
Cheerleading Head Varsity	12	4200	4200	1	Equal	4200
Cheerleading Head JV	9	3150	3150	1	Equal	3150
Cross County Head	6	2100	2100	2	End	4200
Flag Football	6	2100	2100	1	End	2100
Football Head	18.2	6370	6370	1	End	6370
Football Asst	11.55	4043	4043	4	End	16172
Football JV Head	12	4200	4200	1	End	4200
Football JV Asst	11.55	4043	4043	2	End	8086
Golf Head	6.5	2275	2275	2	End	4550
Soccer Head	10	3500	3500	2	End	7000
Soccer Head JV	7	2450	2450	2	End	4900
Softball Head FP	12	4200	4200	1	End	4200
Softball Asst FP	7	2450	2450	1	End	2450
Softball Head JV FP	8	2800	2800	1	End	2800
Swimming Head	10	3500	3500	2	End	7000
Tennis Head	7	2450	2450	2	End	4900
Track Head	10	3500	3500	2	End	7000
Track Asst	7	2450	2450	2	End	4900
Volleyball Head	10	3500	3500	1	End	3500
Volleyball Asst	7	2450	2450	1	End	2450
Weightlifting Head	7	2450	2450	2	End	4900
Wrestling Head	10	3500	3500	1	End	3500
Wrestling Asst	7	2450	2450	1	End	2450
<b>TOTAL ATHLETIC SUPPLEMENT AMOUNT</b>						<b>\$139,548</b>

[illegible]

<b>Keystone Heights Jr/Sr High ( KHH-0311)</b>						
<b>Index: 35000</b>						
<b>SCHOOL YEAR 2022-2023</b>						
<b>SUPPLEMENT TITLES: Athletic</b>	<b>%</b>	<b>\$</b>		<b>No.</b>	<b>TYPE</b>	<b>TOTAL</b>
Baseball Head HS	12	4200	4200	1	End	4200
Baseball Asst HS	7	2450	2450	1	End	2450
Baseball JV Head HS	8	2800	2800	1	End	2800
Baseball, Head JH	6	2100	2100	1	End	2100
Baseball Asst JH	5	1750	1750	1	End	1750
Basketball Head HS	13.6	4760	4760	2	End	9520
Basketball Asst HS	8	2800	2800	2	End	5600
Basketball Head JH	6.85	2398	2398	2	End	4796
Cheerleading Head Varsity	12	4200	4200	1	Equal	4200
Cheerleading Head JV	9	3150	3150	1	Equal	3150
Cheerleading Head JH	9	3150	3150	1	Equal	3150
Cross Country Head HS	6	2100	2100	2	End	4200
Flag Football HS	6	2100	2100	1	End	2100
Flag Football JH	6	2100	2100	1	End	2100
Football Head HS	18.2	6370	6370	1	End	6370
Football Asst HS	11.55	4043	4043	4	End	16172
Football JV Head HS	12	4200	4200	1	End	4200
Football JV Asst HS	11.55	4043	4043	2	End	8086
Football Head JH	10	3500	3500	1	End	3500
Football Asst JH	9.1	3185	3185	2	End	6370
Golf Head HS	6.5	2275	2275	2	End	4550
Soccer Head HS	10	3500	3500	2	End	7000
Soccer Head JV	7	2450	2450	2	end	4900
Softball Head FP HS	12	4200	4200	1	End	4200
Softball Asst FP HS	7	2450	2450	1	End	2450
Softball Head JV FP HS	8	2800	2800	1	End	2800
Softball Head FP JH	6	2100	2100	1	End	2100
Softball Asst JH	5	1750	1750	1	End	1750
Tennis Head HS	7	2450	2450	2	End	4900
Track Head HS	10	3500	3500	2	End	7000
Track Head JH	6	2100	2100	1	End	2100
Track Asst HS	7	2450	2450	2	End	4900
Volleyball Head HS	10	3500	3500	1	End	3500
Volleyball Head JV HS	6	2100	2100	1	End	2100
Volleyball Head JH	6	2100	2100	1	End	2100
Weightlifting Head HS	7	2450	2450	2	End	4900
Weightlifting Head JH	6	2100	2100	2	End	4200
Wrestling Head	10	3500	3500	1	End	3500
Wrestling Assistant	7	2450	2450	1	End	2450
<b>TOTAL ATHLETIC SUPPLEMENT AMOUNT</b>						<b>\$168,214</b>

[illegible]

<b>Middleburg High (MHS-0391)</b>						
<b>Index: 35000</b>						
<b>SCHOOL YEAR 2022-2023</b>						
<b>SUPPLEMENT TITLES: Athletic</b>	<b>%</b>	<b>\$</b>		<b>No.</b>	<b>TYPE</b>	<b>TOTAL</b>
Baseball Head	12	4200	4200	1	End	4200
Baseball Asst	7	2450	2450	1	End	2450
Baseball JV Head	8	2800	2800	1	End	2800
Basketball Head	13.6	4760	4760	2	End	9520
Basketball Asst	8	2800	2800	2	End	5600
Cheerleading Head Varsity	12	4200	4200	1	Equal	4200
Cheerleading Head JV	9	3150	3150	1	Equal	3150
Cross County Head	6	2100	2100	2	End	4200
Flag Football Head	6	2100	2100	1	End	2100
Football Head	18.2	6370	6370	1	End	6370
Football Asst	11.55	4043	4043	4	End	16172
Football JV Head	12	4200	4200	1	End	4200
Football JV Asst	11.55	4043	4043	2	End	8086
Golf Head	6.5	2275	2275	2	End	4550
Soccer Head	10	3500	3500	2	End	7000
Soccer Head JV	7	2450	2450	2	End	4900
Softball Head FP	12	4200	4200	1	End	4200
Softball Asst FP	7	2450	2450	1	End	2450
Softball Head JV FP	8	2800	2800	1	End	2800
Swimming Head	10	3500	3500	2	End	7000
Tennis Head	7	2450	2450	1	End	2450
Track Head	10	3500	3500	2	End	7000
Track Asst	7	2450	2450	2	End	4900
Volleyball Head	10	3500	3500	1	End	3500
Volleyball Asst	7	2450	2450	1	End	2450
Weightlifting Head	7	2450	2450	2	End	4900
Wrestling Head	10	3500	3500	1	End	3500
Wrestling Asst	7	2450	2450	1	End	2450
<b>TOTAL ATHLETIC SUPPLEMENT AMOUNT</b>						<b>\$137,098</b>

[illegible]

Oakleaf High ( OHS-0661)						
Index: 35000						
SCHOOL YEAR 2022-2023						
<b>SUPPLEMENT TITLES: Athletic</b>	<b>%</b>	<b>\$</b>		<b>No.</b>	<b>TYPE</b>	<b>TOTAL</b>
Baseball Head	12	4200	4200	1	End	4200
Baseball Asst	7	2450	2450	1	End	2450
Baseball JV Head	8	2800	2800	1	End	2800
Basketball Head	13.6	4760	4760	2	End	9520
Basketball Asst	8	2800	2800	2	End	5600
Cheerleading Head Varsity	12	4200	4200	1	Equal	4200
Cheerleading Head JV	9	3150	3150	1	Equal	3150
Cross County Head	6	2100	2100	1	End	2100
Flag Football	6	2100	2100	1	End	2100
Football Head	18.2	6370	6370	1	End	6370
Football Asst	11.55	4043	4043	4	End	16172
Football JV Head	12	4200	4200	1	End	4200
Football JV Asst	11.55	4043	4043	2	End	8086
Golf Head	6.5	2275	2275	2	End	4550
Soccer Head	10	3500	3500	2	End	7000
Soccer Head JV	7	2450	2450	2	End	4900
Softball Head FP	12	4200	4200	1	End	4200
Softball Asst FP	7	2450	2450	1	End	2450
Softball Head JV FP	8	2800	2800	1	End	2800
Swimming Head	10	3500	3500	2	End	7000
Tennis Head	7	2450	2450	2	End	4900
Track Head	10	3500	3500	2	End	7000
Track Asst	7	2450	2450	2	End	4900
Volleyball Head	10	3500	3500	1	End	3500
Volleyball Asst	7	2450	2450	1	End	2450
Weightlifting Head	7	2450	2450	2	End	4900
Wrestling Head	10	3500	3500	1	End	3500
Wrestling Asst	7	2450	2450	1	End	2450
<b>TOTAL ATHLETIC SUPPLEMENT AMOUNT</b>						<b>\$137,448</b>

[illegible]



Orange Park High (OPH-0252)						
Index: 35000						
SCHOOL YEAR 2022-2023						
<b>SUPPLEMENT TITLES: Athletic</b>	<b>%</b>	<b>\$</b>		<b>No.</b>	<b>TYPE</b>	<b>TOTAL</b>
Baseball Head	12	4200	4200	1	End	4200
Baseball Asst	7	2450	2450	1	End	2450
Baseball JV Head	8	2800	2800	1	End	2800
Basketball Head	13.6	4760	4760	2	End	9520
Basketball Asst	8	2800	2800	2	End	5600
Cheerleading Head Varsity	12	4200	4200	1	Equal	4200
Cheerleading Head JV	9	3150	3150	1	Equal	3150
Cross County Head	6	2100	2100	1	End	2100
Flag Football Head	6	2100	2100	1	End	2100
Football Head	18.2	6370	6370	1	End	6370
Football Asst	11.55	4043	4043	4	End	16172
Football JV Head	12	4200	4200	1	End	4200
Football JV Asst	11.55	4043	4043	2	End	8086
Golf Head	6.5	2275	2275	2	End	4550
Soccer Head	10	3500	3500	2	End	7000
Soccer Head JV	7	2450	2450	2	End	4900
Softball Head FP	12	4200	4200	1	End	4200
Softball Asst FP	7	2450	2450	1	End	2450
Softball Head JV FP	8	2800	2800	1	End	2800
Swimming Head	10	3500	3500	2	End	7000
Tennis Head	7	2450	2450	2	End	4900
Track Head	10	3500	3500	2	End	7000
Track Asst	7	2450	2450	2	End	4900
Volleyball Head	10	3500	3500	1	End	3500
Volleyball Asst	7	2450	2450	1	End	2450
Weightlifting Head	7	2450	2450	2	End	4900
Wrestling Head	10	3500	3500	1	End	3500
Wrestling Asst	7	2450	2450	1	End	2450
<b>TOTAL ATHLETIC SUPPLEMENT AMOUNT</b>						<b>\$137,448</b>

[illegible]

<b>Ridgeview High (RHS-0431)</b>						
<b>Index: 35000</b>						
<b>SCHOOL YEAR 2022-2023</b>						
<b>SUPPLEMENT TITLES: Athletic</b>	<b>%</b>	<b>\$</b>		<b>No.</b>	<b>TYPE</b>	<b>TOTAL</b>
Baseball Head	12	4200	4200	1	End	4200
Baseball Asst	7	2450	2450	1	End	2450
Baseball JV Head	8	2800	2800	1	End	2800
Basketball Head	13.6	4760	4760	2	End	9520
Basketball Asst	8	2800	2800	2	End	5600
Cheerleading Head Varsity	12	4200	4200	1	Equal	4200
Cheerleading Head JV	9	3150	3150	1	Equal	3150
Cross County Head	6	2100	2100	2	End	4200
Flag Football	6	2100	2100	1	End	2100
Football Head	18.2	6370	6370	1	End	6370
Football Asst	11.55	4043	4043	4	End	16172
Football JV Head	12	4200	4200	1	End	4200
Football JV Asst	11.55	4043	4043	2	End	8086
Golf Head	6.5	2275	2275	2	End	4550
Soccer Head	10	3500	3500	2	End	7000
Soccer Head JV	7	2450	2450	2	End	4900
Softball Head FP	12	4200	4200	1	End	4200
Softball Asst FP	7	2450	2450	1	End	2450
Softball Head JV FP	8	2800	2800	1	End	2800
Swimming Head	10	3500	3500	2	End	7000
Tennis Head	7	2450	2450	2	End	4900
Track Head	10	3500	3500	1	End	3500
Track Asst	7	2450	2450	3	End	7350
Volleyball Head	10	3500	3500	1	End	3500
Volleyball Head JV	6	2100	2100	1	End	2100
Weightlifting Head	7	2450	2450	2	End	4900
Wrestling Head	10	3500	3500	1	End	3500
Wrestling Asst	7	2450	2450	1	End	2450
<b>TOTAL ATHLETIC SUPPLEMENT AMOUNT</b>						<b>\$138,148</b>

[illegible]



[illegible]













## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

**Title**

C3 - Reappointments of Instructional and Support Personnel 2022-2023 School Year

**Description**

The attached reappointment documents reflect school-based and district instructional and support employees that have cleared any holds and have been submitted for reappointment during the 2021-2022 school year. Florida Statutes 1012.27 and 1012.22 outlines the duties and responsibilities of the Superintendent of Schools and the School Board regarding reappointments of employees. This action fulfills these requirements.

**Gap Analysis**

N/A

**Previous Outcomes**

Each year the Clay County School board has approved the reappointment of Instructional and Support Personnel.

**Expected Outcomes**

Reappointment of recommended PSC, CC, AC instructional personnel and reappointments of multi-year contract and AC non-instructional personnel will be approved.

**Strategic Plan Goal**

Ensure the retention of effective employees.

**Recommendation**

Approval of 2022-2023 reappointment agenda as presented for instructional and non-instructional personnel.

**Contact**

Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 [Brenda.Troutman@myoneclay.net](mailto:Brenda.Troutman@myoneclay.net)

**Financial Impact**

The financial impact would be the total salary and benefits of the reappointed employees in the 2022-2023 budget.

**Review Comments****Attachments**

## School Board of Clay County

### April 7, 2022 - 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.

#### Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 [Brenda.Troutman@myoneclay.net](mailto:Brenda.Troutman@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 4.7.2022.pdf](#)

**DIVISION OF HUMAN RESOURCES**  
**PERSONNEL CONSENT AGENDA**  
**April 7, 2022**  
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**I. Administrative Actions**

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**A. APPOINTMENT**

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<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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**I. Administrative Actions**

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**B. RE-APPOINTMENT**

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<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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**I. Administrative Actions****C. RE-DESIGNATION**

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignments</u>
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**I. Administrative Actions**

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**D. TRANSFER**

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<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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# I. Administrative Actions

## E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
HIGGINBOTHAM, GWENDOLYN G WJH MGR SATELLITE BASE I CAFETERI	Wilkinson Jr High	Effective 2022-05-31 RETIREMENT
LEOPARD, MELISSA ANNE WES MGR SATELLITE I CAFETERI	Wilkinson Elementary	Effective 2022-05-31 RETIREMENT

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**I. Administrative Actions**

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**F. SUPPLEMENT**

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	<u>Name/Assignment</u>	<u>Site</u>	
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**II. JOB DESCRIPTION ACTIONS**

**NONE**

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### III. Instructional Actions

#### A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
ARMONT, JERRELL WARDRIESE CEB COUNSELOR, ELEM 10 MONTH	Charles E. Bennett Elementary	Effective 2022-02-14 10 MONTH / interim
DAVIS, GINA MARIE CHE TEACHER, SC, SIXTH GR 10 MONTH	Clay Hill Elementary	Effective 2022-03-08 10 MONTH / interim
GALLO, ERIKA LESLIE AES TEACHER, ART, ELEM 10 MONTH	Argyle Elementary	Effective 2022-02-16 10 MONTH / interim
GARY, ALYSON LAUREL KHH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Keystone Heights High School	Effective 2022-02-28 10 MONTH / interim
PEDALINE, LEIGH COURTNEY MRE TEACHER, INSTRUCT TECH EL 10 MONTH	Mcrae Elementary	Effective 2022-03-01 10 MONTH / interim
PRUITT, LEAH CHRISTINE KHH TEACHER, MATHEMATICS, JH 10 MONTH	Keystone Heights High School	Effective 2022-03-03 10 MONTH / interim
RAINEY, SOPHONIA WHITE OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	Effective 2022-02-10 10 MONTH / interim
THOMPSON SR, DEMETRIUS L WJH TEACHER, BUSINESS ED 10 MONTH	Wilkinson Jr High	Effective 2022-03-04 10 MONTH / interim

**III. Instructional Actions****B. RE-APPOINTMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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**III. Instructional Actions****C. RE-DESIGNATION**

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
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### III. Instructional Actions

#### D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
MULLIS, SHANNON KAYE TES TEACHER, SC, FIFTH GR 10 MONTH	Tynes Elementary	Effective 2022-02-15 /transfer from / TEACHER, 4-6
PRESSLER, HEATHER KEITH TEACHER, READING/LANG ARTS 10 MONTH	Robert M. Paterson Elementary	Effective 2022-05-12 /transfer from / PES TEACHER, SC, FIFTH GR

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### III. Instructional Actions

#### E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
BRUEY, JULIE W KHE TEACHER, VE/INCLUSION 10 MONTH	Keystone Heights Elementary	Effective 2022-05-31 RETIREMENT
COBLEIGH, KAREN A LAE TEACHER, SC, FIFTH GR 10 MONTH	Lake Asbury Elementary	Effective 2022-05-31 RETIREMENT
COLLINS, BIANCA T ESE BEHAVIOR SITE COACH 10 MONTH	Plantation Oaks Elementary	Effective 2022-01-10 RESIGNATION
DARBY, EILEEN MARIE MBE TEACHER, SC, SECOND GR 10 MONTH	Middleburg Elementary	Effective 2022-05-31 RETIREMENT
EATON, AUDREY CLAIRE SBJ TEACHER, VE/INCLUSION 10 MONTH	S. Bryan Jennings Elementary	Effective 2022-05-31 RESIGNATION
EDSTROM, ANDREA RAUSCH INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2022-02-28 RESIGNATION
GOFF, RACHEL SHAY MBE TEACHER, SC, FIRST GR 10 MONTH	Middleburg Elementary	Effective 2022-05-31 RESIGNATION
HELLUMS, DONNA LAURIE CHE TEACHER, SC, KINDERGARTEN 10 MONTH	Clay Hill Elementary	Effective 2022-05-31 RETIREMENT
HOUSER, CHERYL LEE AES TEACHER, SC, KINDERGARTEN 10 MONTH	Argyle Elementary	Effective 2022-05-31 RETIREMENT
MIMBS, TAYLOR D INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2022-02-20 RESIGNATION
O TOOLE, LINDSEY N DOE TEACHER, SC, FIFTH GR 10 MONTH	Discovery Oaks Elementary	Effective 2022-03-11 RESIGNATION
PLAXCO, CALLIE E MBE TEACHER, SC, THIRD GR 10 MONTH	Middleburg Elementary	Effective 2022-05-31 RESIGNATION
RAMOS, RAFAEL OPH TEACHER, HEALTH SCIENCE ED 10 MONTH	Orange Park High	Effective 2022-05-31 RETIREMENT
RYAN, JENNIFER LYNN DOE TEACHER, SC, FIFTH GR 10 MONTH	Discovery Oaks Elementary	Effective 2022-05-31 RESIGNATION
SATAYAVINIT, MELISSA M OPJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Orange Park Jr High	Effective 2022-02-17 RESIGNATION
SHEFFIELD, JOMARA BUSOLA AES TEACHER, SC, FIRST GR 10 MONTH	Argyle Elementary	Effective 2022-03-18 RESIGNATION
WILBER, BEVERLY E TES TEACHER, SC, SECOND GR 10 MONTH	Tynes Elementary	Effective 2022-05-31 RETIREMENT

### III. Instructional Actions

#### F. SUPPLEMENT

	<b>Name/Assignment</b>	<b>Site</b>	<b>Supplement Action</b>
	BONNETTE, MORGAN DANIELLE WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
	CIGNO, SCOTT S RHS BASEBALL ASST SH SUPPLEME	Ridgeview High School	Appointment
	DAVIS, KIMBERLY MCCARTY SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	FOWLER, BRENDA M KHH TRACK ASST SH SUPPLEME	Keystone Heights High School	Appointment
0.1	FURGASON-GREEN, DIANA JO WJH (.128) SIXTH PERIOD SUPPLEME	Wilkinson Jr High	Appointment
	GOMES, HOLLIE ANN CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	HACKETT, BRITTANY NICOLE CHS TRACK ASST SH SUPPLEME	Clay High	Appointment
0.5	HISCOX, JULIE ANN LJH TRACK HD JH SUPPLEME	Lakeside Junior High	Appointment
	HUBER, TAMARA LYNN CHS CO-CURR CLUB SUPPLEME	Clay High	Resignation
	JORDAN, JEFFREY FRANK LJH WRESTLING HD JH SUPPLEME	Lakeside Junior High	Appointment
	JUMP, CHRISTINE SANDERS OPH STUDENT COUNCIL SH SUPPLEME	Orange Park High	Appointment
	KRAUSE, SHEREE ANNETTE GCJ ESE INTERVENTION FAC. SUPPLEME	Green Cove Springs Junior High	Resignation
	LONG, RYAN M FIH SOCCER HEAD JV SUPPLEME	Fleming Island High School	Appointment
	LOONEY, KERRI RENEE CHS TRACK HD SH SUPPLEME	Clay High	Appointment
	LUCAS, AIMEE COLLEEN POE ESE INTERVENTION FAC. SUPPLEME	Plantation Oaks Elementary	Appointment
	MARTINO, MICHAEL P FIH BASEBALL JV HD SH SUPPLEME	Fleming Island High School	Appointment
	PARKS, BYRON A CHS TRACK ASST SH SUPPLEME	Clay High	Appointment
	PERKINS, AIDAN L KHH BASEBALL ASST JH SUPPLEME	Keystone Heights High School	Appointment
	PRESSLER, HEATHER KEITH	Robert M. Paterson Elementary	Resignation

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	INST APPLICATION FACILITATOR SUPPLEME		
	RILEY, HAROLD DALTON OPH FOOTBALL ASST HS 25% SUPPLEME	Orange Park High	Resignation
0.5	TAKACS, ZSOLT C MHS FLAG FOOTBALL HD SH/JH SUPPLEME	Middleburg High	Appointment
0.5	WEISKOPF, CHASE MICHAEL MHS FLAG FOOTBALL HD SH/JH SUPPLEME	Middleburg High	Appointment

### III. INSTRUCTIONAL ACTIONS 2021-2022

#### G. PENDING APPOINTMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
NONE				

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### III. INSTRUCTIONAL ACTIONS 2021-2022

#### H. OUT OF FIELD

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
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NONE

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A. SUMMER SCHOOL

Name/Assignment

Site

Effective Dates

NONE

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#### **IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2021-2022**

##### **B. COMMUNITY EDUCATION**

###### **Appointments**

NONE

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#### **IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2021-2022**

##### **C. ADULT EDUCATION**

###### **Appointments**

NONE

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**V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2021-2022**

**A. SUBSTITUTE TEACHER APPROVAL**

**Appointments**

NONE

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## VI. Support Actions

### A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	AHMED, HEATHER H OPJ CAFE ASSISTANT 3.5 HOURS 9 MON CA	Orange Park Jr High	Effective 2022-03-11 9 MON CA / Annual
	ALEGRE, GLORIA CECILIA TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2022-03-07 TRANSPOR / Annual
	ARMBRUST, HEIDI K CEB TITLE I ASSISTANT 9 MON SU	Charles E. Bennett Elementary	Effective 2022-02-22 9 MON SU / Annual
0.8	BLAKE, JENNIFER MARIE STS HEALTH ASSISTANT 9 MON SU	CLIMATE AND CULTURE	Effective 2022-02-24 9 MON SU / Annual
	BRINK, STEPHANIE LYNNE TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2022-03-07 TRANSPOR / Annual
	CAMERON, RONALD F TRN BUS DRIVER TRANSPOR	Transportation	Effective 2022-03-02 TRANSPOR / Annual
	CHIARAMONTE, BETTY ROXANNE TRN ADMIN SUPPORT ASSISTANT 12 MO SU	Transportation	Effective 2022-03-07 12 MO SU / Annual
0.8	CONDON, TRACY LYNN DOE GENERIC CLASSROOM ASSISTANT 9 MON SU	Discovery Oaks Elementary	Effective 2022-02-25 9 MON SU / Annual
	CONRAD, MARGARET KATHLEEN AES LICENSED PRAC NURSE 10 MONTH	Argyle Elementary	Effective 2022-03-08 10 MONTH / Annual
0.9	COVEY, KERI FRANCES AES GENERAL ASSISTANT 9 MON SU	Argyle Elementary	Effective 2022-03-11 9 MON SU / Annual
	CRUZ CASTILLO, MARIA E POE CAFE ASSISTANT 5.5 HOURS 9 MON CA	Plantation Oaks Elementary	Effective 2022-02-16 9 MON CA / Annual
	CUNNINGHAM, MICHAEL B MNT GENERAL MAINT WORKER 12 MO SU	Division of Support Svcs	Effective 2022-02-21 12 MO SU / Annual
	DAVIS, ADELYNN FAITH TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2022-03-07 TRANSPOR / Annual
	DEVER, JUANITA HOPE MHS CAFE ASSISTANT 4 HOURS 9 MON CA	Middleburg High	Effective 2022-02-28 9 MON CA / Annual
0.9	ELLIS, JACKIE D KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	Effective 2022-02-28 9 MON SU / Annual
	FRIZZI, SARAH ELIZABETH TBE REGISTERED NURSE 10 MONTH	Thunderbolt Elementary	Effective 2022-02-28 10 MONTH / Annual
0.8	GONZALEZ YAMBO, ENID	Orange Park Jr High	Effective 2022-03-07

## VI. Support Actions

### A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	MARIE OPJ ESOL CLASSROOM ASSISTANT 9 MON SU		9 MON SU / limited
0.9	GRIMES, MADISON ELIZABETH RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2022-02-14 9 MON SU / Annual
	HUGHES, LOIS A DOE PRINCIPAL SECRETARY CONFIDEN	Discovery Oaks Elementary	Effective 2022-03-01 CONFIDEN / Annual
0.9	ILLES MCINTOSH, MARGARET WJH BEHAVIORAL HEALTH ASST 9 MON SU	Wilkinson Jr High	Effective 2022-03-11 9 MON SU / Annual
	JARAMILLO, MONICA MARIA GPE SECRETARY 11 MO 11 MONTH	Grove Park Elementary	Effective 2022-02-15 11 MONTH / Annual
0.9	JOHNSON, DOREEN TBE BEHAVIORAL HEALTH ASST 9 MON SU	Thunderbolt Elementary	Effective 2022-02-22 9 MON SU / Annual
	JONES, ASHLEE NICHOLE PES CAFE ASSISTANT 6.25 HOURS 9 MON CA	Robert M. Paterson Elementary	Effective 2022-02-28 9 MON CA / Annual
	KRIETE, SOUMAYA DOE SECRETARY 11 MO 11 MONTH	Discovery Oaks Elementary	Effective 2022-02-28 11 MONTH / Annual
	KUYAWA, ADAM G MNT ELECTRONICS TECH 12 MO SU	Division of Support Svcs	Effective 2022-03-10 12 MO SU / Annual
	LEE, ROBERT E TRN BUS DRIVER TRANSPOR	Transportation	Effective 2022-02-11 TRANSPOR / Annual
0.9	LEWIS, MARLANA LAVONNE POE GENERAL ASSISTANT 9 MON SU	Plantation Oaks Elementary	Effective 2022-02-22 9 MON SU / Annual
	LITTLES, JORDAN MIKEL TRN MECHANIC 12 MO SU	Transportation	Effective 2022-02-15 12 MO SU / Annual
0.9	MADINE, NICOLE L SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	Effective 2022-03-03 9 MON SU / Annual
	MARSHALL, KYLE D KHH CUSTODIAN 12 MO SU	Keystone Heights High School	Effective 2022-03-07 12 MO SU / Annual
	MICKENS, CHARLES HERBERT MHS CUSTODIAN 12 MO SU	Middleburg High	Effective 2022-02-17 12 MO SU / Annual
	MONTROSE, JEAN MARC TRN BUS DRIVER TRANSPOR	Transportation	Effective 2022-02-22 TRANSPOR / Annual
0.9	MOODY, JESSICA L TBE BEHAVIORAL HEALTH ASST	Thunderbolt Elementary	Effective 2022-02-25 9 MON SU / Annual

## VI. Support Actions

### A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	9 MON SU MOSLEY, JESSICA NICHOLE LJH CUSTODIAN 12 MO SU	Lakeside Junior High	Effective 2022-02-22 12 MO SU / Annual
0.9	NSHAKA, NERU AMEN MHS BEHAVIORAL HEALTH ASST 9 MON SU	Middleburg High	Effective 2022-02-28 9 MON SU / Annual
0.9	O BRIEN, SABRA SHYANNE LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	Effective 2022-02-22 9 MON SU / Annual
	PEREZ, JILLIAN LEIGH MCE CAFE ASSISTANT 3.25 HOURS 9 MON CA	Montclair Elementary	Effective 2022-02-22 9 MON CA / Annual
	PERKINS, MARTHA JENNIE WJH SCHOOL SEC ADMINISTRATION 10 MONTH	Wilkinson Jr High	Effective 2022-02-22 10 MONTH / Annual
	RAMIREZ ARZOLA, JENNIFER N OPJ CUSTODIAN 12 MO SU	Orange Park Jr High	Effective 2022-02-25 12 MO SU / Annual
	RIOS, MINERVA MHS CAFE ASSISTANT 4.5 HOURS 9 MON CA	Middleburg High	Effective 2022-02-22 9 MON CA / Annual
	RODGERS, GLENN TRN BUS DRIVER TRANSPOR	Transportation	Effective 2022-02-25 TRANSPOR / Annual
0.8	RODRIGUEZ, IVELISSE PES ESOL CLASSROOM ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2022-02-28 9 MON SU / limited
	SALGADO, ZORAIDA DOE CAFE ASSISTANT 6.25 HOURS 9 MON CA	Discovery Oaks Elementary	Effective 2022-02-17 9 MON CA / Annual
	SCHNEDLER, CHERIE MAR GCJ CUSTODIAN 12 MO SU	Green Cove Springs Junior High	Effective 2022-02-14 12 MO SU / Annual
	SEYMOUR, MASON KENNETH MNT ELECTRICAL TECH 12 MO SU	Division of Support Svcs	Effective 2022-02-21 12 MO SU / Annual
	SNYDER, DAWN ELAINE AES CAFE ASSISTANT 4.5 HOURS 9 MON CA	Argyle Elementary	Effective 2022-02-22 9 MON CA / Annual
0.8	TEEARS, MICHELLE LAMBERTH ROE IN SCHOOL SUSPENSION 9 MON SU	Rideout Elementary	Effective 2022-02-16 9 MON SU / Annual
0.8	VITTETOE, KENIA MARIA TBE ESOL CLASSROOM ASSISTANT 9 MON SU	Thunderbolt Elementary	Effective 2022-02-14 9 MON SU / Annual
	WITTMAN, RACHEL LORAIN TRN ADMIN SUPPORT	Transportation	Effective 2022-03-07 12 MO SU / Annual

## VI. Support Actions

### A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
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ASSISTANT  
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## VI. Support Actions

### B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	CARMICHAEL, SHIRLEY MARIE TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.9	CARNEGIE, DELROY J WJH BEHAVIORAL HEALTH ASST 9 MON SU	Wilkinson Jr High	9 MON SU / Multi-Year Conditional
0.8	COOPER, REBEKAH V POE HEALTH ASSISTANT 9 MON SU	Plantation Oaks Elementary	9 MON SU / Multi-Year Conditional
	FRANCOIS, JACQUES TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Annual
	GRIMES, NANCY MELRINA TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	JONES, ZACHARY TYLER STS SEDNET CASE MANAGER 11 MONTH	CLIMATE AND CULTURE	11 MONTH / Annual
0.9	LEBLANC, MACKENZIE EVONNE LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	9 MON SU / Annual
0.9	SMYK, NICHOLAS HARRY OPH BEHAVIORAL HEALTH ASST 9 MON SU	Orange Park High	9 MON SU / Multi-Year Conditional
	TAYLOR, MAKENZIE DREW TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	TRANSPOR / 3rd year annual, support
0.9	WRIGHT, LORETTA L MRE BEHAVIORAL HEALTH ASST 9 MON SU	Mcrae Elementary	9 MON SU / Multi-Year Conditional

## VI. Support Actions

### C. RE-DESIGNATION

Name/Assignment	Site	Previous
BEMIS, AUDREY LYNNE TES CAFE ASSISTANT 7.5 HOURS 9 MON CA	Tynes Elementary	Effective 2022-03-04 / redesignated from / TES CAFE ASSISTANT 7 HOURS / 9 MON CA
DUTTON, LANITA RENEE TES CAFE ASSISTANT 6.25 HOURS 9 MON CA	Tynes Elementary	Effective 2022-03-04 / redesignated from / TES CAFE ASSISTANT 5.5 HOURS / 9 MON CA
GILLETTE, COE E TES CAFE ASSISTANT 7.5 HOURS 9 MON CA	Tynes Elementary	Effective 2022-03-04 / redesignated from / TES CAFE ASSISTANT 6.75 HOURS / 9 MON CA
RAWSON, NICOLLE MILLER FNS CAFE VAN DRIVER 5.5 HOURS 9 MON CA	Food & Nutrition Srvc	EFFECTIVE 2022-01-27 / REDESIGNATED FROM / FNS CAFE VAN DRIVER 7.5 HOURS / 9 MON CA
WHITE, PAULINE FRANCES TES CAFE VAN DRIVER 7.25 HOURS 9 MON SU	Tynes Elementary	Effective 2022-03-04 / redesignated from / TES CAFE VAN DRIVER 6.75 HOURS / 9 MON SU



## VI. Support Actions

### D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.9	BLISSITT, BRITNI LYNN OVE GENERAL ASSISTANT 9 MON SU	Oakleaf Village Elementary	Effective 2022-02-08 /transfer from / OVE IN SCHOOL SUSPENSION
0.9	BOYSEN, LAURA E TBE BEHAVIORAL HEALTH ASST 9 MON SU	Thunderbolt Elementary	Effective 2022-02-21 /transfer from / TBE GENERAL HEALTH ASSISTA
	BROADWELL, CYNTHIA DIANE ELE ADMINISTRATIVE SECRETARY 12 MO SU	Dept Of Elementary Education	Effective 2022-03-01 /transfer from / DOE PRINCIPAL SECRETARY
	BRYAN, BRENDA JEAN TRN ASSISTANT PARTS MANAGER 12 MO SU	Transportation	Effective 2022-02-22 /transfer from / TRN ADMIN SUPPORT ASSISTANT
	BURKETT, SHAWNDA NICOLE AES CAFE ASSISTANT 6 HOURS 9 MON CA	Argyle Elementary	Effective 2022-02-25 /transfer from / AES CAFE ASSISTANT 4.5 HOURS
	BUSKILL, CASSANDRA LYNN TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2022-02-28 /transfer from / WES BEHAVIORAL HEALTH ASST
	CARRION LOPEZ, ROSE A CGE MEDIA TECHNICAL ASST 10 MONTH	Coppergate Elementary	Effective 2022-03-08 /transfer from / CGE IN SCHOOL SUSPENSION
0.9	CLEMONS, JODIE NICOLE TES GENERAL ASSISTANT 9 MON SU	Tynes Elementary	Effective 2022-02-28 /transfer from / TES BEHAVIORAL HEALTH ASST
0.9	COLEMAN, SANDRA G BLC CHILD CARE ASSISTANT 9 MON SU	Ridgeview High School	Effective 2022-03-28 /transfer from / RHS GENERAL HEALTH ASSISTA
0.9	DODSON, MONICA K CHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	Effective 2022-02-28 /transfer from / SPC BEHAVIORAL HEALTH ASST
	HALL, ANGELA MICHELE FNS CAFE VAN DRIVER 6.5 HOURS TRANSPOR	Transportation	Effective 2022-03-22 /transfer from / TRN ESE ASST/BUS MONITOR
	HANSON, SHAWNA MICHELLE MHS CAFE ASSISTANT 5 HOURS 9 MON CA	Transportation	Effective 2022-03-22 /transfer from / TRN BUS DRIVER
0.9	HEBB, SHERRY FAYE WES GENERAL ASSISTANT 9 MON SU	Wilkinson Elementary	Effective 2022-03-21 /transfer from / WES BEHAVIORAL HEALTH ASST
0.9	JOHNSON, DANA MARIE TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	Effective 2022-02-22 /transfer from / TES GENERAL ASSISTANT
0.9	JUDD, HOLLY MICHELE WES BEHAVIORAL HEALTH ASST 9 MON SU	Wilkinson Elementary	Effective 2022-02-28 /transfer from / WES GENERAL ASSISTANT
	LEIBOLD, RACHEL A ESE ADMINISTRATIVE SUP ASST 12 MO SU	Robert M. Paterson Elementary	Effective 2022-03-21 /transfer from / PES ST RECORD SEC 12 MO

## VI. Support Actions

### D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	LESLIE, TINA MARIE SPC GENERIC CLASSROOM ASSISTAN 9 MON SU	Swimming Pen Creek Elem	Effective 2022-02-28 /transfer from / BLC CHILD CARE ASSISTANT
	MOCK, BRENDA LEE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2022-03-09 /transfer from / TRN ESE ASST/BUS MONITOR
	PASILLAS, BRONWYN C RVE SECRETARY 11 MO 11 MONTH	Ridgeview Elementary	Effective 2022-03-01 /transfer from / RVE TITLE I ASSISTANT
	PRIEST, AMY ANNE LAJ CAFE ASSISTANT 5.25 HOURS 9 MON CA	Lake Asbury Junior High School	Effective 2022-02-15 /transfer from / LAJ CAFE ASSISTANT 3.75 HOURS
	ROBERTS, WADE L SPC CAFE VAN DRIVER 5.5 HOURS 9 MON CA	Swimming Pen Creek Elem	Effective 2022-02-14 /transfer from / FNS CAFE VAN DRIVER 5.25 HOURS
0.9	RODRIGUEZ, STACEY L DOE BEHAVIORAL HEALTH ASST 9 MON SU	Discovery Oaks Elementary	Effective 2022-01-31 /transfer from / DOE SECRETARY 11 MO
0.9	SCHOENBECK, HEAVEN ABIGAIL WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2022-02-10 /transfer from / WEC GENERAL HEALTH ASSISTA
0.9	WRIGHT, LAJAHMES KHADIJAH WEC GENERAL ASSISTANT 9 MON SU	W.E. Cherry Elementary	Effective 2022-02-14 /transfer from / WEC BEHAVIORAL HEALTH ASST

## VI. Support Actions

### E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	AUGUSTIN, MARIE LIDA OPJ CUSTODIAN 12 MO SU	Orange Park Jr High	Effective 2022-02-14 CONCLUDE EMPLOYMENT
	CASTEEL, MARK S OPJ CUSTODIAN 12 MO SU	Orange Park Jr High	Effective 2022-02-15 RESIGNATION
	CRAWFORD, ERIN C OLJ PRINCIPAL SECRETARY CONFIDEN	Oakleaf Junior High School	Effective 2022-03-18 RESIGNATION
	CUMMINGS, SUEZEL RAMOS RHS ST RECORD SEC 12 MO 12 MO SU	Ridgeview High School	Effective 2022-03-03 RESIGNATION
	E0200689 SCHOOL SAFE OFFICER LEAD 9 MON SU	SAFETY AND SECURITY	Effective 2022-03-31 RESIGNATION
	E0200760 SCHOOL SAFETY OFFICER 9 MON SU	SAFETY AND SECURITY	Effective 2022-03-02 RESIGNATION
	FRANCOIS SR, JEAN P TRN BUS DRIVER TRANSPOR	Transportation	Effective 2022-02-15 RESIGNATION
	GABRIEL DIAZ ONEILL, IRMA LUZ AES CAFE ASSISTANT 6 HOURS 9 MON CA	Argyle Elementary	Effective 2022-02-24 RESIGNATION
0.9	GARD, OWEN DEE OPH BEHAVIORAL HEALTH ASST 9 MON SU	Orange Park High	Effective 2022-03-11 RESIGNATION
0.9	GARVEY, SCOTT R KHE GENERAL HEALTH ASSISTA 9 MON SU	Keystone Heights Elementary	Effective 2022-05-27 RESIGNATION
	GODBOLD JR, THOMAS J ITS PROGRAMMER/ANALYST 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2022-03-23 RESIGNATION
0.9	GRIMES, MADISON ELIZABETH RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2022-02-23 RESIGNATION
0.9	HANCOCK, GAIL DELYN CHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	Effective 2022-03-11 RESIGNATION
0.9	JOSEPH, AMANDA LYNN AES GENERAL ASSISTANT 9 MON SU	Argyle Elementary	Effective 2022-03-11 RESIGNATION
0.9	LAND, ANITA MARIE LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2022-02-25 RESIGNATION
	MARCUM, PATRICIA T SLE CUSTODIAN 12 MO SU	Shadowlawn Elementary	Effective 2022-03-31 RETIREMENT
	MARTINEZ, MARYANNE ELAINE TRN BUS DRIVER	Transportation	Effective 2022-02-14 RESIGNATION

## VI. Support Actions

### E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	LNG TRM		
	MICK, JENNIE M TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2022-02-24 RETIREMENT
	MILLER, MELISSA DANIELLE OLJ CAFE ASSISTANT 4.25 HOURS 9 MON CA	Oakleaf Junior High School	Effective 2022-03-03 CONCLUDE EMPLOYMENT
	NORMAN, TERESA ELAINE TRN BUS DRIVER LNG TRM	Transportation	Effective 2022-02-25 RESIGNATION
0.9	PATE, RENEE S BLC BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	Effective 2022-02-09 RESIGNATION
0.9	PEACOCK, MERIELLE MOWERY FIE GENERAL HEALTH ASSISTA 9 MON SU	Fleming Island Elementary	Effective 2022-03-11 RESIGNATION
0.9	PFEIFER, ALYSSA KATHLEEN LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	Effective 2022-02-22 CONCLUDE EMPLOYMENT
0.9	POARCH, BRENDA B MBE TITLE I ASSISTANT 9 MON SU	Middleburg Elementary	Effective 2022-05-27 RESIGNATION
0.8	RODRIGUEZ, IVELISSE GCJ ESOL CLASSROOM ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2022-02-25 RESIGNATION
	SATER, TINA MARIE FIH CUSTODIAN LNG TRM	Fleming Island High School	Effective 2022-02-09 CONCLUDE EMPLOYMENT
	TABLER, DIANNE ELAINE LAJ CUSTODIAN 12 MO SU	Lake Asbury Junior High School	Effective 2022-03-31 RESIGNATION
0.8	TILLMAN, LISA M MCE IN SCHOOL SUSPENSION 9 MON SU	Montclair Elementary	Effective 2022-02-22 RESIGNATION
	TORRES ARROYO, THALIA Y SPC CAFE ASSISTANT 5.5 HOURS 9 MON CA	Swimming Pen Creek Elem	Effective 2022-02-28 RESIGNATION
	VILLATORO LIU, KEMBELY ROE CAFE ASSISTANT 3.25 HOURS 9 MON CA	Rideout Elementary	Effective 2022-03-11 RESIGNATION
	WATERS, MICHAELA G RVE SECRETARY 11 MO 11 MONTH	Ridgeview Elementary	Effective 2022-02-25 RESIGNATION
	WETTRICH, JULIA SUSANNE KHH CAFE ASSISTANT 3.75 HOURS 9 MON CA	Keystone Heights High School	Effective 2022-03-04 RESIGNATION
0.9	WOOD, BEVERLY A DIS GENERAL ASSISTANT 9 MON SU	Doctors Inlet Elementary	Effective 2022-05-27 RETIREMENT

**VI. Support Actions****E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
ZAYAS JR, JOSE OHS CAFE ASSISTANT 7.5 HOURS 9 MON CA	Oakleaf High School	Effective 2022-02-25 RESIGNATION

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## VI. Support Actions

### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.5	AFLLEJE, ELIZABETH ANN LJH TRACK HD JH SUPPLEME	Lakeside Junior High	Appointment
	BRYANT, SHACOURTNEY NICOLE GCJ SOFTBALL FP ASST JH SUPPLEME	Green Cove Springs Junior High	Appointment
	PELLEGRIN, APRIL MARIE DOE DISCRETIONARY SUPPLEME	Discovery Oaks Elementary	

DRAFT

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

**Title**

C5 - Appointment of Clay County School Board's CCEA and CESPA Bargaining Team Members for 2022-2023

**Description**

Bargaining Team members are approved by the School Board prior to collective bargaining each year. Superintendent Broskie and Assistant Superintendent for Business Affairs, Dr. Susan Legutko, are members on both teams. Please see attachment.

**Gap Analysis**

N/A

**Previous Outcomes**

Bargaining teams have been approved by the school board in past years.

**Expected Outcomes**

The School Board of Clay County will approve the appointment of bargaining teams which will successfully negotiate the 2022-2023 contracts between the School Board of Clay County along with the CCEA and CESPA bargaining units.

**Strategic Plan Goal**

N/A

**Recommendation**

Approve the bargaining team members for 2022-2023.

**Contact**

Brenda Troutman, Assistant Superintendent of Human Resources (904) 336-6701 [Brenda.Troutman@myoneclay.net](mailto:Brenda.Troutman@myoneclay.net)

**Financial Impact**

None

**Review Comments****Attachments**

📎 [2022-2023 District Bargaining Team Members \(5\).pdf](#)



## CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 F (904) 336-6536 W [oneclay.net](http://oneclay.net)

### SUPERINTENDENT OF SCHOOLS

David S. Broskie

### BOARD MEMBERS:

Janice Kerekes, District 1  
Mary Bolla District 2  
Beth Clark District 3  
Tina Bullock District 4  
Ashley Gilhousen, District 5

## **2022-2023 District Bargaining Team Members**

### **CCEA Team:**

Brenda Troutman (Chief Negotiator)  
Jeffrey Schriver  
Sarah Brennan  
Ivin Gunder  
John Mescall  
David Broskie  
Susan Legutko

### **CESPA Team:**

Brenda Troutman (Chief Negotiator)  
Catherine Richardson  
Clayton Anderson  
John Mescall  
Nathan Warmouth  
Scott Wiand  
Melissa Wright  
David Broskie  
Susan Legutko

Leonard Dietzen will serve as special counsel for negotiations.



## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

**Title**

C6 - Proclamation #22-13 to Establish May 1 - 7, 2022, as Teacher Appreciation Week in Clay County, and Tuesday, May 3, 2022, as Teacher Appreciation Day

**Description**

Teacher Appreciation Week and National Teacher Appreciation Day are dedicated annually to the celebration of teachers worldwide. At the local level, Clay County Schools will honor the men and women who lend their passion and skills to educate the children of Clay County.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

N/A

**Strategic Plan Goal**

N/A

**Recommendation**

Establish May 1 - 7, 2022, as Teacher Appreciation Week in Clay County and Tuesday, May 3, 2022, as National Teacher Appreciation Day.

**Contact**

Brenda G. Troutman, Assistant Superintendent of Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

**Financial Impact**

None

**Review Comments****Attachments**

🔗 [Teacher Appreciation Proclamation 2021-2022.pdf](#)

**SCHOOL BOARD OF CLAY COUNTY, FLORIDA**  
**PROCLAMATION # 22-13**



**WHEREAS**, the resilient teachers of Clay County, while overcoming ever changing and unforeseen challenges, continue to foster new and distinct generations of creative, motivated, and literate citizens; and

**WHEREAS**, they resolutely plan, teach, and assess standards-based lessons which cultivate skills that spark progress and innovation, while exhibiting virtues and values like integrity, empathy, inventiveness, and resilience, which prepare students to meet and respond to the unknown challenges of the future; and

**WHEREAS**, our teachers are exemplars for students and the community, modeling the balance of focused, hard work, while nurturing childrens' passions, inspiring their imaginations, and helping them realize the best version of themselves; and

**WHEREAS**, the future of our county, state, and country depends upon providing a high-quality equitable education to all students; and

**WHEREAS**, effective teachers have an enduring impact on the lives of their students, colleagues, and families because they help the next generation to flourish and thrive which in turn, enriches our community, and they deserve our gratitude and thanks; and

**WHEREAS**, our community recognizes, champions, and celebrates Clay County District Schools' teachers in their work to inspire students to discover endless possibilities for success.

**NOW, THEREFORE, BE IT RESOLVED**, that the School Board of Clay County, Florida, does hereby proclaim May 1 – 7, 2022, as Teacher Appreciation Week and May 3, 2022, as Teacher Appreciation Day in Clay County.

**Duly adopted and approved by the School Board of Clay County, Florida, this 7th day of April, 2022.**

**ATTEST:**

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David S. Broskie  
Superintendent of Schools  
Clay County, Florida

---

Mary S. Bolla, School Board Chair

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

**Title**

C7 - Proclamation #22-14 to Establish April 24 - 30, 2022, as Administrative Professionals' Week and Wednesday, April 27, 2022, as Administrative Professionals' Day in Clay County.

**Description**

Administrative Professionals' Week and Administrative Professionals' Day are observed annually as a way to show appreciation to support and clerical staff. Celebrated worldwide, Administrative Professionals' Day has become one of the largest workplace observances.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

N/A

**Strategic Plan Goal**

N/A

**Recommendation**

Establish April 24 - 30, 2022, as Administrative Professionals' Week and Wednesday, April 27, 2022, as Administrative Professionals' Day (formerly known as Secretary's Day) in Clay County.

**Contact**

Brenda G. Troutman, Assistant Superintendent of Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

**Financial Impact**

None

**Review Comments****Attachments**

📎 [Administrative Professionals Proclamation 2021-2022.pdf](#)

**SCHOOL BOARD OF CLAY COUNTY, FLORIDA**  
**PROCLAMATION # 22-14**



**WHEREAS**, April 24 – 30, 2022, has been designated Administrative Professionals' Week; and

**WHEREAS**, April 27, 2022, has been designated as Administrative Professionals' Day; and

**WHEREAS**, this occasion is historically observed as a means to show gratitude and recognition for all administrative support personnel since 1952; and

**WHEREAS**, our administrative professionals are essential in coordinating the office operations at our schools and district offices through their evolving daily roles; and

**WHEREAS**, the work of administrative professionals requires specialized skill sets in communications, computer applications, project coordination, time management, customer service, and other vital office management responsibilities; and

**WHEREAS**, administrative professionals consistently strive outside of the boundaries of their aforementioned skill sets in order to apply their creativity to meet the ever-changing and varied needs of students, staff, and the community; and

**WHEREAS**, by exhibiting faultless courtesy and ceaseless professionalism, administrative professionals in Clay County District Schools contribute significantly to the district's vision and mission to prepare lifelong learners equipped to discover the endless possibilities for success the future holds.

**NOW, THEREFORE, BE IT RESOLVED**, that the School Board of Clay County, Florida, does hereby proclaim April 24 – 30, 2022 as Administrative Professionals' Week and April 27, 2021, as Administrative Professionals' Day in Clay County.

**Duly adopted and approved by the School Board of Clay County, Florida, this 7th day of April 2022.**

**ATTEST:**

---

David S. Broskie  
Superintendent of Schools  
Clay County, Florida

---

Mary S. Bolla, School Board Chair

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### Title

C8 - K-12 Academic Services Out of State and Overnight Student Travel

#### 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
Orange Park Junior, Lake Asbury Junior, Ridgeview High	5/1-3, 2022	Tallahassee, FL	Delegates to FL History Day Competition	History Competition - Students present research and defend theme-based thesis statements.
Keystone Heights High	2/25-26, 2022	Wakulla, FL	Wrestling	Wrestling Tournament
Keystone Heights High	4/1-2, 2022	Lakeland, FL	JROTC	State Drill Competition
Middleburg High	6/11-16, 2022	NAS	NJROTC	Sail Academy - summer training.
Middleburg High	6/18-25, 2022	Midgeville, GA	NJROTC	Leadership Academy
Middleburg High	6/27-7/2, 2022	Camp Blanding	NJROTC	Basic Leadership Academy - summer training
Oakleaf High	3/4-5, 2022	Douglas, GA	NJROTC	Area 12 Drill Meet Championship
Oakleaf High	4/9-12, 2022	Orlando, FL	HOSA	State HOSA Competition
Oakleaf High	3/25-26, 2022	Montverde, FL	Softball	Softball Tournament
Ridgeview High	2/10/22	Pensacola, FL	Girls Basketball	Playoff Game
Ridgeview High	3/23-26, 2022	Key West, FL	NJROTC	To tour NAS Key West, the Coast Guard Station Key West, the USS Ingram, the NAVY SEAL Museum, and Fort Zachary Taylor.

#### 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.

**Contact**

Roger Dailey, Assistant Superintendent of Curriculum & Instruction; roger.dailey@myoneclay.net; 904-336-6904

Treasure Pickett, Director of K-12 Academic Services; treasure.pickett@myoneclay.net; 904-336-6918

**Financial Impact**

None

**Review Comments****Attachments**

- 🔗 [April 2022 - Student Travel.pdf](#)

DRAFT

ADMINISTRATIVELY APPROVED  
PENDING BOARD APPROVAL

April 7, 2022

SCHOOL DISTRICT OF C  
FIELD TRIP REQUEST

1. School Requesting: Orange Park Jr
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\*: 5/1 - 5/3 2022 Destination\*: Tallahassee
5. Group Taking Trip: Delegates to FL History Day Competition
6. If using private vehicles, list approved driver(s): \_\_\_\_\_
7. Educational Value of Field Trip: Students present research and defend theme-based thesis statements. Experienced, professional judges interrogate them to elicit conclusion on learning. Students also meet peers, evaluate their projects reciprocally. They visit historic sites in the down town.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): See Attached list
9. Number of Students\*: 15 Number of Chaperones\*: 5
10. Cost Per Student: 0 Budget Code or Source to be charged: \_\_\_\_\_  
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 9:00 am 5/1 Returning Time\*: 4:00 pm 5/3

\*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):

C Cheatwood  
Teacher, Team Leader, Department Head, Etc.  
Samia G. Guste  
Principal  
Michelle  
Assistant Superintendent  
D. Dunn  
Superintendent

3-7-22  
Date  
3-7-22  
Date  
3/8/22  
Date  
3/8/22  
Date

<b>SS.8.A.1.1</b>	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
<b>SS.8.A.1.2</b>	Analyze charts, graphs, maps, photographs, and timelines; analyze political cartoons; determine cause and effect.
<b>SS.8.A.1.3</b>	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
<b>SS.8.A.1.4</b>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<b>SS.8.A.1.5</b>	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
<b>SS.8.A.1.6</b>	Compare interpretations of key events and issues throughout American History.
<b>SS.8.A.1.7</b>	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<b>SS.8.G.6.2</b>	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
<b>SS.912.A.1.1</b>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<b>SS.912.A.1.2</b>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. strong>
<b>SS.912.A.1.3</b>	Utilize timelines to identify the time sequence of historical data.



- SS.912.H.1.2** Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

## Arts

- VA.B.1.3.1** Knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings for ideas in works of art.
- VA.E.1.3.1** Understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.
- VA.A.1.4.1** Uses two- and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, and imagination.
- VA.B.1.4.2** Understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
- VA.E.1.3.1** Understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.
- TH.A.1.3.1** Develops characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).
- TH.A.3.3.1** Selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.
- TH.D.1.3.1** Understands a character in a play through exploration of internal characterization (e.g., emotions and motivations) and external characterization (e.g., background, posture, mannerisms, and dress).



## Clay County Field Trip COVID Guidelines Overnight or Out of State Field Trips



(Please attach these guidelines to your field trip request form)

- ☒ All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)

### Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc):

Parents Driving

### Hotel Accommodations (room assignments/supervision etc):

Home2 Suites Hilton  
Rooms assigned by project (per gender)  
Cheatwood will supervise, along with  
parent chaperones  
2 Queens per room / 4 students per room

### Mask Compliance:

yes

### Social Distancing:

yes

SCHOOL DISTRICT OF C  
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED  
Received too late for Feb & March, 2022  
Board Meeting  
Received for Information: April 7, 2022

1. School Requesting: KHHS
2. Transportation (Check One):  
School Bus(s) \_\_\_\_\_ Private Vehicle(s) \_\_\_\_\_ Commercial Carrier \_\_\_\_\_ Other ☒  
If Commercial Carrier or Other, please state type: Van
3. Trip(s) Overnight: Yes ☒ No \_\_\_\_\_ Trip(s) Out-of-State: Yes \_\_\_\_\_ No ☒
4. Dates of Field Trip\*: 2/23 - 2/26 Destination\*: Wakulla
5. Group Taking Trip: Wrestling
6. If using private vehicles, list approved driver(s): \_\_\_\_\_
7. Educational Value of Field Trip: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Supporting Florida Standards Benchmark(s) with Narrative(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Number of Students\*: 3 Number of Chaperones\*: 1
10. Cost Per Student: 0 Budget Code or Source to be charged: N/A  
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 6am Friday Returning Time\*: 2/26

\*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): \_\_\_\_\_

Steven Knott  
Teacher, Team Leader, Department Head, Etc.

[Signature]  
Principal

[Signature]  
Assistant Superintendent

[Signature]  
Superintendent

2/22/22  
Date  
2/22/22  
Date  
2/22/22  
Date  
[Signature]  
Date



## Clay County Field Trip COVID Guidelines Overnight or Out of State Field Trips



(Please attach these guidelines to your field trip request form)

- ☒ All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)

### Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc):

County Van

### Hotel Accomodations (room assignments/supervision etc):

Jason Bowden, Aylx Nichols, Matthew Delano - Room #1 (2 Queens)  
Coach Steve Room #2

### Mask Compliance:

Yes

### Social Distancing:

Yes

SCHOOL DISTRICT OF CLAY COUNTY

FIELD TRIP REQUEST

1. School Requesting: Keystone Heights High School
2. Transportation (Check One):  
 School Bus(s) \_\_\_\_\_ Private Vehicle(s) \_\_\_\_\_ Commercial Carrier \_\_\_\_\_ Other School Van  
 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\*: 1-2 April 2022 Destination\*: Lakeland, FL
5. Group Taking Trip: JROTC Color Guard
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: JROTC State Drill Competition
8. Supporting Florida Standards Benchmark(s) with Narrative(s): \_\_\_\_\_
9. Number of Students\*: 4 Number of Chaperones\*: 2
10. Cost Per Student: \$50.00 Budget Code or Source to be charged: \_\_\_\_\_  
 (Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: Jan 1, 2022 2:30 pm Returning Time\*: Jan 2, 2022 10:00 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): \_\_\_\_\_

SFC Todd Blatchford

Teacher, Team Leader, Department Head, Etc.

[Signature]  
Principal

[Signature]  
Assistant Superintendent

[Signature]  
Superintendent

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

9 mar 22

Date 3/9/22

Date 3/9/22

Date 3/1/21

Date



## Clay County Field Trip COVID Guidelines Overnight or Out of State Field Trips



(Please attach these guidelines to your field trip request form)

☐ All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)

### Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc):

School VAN

### Hotel Accommodations (room assignments/supervision etc):

4 students - 1 room  
2 chaperones - 1 room

### Mask Compliance:

As required by CCSD policy

### Social Distancing:

As required by CCSD policy



ADMINISTRATIVELY APPROVED  
PENDING BOARD APPROVAL

April 7, 2022

SCHOOL DISTRICT OF C  
FIELD TRIP REQUEST

1. School Requesting: Middleburg HS
2. Transportation (Check One):  
School Bus(s) \_\_\_\_\_ Private Vehicle(s) \_\_\_\_\_ Commercial Carrier \_\_\_\_\_ Other Parent ☒  
If Commercial Carrier or Other, please state type: Parents drive and pick up
3. Trip(s) Overnight: Yes ☒ No \_\_\_\_\_ Trip(s) Out-of-State: Yes \_\_\_\_\_ No ☒
4. Dates of Field Trip\*: 11-16 Jan 22 Destination\*: NAS Jacksonville
5. Group Taking Trip: NJROTC
6. If using private vehicles, list approved driver(s): \_\_\_\_\_
7. Educational Value of Field Trip: Sail Academy - Summer Training
8. Supporting Florida Standards Benchmark(s) with Narrative(s): \_\_\_\_\_
9. Number of Students\*: 2 Number of Chaperones\*: Provide by other schools
10. Cost Per Student: 325 Budget Code or Source to be charged: NJROTC  
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 0700 Returning Time\*: 1800

\*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):

[Signature] COR Lec  
Teacher, Team Leader, Department Head, Etc.  
[Signature]  
Principal  
[Signature]  
Assistant Superintendent  
[Signature]  
Superintendent

2/24/22  
Date  
2/24/22  
Date  
3/04/22  
Date  
3/7/22  
Date

(105)



## Clay County NJROTC Event & Field Trip Precautions

**1. Orienteering Meets:** This is an outdoor event and schools participating arrive at separate times to run the course and limit exposure to other students / schools and the start times are staggered so only 1 cadet runs at a time, spacing everyone out on the 5-10K course. Teams consist of about 12-14 cadets.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

**2. Marksmanship Meets:** Rifle events will be held in a large open area like a school Gym with 6 foot spacing between shooters on the firing line. Typically, we have 1 cadet in a shooting lane, 2 empty lanes, then another cadet. Schools are kept together and these events are staggered to limit the amount of schools and cadets on location at any given time. Teams consist of 4 cadets.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

**3. Academic Brain Brawl Meets:** These events are indoors and held in Media centers or large auditoriums. There are only 4 schools at a time competing and the 4 tables are separated with 6 foot spacing. Cadets wear masks at all times and the only spectators allowed are the coaches. This year it was decided to not permit parents or families to watch. Waiting areas are separated for each school and are typically outside weather permitting. Teams consist of 4-5 cadets.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

**4. Field Trips:** This is an outdoor event. Cadets will maintain 6ft distance rules and wear masks during the event.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

Mike Lee  
CDR, USN (Ret)  
MHS NJROTC SNSI



ADMINISTRATIVELY APPROVED  
PENDING BOARD APPROVAL  
April 7, 2022

SCHOOL DISTRICT OF  
FIELD TRIP REQUEST

1. School Requesting: Middleburg HS
2. Transportation (Check One):  
School Bus(s) \_\_\_\_\_ Private Vehicle(s) \_\_\_\_\_ Commercial Carrier \_\_\_\_\_ Other Rental Van  
If Commercial Carrier or Other, please state type: \_\_\_\_\_
3. Trip(s) Overnight: Yes X No \_\_\_\_\_ Trip(s) Out-of-State: Yes X No \_\_\_\_\_
4. Dates of Field Trip\*: 18 Jun - 25 Jun 22 Destination\*: Georgia Military College Midwayville GA
5. Group Taking Trip: NJROTC
6. If using private vehicles, list approved driver(s): \_\_\_\_\_
7. Educational Value of Field Trip: NJROTC Leadership Academy
8. Supporting Florida Standards Benchmark(s) with Narrative(s): \_\_\_\_\_
9. Number of Students\*: 5 Number of Chaperones\*: 2
10. Cost Per Student: 320 Budget Code or Source to be charged: NJROTC  
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 0700 Returning Time\*: 2000

\*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): \_\_\_\_\_

[Signature] CDR Lee  
Teacher, Team Leader, Department Head, Etc.

Date

2/24/22

[Signature]  
Principal

Date

2/24/22

[Signature]  
Assistant Superintendent

Date

3/4/22

[Signature]  
Superintendent

Date

3/7/22

110



## Clay County NJROTC Event & Field Trip Precautions

**1. Orienteering Meets:** This is an outdoor event and schools participating arrive at separate times to run the course and limit exposure to other students / schools and the start times are staggered so only 1 cadet runs at a time, spacing everyone out on the 5-10K course. Teams consist of about 12-14 cadets.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

**2. Marksmanship Meets:** Rifle events will be held in a large open area like a school Gym with 6 foot spacing between shooters on the firing line. Typically, we have 1 cadet in a shooting lane, 2 empty lanes, then another cadet. Schools are kept together and these events are staggered to limit the amount of schools and cadets on location at any given time. Teams consist of 4 cadets.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

**3. Academic Brain Brawl Meets:** These events are indoors and held in Media centers or large auditoriums. There are only 4 schools at a time competing and the 4 tables are separated with 6 foot spacing. Cadets wear masks at all times and the only spectators allowed are the coaches. This year it was decided to not permit parents or families to watch. Waiting areas are separated for each school and are typically outside weather permitting. Teams consist of 4-5 cadets.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

**4. Field Trips:** This is an outdoor event. Cadets will maintain 6ft distance rules and wear masks during the event.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

Mike Lee  
CDR, USN (Ret)  
MHS NJROTC SNSI

ADMINISTRATIVELY APPROVED  
PENDING BOARD APPROVAL

April 7, 2022

SCHOOL DISTRICT OF C

FIELD TRIP REQUEST

1. School Requesting: Middleburg HS
2. Transportation (Check One):  
School Bus(s) \_\_\_\_\_ Private Vehicle(s) \_\_\_\_\_ Commercial Carrier \_\_\_\_\_ Other X  
If Commercial Carrier or Other, please state type: Parents Drop off and Pick up
3. Trip(s) Overnight: Yes X No \_\_\_\_\_ Trip(s) Out-of-State: Yes \_\_\_\_\_ No X
4. Dates of Field Trip\*: 27 Jun - 2 Jul Destination\*: Camp Blanding
5. Group Taking Trip: NSROTC
6. If using private vehicles, list approved driver(s): \_\_\_\_\_
7. Educational Value of Field Trip: Basic Leadership Academy (Summer Training)
8. Supporting Florida Standards Benchmark(s) with Narrative(s): \_\_\_\_\_
9. Number of Students\*: 3 Number of Chaperones\*: Provide by other schools
10. Cost Per Student: 200 Budget Code or Source to be charged: NSROTC  
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 0700 Returning Time\*: 1800

\*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.

Principal

Assistant Superintendent

Superintendent

Date

Date

Date

Date



## Clay County NJROTC Event & Field Trip Precautions

**1. Orienteering Meets:** This is an outdoor event and schools participating arrive at separate times to run the course and limit exposure to other students / schools and the start times are staggered so only 1 cadet runs at a time, spacing everyone out on the 5-10K course. Teams consist of about 12-14 cadets.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

**2. Marksmanship Meets:** Rifle events will be held in a large open area like a school Gym with 6 foot spacing between shooters on the firing line. Typically, we have 1 cadet in a shooting lane, 2 empty lanes, then another cadet. Schools are kept together and these events are staggered to limit the amount of schools and cadets on location at any given time. Teams consist of 4 cadets.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

**3. Academic Brain Brawl Meets:** These events are indoors and held in Media centers or large auditoriums. There are only 4 schools at a time competing and the 4 tables are separated with 6 foot spacing. Cadets wear masks at all times and the only spectators allowed are the coaches. This year it was decided to not permit parents or families to watch. Waiting areas are separated for each school and are typically outside weather permitting. Teams consist of 4-5 cadets.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

**4. Field Trips:** This is an outdoor event. Cadets will maintain 6ft distance rules and wear masks during the event.

TRANSPORTATION - Masks will be worn at all times in the vehicles, unless the cadet is meeting the team at the event and being driven by a parent or guardian.

MEALS - If meals are provided, they will be pre-packaged and cadets will eat at the same spacing requirements in place at the school in the cafeteria.

Mike Lee  
CDR, USN (Ret)  
MHS NJROTC SNSI

SCHOOL DISTRICT OF  
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED  
Received too late for March, 2022  
Board Meeting  
Received for Information: April 7, 2022

1. School Requesting: 045
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\*: 20220304-05 Destination\*: Coffey High School  
Douglas GA 31533
5. Group Taking Trip: NBRL
6. If using private vehicles, list approved driver(s): \_\_\_\_\_
7. Educational Value of Field Trip: Tam worth
8. Supporting Florida Standards Benchmark(s) with Narrative(s): \_\_\_\_\_
9. Number of Students\*: 510 Number of Chaperones\*: 5
10. Cost Per Student: \_\_\_\_\_ Budget Code or Source to be charged: 3167  
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 1000 20220304 Returning Time\*: 20220305 1700

\*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.

Principal

Assistant Superintendent

Superintendent

Date

Date

Date

Date



**COFFEE HIGH SCHOOL NJROTC**  
159 TROJAN WAY  
DOUGLAS, GA 31533  
(912) 389-6610



12 Jan 2022

From: Senior Naval Science Instructor, Coffee High School  
To: Area 12 Drill Championship Qualifiers

Subj: AREA 12 DRILL MEET CHAMPIONSHIP, 05 MAR 2022

Ref: (a) Navy Nationals SOP ([www.thenationals.net](http://www.thenationals.net))  
(b) Area-12 Sanctioned Drill Meet SOP

Encl: (1) Agreement of Indemnity  
(2) Directions to Coffee Middle School  
(3) Pre-mishap plan  
(4) Hotel/Food Information  
(5) ORM matrix

1. The Area 12 Drill Championship scheduled for 05 March 2022 will be hosted by the Coffee High School NJROTC Unit. The meet will take place at Coffee Middle School. Events will be graded by US Marine Corps, US Navy, US Air Force and US National Guard active duty and reserve personnel.

2. The **entry fee** for the Area 12 Drill Championship has been set by the Area Manager at \$500.00. **\$200.00** of this fee must be submitted to the **Area 12 Manager** and **\$300.00** must be submitted to **Coffee High School NJROTC, 159 Trojan Way, Douglas, GA 31533**. The fee submitted to Coffee High School will include the cost of meals for 30 cadets. Schools bringing more than 30 cadets to the meet must pay an additional \$6.00 per cadet for meals and must lock in this price at least two weeks prior to the meet. Entry fees are due no later than 11 Feb 2022. The team qualifying at the Wild Card Meet will have two weeks to submit payment.

3. There will be no instructor meeting as all units should know Nationals rules/procedures. Remember, all participating cadets must stand the Personnel Inspection. No more than 40 cadets may participate in this meet. **ALL CADETS** must have a completed Sports Physical, Standard Release Form, and Agreement of Indemnity to compete in this Area-12 Drill Championship. Each SNSI will verify completion of ALL requirements before allowing a cadet to compete.

4. **THIS EVENT WILL BE RUN IN STRICT COMPLIANCE WITH THE NEW NATIONALS LOI. GRADING OF DRILL EVENTS WILL BE IAW REFERENCES (A) AND (B).**



## 5. UNIFORM REQUIREMENTS:

a. The uniform of the day for cadets will be the Navy Service Uniform. The uniform for Naval Science Instructors will be either the prescribed uniform for the season or NJROTC Unit attire (i.e. polo or collared shirt).

b. Academic Testing: In accordance with reference (a) and (b), we will administer a 100 question test with a 50 minute time limit. The tests will be given in two separate classrooms using Grade Master ACCU SCAN forms. Cadets may wear either Navy Service Uniform or athletic attire (cadets must dress the same). Gear must look sharp and be worn in the same fashion as their uniform. Any cadet who must leave the exam area prior to the official completion of the event must turn in the exam at that point and the cadet will not be allowed to reenter the testing area. No Instructors or outside personnel will be allowed in the testing area once the briefing begins. Not abiding by this rule will result in disqualification.

c. Athletic Events: Entrants must wear appropriate athletic attire, this is left to the discretion of the unit; however, no bare midriffs are allowed. All athletic gear will be worn in the same fashion as the uniform. **Shoes must be worn at all times during an event.** Any running or athletic shoe, to include toe shoes, are authorized for all running/athletic events. METAL SPIKES of any kind are prohibited. Ensure your cadets are wearing appropriate running shoes to prevent disqualification.

d. Teams are allowed to remove name tags and ribbons from their uniforms during Armed Exhibition, Armed Basic, and Color Guard events.

6. Locker rooms: A parent volunteer or instructor will accompany any cadets to and from the changing room area. Changing rooms must be kept clean. Instructors must ensure that all of their property is removed so the next school may use changing areas. Locker rooms are located inside the gym.

7. Running Event: The 16x100 relay requires 8 males and 8 females per team. Failure to meet the 8M/8F requirement will result in a team penalty.

## 8. **PUSH-UPS & CURL-UPS**

**Push-Ups:** All 16 cadets will execute push-ups at the same time. CHS will provide judges who will count all correct repetitions. Remember, your cadet will be given one warning for correctness. The next infraction will result in the cadet being stopped.

**Curl-Ups:** All 16 cadets will execute curl-ups at the same time. CHS will provide judges who will count all correct repetitions. The competing school will provide holders for their cadets' feet. Remember, your cadet will be given one warning for correctness. The next infraction will result in the cadet being stopped.

9. PI Questions: PI questions will be chosen from the current Chain of Command, Navy/Marine Rates/Ranks, Orders to Sentry, or Cadet Field Manual (excluding orienteering or survival) as approved by the Area Manager.



## Clay County Field Trip COVID Guidelines Overnight or Out of State Field Trips



(Please attach these guidelines to your field trip request form)

☐ All participants have signed COVID-19 Waiver (not required for athletes; all athletes  
<sup>x</sup> have already done so via Athletic Clearance process)

### Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc):

All Cadets will wear mask while on the bus

### Hotel Accommodations (room assignments/supervision etc):

N/A

### Mask Compliance:

Will adhere to the county policy on wear a mask.

### Social Distancing:

Will follow Social distance guidelines when appropriate



ADMINISTRATIVELY APPROVED  
PENDING BOARD APPROVAL

April 7, 2022

SCHOOL DISTRICT OF  
FIELD TRIP REQUEST

1. School Requesting: OHS
2. Transportation (Check One):  
School Bus(s) \_\_\_\_\_ Private Vehicle(s) \_\_\_\_\_ Commercial Carrier ☒ Other \_\_\_\_\_  
If Commercial Carrier or Other, please state type: A Candres Coaches - Provo H Series Deluxe Motorcoaches
3. Trip(s) Overnight: Yes ☒ No \_\_\_\_\_ Trip(s) Out-of-State: Yes \_\_\_\_\_ No ☒
4. Dates of Field Trip\*: 4/9/22 - 4/12/22 Destination\*: Orlando-Marriott World Resort
5. Group Taking Trip: HOSEA State Qualifiers - 4 students, 2 advisors
6. If using private vehicles, list approved driver(s): \_\_\_\_\_
7. Educational Value of Field Trip: To practice the skills of the chosen HOSEA competition the students played in at regional competition.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): See attached
9. Number of Students\*: 4 Number of Chaperones\*: 2
10. Cost Per Student: \$264.00 - \$346.00 Budget Code or Source to be charged: HOSEA  
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 10:00 AM 4/9/22 Returning Time\*: 1:30 PM 4/12/22

\*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):

Michelle Wynn-Sobbs  
Teacher, Team Leader, Department Head, Etc.  
[Signature]  
Principal  
[Signature]  
Assistant Superintendent  
[Signature]  
Superintendent

2-9-22  
Date  
2/15/22  
Date  
2/17/22  
Date  
2/20/22  
Date

## Standards

After successfully completing this program, the student will be able to perform the following:

### **Standards 1-27 encompass the Health Science Core:**

- 01.0 Analyze and interpret an overview of the human body, including organization and chemical process.
- 02.0 Apply correct medical terminology relating to body structure and function within a real-world application.
- 03.0 Evaluate cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Analyze the integumentary system in relation to health and disease.
- 05.0 Analyze the skeletal system in relation to health and disease.
- 06.0 Analyze the muscular system in relation to health and disease.
- 07.0 Analyze the nervous system in relation to health and disease.
- 08.0 Analyze the endocrine system in relation to health and disease.
- 09.0 Analyze the cardiovascular/circulatory system in relation to health and disease.
- 10.0 Analyze the lymphatic and immune systems in relation to health and disease.
- 11.0 Analyze the respiratory system in relation to health and disease.
- 12.0 Analyze the digestive system in relation to health and disease.
- 13.0 Analyze the urinary system in relation to health and disease.
- 14.0 Analyze both the male and female reproductive systems in relation to health and disease.
- 15.0 Identify and explain factors relating to genetics and disease.
- 16.0 Evaluate and apply the principles of disease transmission and control to real-world scenarios.
- 17.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 18.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 19.0 Demonstrate legal and ethical responsibilities.
- 20.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 21.0 Recognize and practice safety and security procedures.
- 22.0 Recognize and respond to emergency situations.
- 23.0 Recognize and practice infection control procedures.
- 24.0 Demonstrate an understanding of information technology applications in healthcare.
- 25.0 Demonstrate employability skills.
- 26.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 27.0 Apply basic math and science skills.

### **Standards 28-39 encompass competencies specific to Nursing Assistant:**

- 28.0 Use verbal and written communications specific to nurse assisting.
- 29.0 Demonstrate legal and ethical responsibilities specific to nurse assisting.
- 30.0 Perform physical comfort and safety functions specific to nurse assisting.
- 31.0 Provide personal patient care.
- 32.0 Perform patient care procedures.



## Clay County Field Trip COVID Guidelines Overnight or Out of State Field Trips



(Please attach these guidelines to your field trip request form)

- ☐ All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)

### Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc):

Charter Bus

### Hotel Accommodations (room assignments/supervision etc):

Orlando → Marriott World Resort  
Room ① Dobbs  
② Nathaniel Burd  
③ Caylin Swan, Catalina AKi, Kayla Tallent  
④ Jones

### Mask Compliance:

Recommended for bus transportation & in public gatherings. (see attached)

### Social Distancing:

When indoors, recommended to wear mask when not possible to (see attached) social distance.

## **Oakleaf High HOSA Travel Social Distancing Protocol**

1. Students will be monitored for illness before travel. Under the weather students will be kept home. Advisors will verbally screen students as well.
2. Students will work continuously to maintain 6 feet for social distancing.
3. When riding in the vehicle, students will be encouraged to wear masks.

Mask use will be highly encouraged on the bus/hotel room/meetings/and during all official and recreational activities . As per school board policy , Parents have the final decision if students are required to wear a mask during HOSA activities .Masks will be encouraged and made available from their advisor as needed throughout the activity.

1. Students will be instructed and checked for keeping hygiene and social distancing.
2. Students will work to maintain 6 feet for social distancing.
- 3.If students are consuming food/ drink ,they must eat or drink from individual bottles, cups and plates. No shared items.
- 4.If a chaperone/ or advisor serves food. Gloves will be worn by the server.
- 5.HOSA Club activities/events will continue to employ single use items, drinks,food,utensils or paper products.

## SCHOOL DISTRICT OF CLATSOP

## FIELD TRIP REQUEST

1. School Requesting: DHS
2. Transportation (Check One):  
 School Bus(s) \_\_\_\_\_ Private Vehicle(s) ☒ Commercial Carrier \_\_\_\_\_ Other ☒  
 If Commercial Carrier or Other, please state type: School Vans
3. Trip(s) Overnight: Yes ☒ No \_\_\_\_\_ Trip(s) Out-of-State: Yes \_\_\_\_\_ No ☒
4. Dates of Field Trip\*: 3/25 - 3/26/22 Destination\*: MONTE VERDE ACADEMY  
Montverde, FL
5. Group Taking Trip: SOFTBALL
6. If using private vehicles, list approved driver(s): GINA DEATHER, HEATHER HAN
7. Educational Value of Field Trip: n/a  
added to schedule due to cancellations
8. Supporting Florida Standards Benchmark(s) with Narrative(s): n/a
9. Number of Students\*: 20 Number of Chaperones\*: 3
10. Cost Per Student: \_\_\_\_\_ Budget Code or Source to be charged: \_\_\_\_\_  
 (Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 10am 3/25 Returning Time\*: 3/26 9pm

\*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): \_\_\_\_\_

V. Deather  
 Teacher, Team Leader, Department Head, Etc.

[Signature]  
 Principal

[Signature]  
 Assistant Superintendent

[Signature]  
 Superintendent

2/22/22  
 Date

2/25/22  
 Date

2/25/22  
 Date

3/7/22  
 Date

[Signature]  
 Date

[Signature]



## Clay County Field Trip COVID Guidelines Overnight or Out of State Field Trips



(Please attach these guidelines to your field trip request form)

All participants have signed COVID-19 Waiver (all athletes have already done so via Athletic Clearance process)

### Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc):

PARENTS DRIVING + APPROVED DRIVERS

### Hotel Accommodations (room assignments/supervision etc):

4 STUDENT-ATHLETES /RM  
2 COACHES /RM

### Mask Compliance:

STRONGLY SUGGESTED  
↳ Following Clay County District Schools policy.

### Social Distancing:

When possible, will follow CCDS Policy

## FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED

Received too late for Feb &amp; March, 2022

Board Meeting

Received for Information: April 7, 2022

1. School Requesting: Bridgview High
2. Transportation (Check One):  
 School Bus(s) \_\_\_\_\_ Private Vehicle(s) ☒ Commercial Carrier \_\_\_\_\_ Other ☒  
 If Commercial Carrier or Other, please state type: County Van / Rental Van from Enterprise
3. Trip(s) Overnight: Yes ☒ No \_\_\_\_\_ Trip(s) Out-of-State: Yes \_\_\_\_\_ No ☒
4. Dates of Field Trip\*: February 10, 2022 Destination\*: Pensacola (Pine Forest)
5. Group Taking Trip: Girls Basketball
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: Playoff game to advance to next round
8. Supporting Florida Standards Benchmark(s) with Narrative(s): qualified
9. Number of Students\*: 9 Number of Chaperones\*: 3
10. Cost Per Student: \$141 Budget Code or Source to be charged: \_\_\_\_\_  
 (Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 8:15 am 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.

Principal

Assistant Superintendent

Superintendent

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

Date

Date

Date

Date

February 7, 2022

2-7-22

2/17/22

2/17/22

(Signature)





## Clay County Field Trip COVID Guidelines Overnight or Out of State Field Trips



(Please attach these guidelines to your field trip request form)

All participants have signed COVID-19 Waiver (all athletes have already done so via Athletic Clearance process)

### Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc):

Rental Vans (1) Coach + 5 students  
District Van (1) Coach + 4 students

### Hotel Accommodations (room assignments/supervision etc):

5 rooms → Hampton Inn Pine Forest Rd./Pensacola, FL  
- 3 sts/room (3)  
- 1 coach/room (2)

### Mask Compliance:

Masks recommended when social distancing cannot be maintained.

### Social Distancing:

Social distancing recommended at all times



SCHOOL DISTRICT OF CLAY

FIELD TRIP REQUEST

Board Meeting  
Received for Information: April 7, 2022

1. School Requesting: Ridgeview H.S.
2. Transportation (Check One):  
School Bus(s) \_\_\_\_\_ Private Vehicle(s) \_\_\_\_\_ Commercial Carrier X Other \_\_\_\_\_  
If Commercial Carrier or Other, please state type: \_\_\_\_\_
3. Trip(s) Overnight: Yes X No \_\_\_\_\_ Trip(s) Out-of-State: Yes \_\_\_\_\_ No X
4. Dates of Field Trip\*: March 23-26 Destination\*: Key West Naval Air Station
5. Group Taking Trip: US ROTC Cadets
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. N/A
7. Educational Value of Field Trip: To tour NAS Key West, the Coast Guard Station Key West, and the USS Intrepid and the Navy SEAL Museum + Fort Zachary Taylor see schedule
8. Supporting Florida Standards Benchmark(s) with Narrative(s):  

AT 2.1.4.2	AT 6.1.4.2	PEB 2.4.4	AT 2.1.4.2
PEA 3.4.1	PEA 3.4.2	PEA 3.4.4	PEA 3.4.6
HEB 3.4.2	AT 6.1.4.2	LA 2.4.2	AT 9.1.4.2
9. Number of Students\*: 40 Number of Chaperones\*: Six
10. Cost Per Student: \$250 Budget Code or Source to be charged: N/A  
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time\*: 0530, Wed March 23 Returning Time\*: 9:00 pm March 23rd

\*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):

[Signature]  
Teacher, Team Leader, Department Head, Etc.

[Signature]  
Principal

[Signature]  
Assistant Superintendent

[Signature]  
Superintendent

2/10/2022  
Date

2/10/22  
Date

2/17/22  
Date

2/17/20  
Date

[Signature]  
Date

## Key West Schedule

### Wednesday, March 23rd

0530: Depart for Key West  
1200: Stop for lunch  
1600: Arrive at Fort Zachary Taylor for Tour  
1730: Arrive beach for a swim and Supper -- Sub Sandwiches (Unit provides)  
1930: Depart  
2000: Arrive Naval Station Key West Barracks  
2200: TAPS (tape doors)

### Thursday, March 25th

0600: Reveille  
0630: Breakfast (Unit provides)  
0715 Change onto uniforms and prepare to leave for Naval Air Station Aircraft Hangers  
0745 Depart  
0800: Arrive at Search and Rescue Squadron  
0900: Arrive at F/A 18 and flight line  
1000: Arrive Tactical Crew Training System  
1140: Arrive at Key West Coast Guard station  
1145-1230: Eat chow at Key West Coast Guard Station (Unit provides)  
1230: Tour Coast Guard Station  
1500: Board bus and depart Coast Guard station  
1530: Arrive at Navy Exchange  
1700: Depart Exchange  
1730: Arrive Barracks  
1800: Eat Pizza in Barracks (Unit provides)  
1930: Depart for Downtown Key West for Ghost Tour  
2100: Depart downtown Key West for barracks  
2130: Arrive at barracks  
2200: TAPS (Tape Doors)

### Friday, March 26<sup>th</sup>

0600: Reveille (Wear jeans and PT shirts)  
0630: Breakfast at McDonalds  
0730: Depart for USS INGHAM  
0800: Tour USS INGHAM  
1000: Return to barracks to change into bathing suits  
1330: Depart for Beach Cookout (Unit provides)  
1345: Arrive Marina Beach  
1600: Depart for Barracks. Get changed into civies  
1630: Depart for downtown Key West Mallory Square (Supper on you own.)  
2100: Depart for Downtown Key West  
2130: Arrive Barracks  
2200 TAPS (Tape doors)

Saturday, March 23rd

0500: Reveille

0530: Depart Barracks

0600: Breakfast at McDonalds -- Eat chow

0700: Depart

1200: Stop for Lunch

1600: Arrive SEAL Museum

1730: Depart

1800: Stop for supper

2100: Arrive RHS

DRAFT

# Welcome to Fort Zachary Taylor Historic State Park

A true one-of-a-kind experience, visiting Fort Taylor not only provides a magnificent natural setting to bird-watch or swim but also to immerse yourself in history.

On the southern edge of Key West, Fort Taylor predates the Civil War and is a National Historic Monument housing the largest cache of Civil War armament in the world. Beyond its historical importance, the park is the southernmost state park in the continental United States.

Walk the red-brick corridors of Fort Zachary Taylor, past cannon and gun ports, and history becomes more real than books and photos can depict. One better grasps how soldiers lived as they defended the nation's southeastern coastline.

Tour guides and interpretive panels explain how the fort played important roles in the Civil War and Spanish-American War.

History is front and center the third weekend of each month as local re-enactors conduct historic demonstrations.

The park also boasts Key West's favorite beach, located at the southern end of the park, providing opportunities for picnicking, swimming, snorkeling, paddling and fishing.



## **Navy Region Southeast Coronavirus (COVID-19) Information**

**(Click Here To Access Up To Date Information)**

### **Welcome to Naval Air Station Key West**

Naval Air Station Key West's national security mission supports operational and readiness requirements for Department of Defense, Department of Homeland Security, National Guard units, federal agencies, and allied forces.

### **Installation Information**

NAS Key West has perfect flying weather year round and unparalleled aerial ranges that offer aircrew training within minutes after takeoff.

The station is equipped with a sophisticated Tactical Combat Training System (TCTS), similar to the one depicted in the popular movie "Top Gun," which tracks and records aerial maneuvers. In addition, NAS Key West is the host facility for numerous tenant activities, including Joint Interagency Task Force South, U.S. Coast Guard, and U.S. Army Special Forces Underwater Training School to name a few.

The best Sailors, Soldiers, Airmen, Marines and Coast Guardsmen in the world are to be found at NAS Key West and its tenant commands. Each of them work diligently daily to ensure that we are responsible stewards of our human, fiscal, material and environmental resources.

# Welcome to Coast Guard Sector Key West

Sector Key West can trace its history back to 1824 when a 63-foot schooner named Florida sailed into the Port of Key West, establishing a permanent station in Key West. Working for the Key West Collector of Customs, the Florida and its crew collected maritime tariffs, chased pirates, prevented smuggling and rescued those in distress at sea. The U.S. Coast Guard was established in 1915, combining the Revenue Cutter Service and the U.S. Life Saving Services. The Coast Guard increased its strength during the nine year Prohibition Era adding numerous craft and people. In 1939 the Service grew even larger when the Lighthouse Service was merged with the Coast Guard, establishing what is now known as the Captain of the Port Key West. Originally located on the water front at Mallory Square, Coast Guard offices moved to their current location at Trumbo Point in 1977. The Coast Guard base has continued to grow adding more vessels and people to keep up with the growing community and increased maritime activity.

In August 2004, Sector Key West officially stood up. The Sector was created from combining the resources of Group Key West and Marine Safety Detachment Marathon and authorities from Marine Safety Office Miami. This transition improved the Coast Guard's ability to provide for the safety and security of the South Florida community.

Sector Key West is a unified command consisting of six Fast Response cutters, three small boat stations, an Aids to Navigation Team (ANT) and a number of staff departments. The Sector Commander performs the duties of Search and Rescue (SAR) Mission Coordinator (SMC), Captain of the Port (COTP), Federal Maritime Security Coordinator (FMSC), Federal On-Scene Coordinator (FOSC) and Officer in Charge, Marine Inspection (OCMI). Sector Key West has a unique area of responsibility; 55,000 square miles bordering the territorial seas of Cuba and the Bahamas.



[Home](#) | [Make a Donation!](#) | [Become a Volunteer](#) | [Contact Us](#)

## U.S. COAST GUARD CUTTER INGHAM (WMEC-35)

### Maritime Museum & National Historic Landmark

*National Memorial to Guardians Killed in Action In World War II and Vietnam*

[Homepage](#)

[DONATIONS](#)

[Gift Shop](#)

[Hours & Admission](#)

[Location & Directions](#)

[INGHAM's History](#)

[Ship's Specifications](#)

[Photo Gallery](#)

[Our Sponsors](#)

[Local Weather](#)

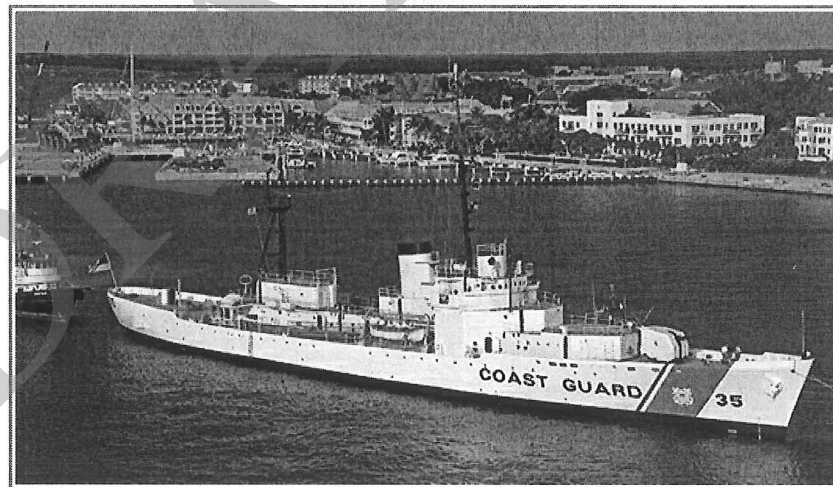
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**SCROLL DOWN  
THIS PAGE FOR  
MORE INFO**



*The only Coast Guard Cutter afloat today to receive two  
Presidential Unit Citations for extraordinary heroism  
in action against an armed enemy*



*Photo by Andy Newman*



## IF YOU GOT ANY CLOSER YOU WOULD HAVE TO ENLIST

The National Navy SEAL Museum is the only museum dedicated solely to preserving the history of the United States Navy SEALs and their predecessors. Located in Fort Pierce, Florida, the Museum resides on the training grounds of the original Navy combat divers, the Frogmen.

Built to honor the men who served with fortitude and dedication, the Navy SEAL Museum first opened its doors on Veterans Day in 1985. From humble beginnings, the facility has experienced tremendous growth, achieving national stature in 2007.

The main objective of the Museum remains the promotion of public education by providing the opportunity to explore the history of the United States Navy SEALs through interactive exhibits, while honoring the fallen at the Navy SEAL Memorial and caring for those warriors' families through the Trident House Charities Program.



Preserving the Legacy | Museum History  
Board of Directors | News and Intel







## Clay County Field Trip COVID Guidelines Overnight or Out of State Field Trips



(Please attach these guidelines to your field trip request form)

- ☒ All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)

### Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc):

We will be using a charter bus. The cadets will sit by themselves as much as possible

### Hotel Accommodations (room assignments/supervision etc):

The cadets will be sleeping 4 to a room. Parents will be informed of this in the permission form that they will be required to sign.

### Mask Compliance:

Cadets will be encouraged to always wear masks except when eating, sleeping and participating in outside events.

### Social Distancing:

Social distancing will be maintained as much as possible.

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### **Title**

C9 - 2022-23 Florida Youth Challenge Academy Calendar

#### **Description**

Calendar for School Board employees who work at FLYCA. In addition, the calendar covers all planning days, holidays for the employees and students, graduation date, etc.

#### **Gap Analysis**

It is required to have Florida National Guard approval of the calendar for the next school year. In addition, the calendar has to be approved by the School Board so that payroll and Human Resources can verify items surrounding the teachers contract.

#### **Previous Outcomes**

The calendar met the level of approval by the teachers contract and Human Resources. Correct dates were supplied by the calendar pertaining to planning days, holidays, etc. Teachers and students reported to work and school for the correct number of days.

#### **Expected Outcomes**

It is expected that the calendar will outline the appropriate dates and days that teachers and students will need to report to the facility. In addition, Human Resources has approved the proposed calendar.

#### **Strategic Plan Goal**

Goal 1: Develop a High Quality & Aligned Instructional System

Strategy 1.1 Provide teachers and students with the tools and resources necessary to meet the demands of the Florida Standards and students' individual needs.

#### **Recommendation**

That the Clay County School Board approve the 2022-23 FLYCA Calendar

#### **Contact**

Roger Dailey, Asst. Superintendent of Curriculum and Instruction; roger.dailey@myoneclay.net; 904-336-6904;

Treasure Pickett, Director of K-12 Academic Services; treasure.pickett@myoneclay.net; 904-336-6918

#### **Financial Impact**

No cost to District

#### **Review Comments**

#### **Attachments**

📎 [April 2022 - FLYCA Calendar 2022-2023 \(PROPOSED\) \(1\).pdf](#)

**SCHOOL BOARD OF CLAY COUNTY  
FLORIDA YOUTH CHALLENGE ACADEMY  
STUDENT/EMPLOYEE WORK CALENDAR  
2022-2023**



<b>Monday, July 18, 2022</b>	<b>First Day Teachers, Planning Day</b>
<b>Tuesday, July 19 &amp; Wednesday, July 20, 2022</b>	<b>Planning Days</b>
<b>Thursday, July 21, 2022</b>	<b>First Day, Students</b>
<b>Monday, September 5, 2022</b>	<b>Labor Day, Student/Teacher Holiday</b>
<b>Wednesday, October 12, 2022</b>	<b>Planning Day/Student Holiday</b>
<b>Thursday, October 13 &amp; Friday, October 14, 2022</b>	<b>Student/Teacher Holiday</b>
<b>Friday, November 11, 2022</b>	<b>Veteran's Day, Student/Teacher Holiday</b>
<b>Wednesday, Nov. 23 thru Friday, Nov. 25, 2022</b>	<b>Thanksgiving, Student/Teacher Holidays</b>
<b>Tuesday, December 6, 2022</b>	<b>Last Day for Students/Teachers</b>
<b>Tuesday, December 13, 2022</b>	<b>Graduation</b>
<i><b>Wednesday, December 7, 2022 – Friday, January 13, 2023 Winter Break</b></i>	
<b>Monday, January 16, 2023</b>	<b>M.L.K. Day, Student/Teacher Holiday</b>
<b>Tuesday, January 17, 2023</b>	<b>First Day Teachers, Planning Day</b>
<b>Wednesday, January 18 &amp; Thursday, Jan. 19, 2023</b>	<b>Planning Days</b>
<b>Friday, January 20, 2023</b>	<b>First Day Students</b>
<b>Wednesday, April 5, 2023</b>	<b>Planning Day/Student Holiday</b>
<b>Thursday, April 6 - Monday, April 10, 2023</b>	<b>Student/Teacher Holiday</b>
<b>Thursday, May 25 &amp; Friday, May 26, 2023</b>	<b>Student/Teacher Holiday</b>
<b>Monday, May 29, 2023</b>	<b>Memorial Day, Student/Teacher Holiday</b>
<b>Tuesday, June 6, 2023</b>	<b>Last Day Students/Teachers</b>
<b>Tuesday, June 13, 2023</b>	<b>Graduation</b>

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### **Title**

C10 - Approve for Advertisement of Public Hearing of School Board Policy (NEW) for the Use of Drones in the K-12 Academic Setting

#### **Description**

The Federal Aviation Administration (FAA) released guidelines for the use of unmanned aircraft systems, commonly known as drones. Drones are unmanned aircraft flown by a pilot on the ground, usually with hand-held navigation equipment that displays a live video feed from the aircraft, which is often recorded. Despite their many positive uses in K-12 academic settings for technology-based learning, drones can cause property damage, injure people, and invade privacy. Adopting this policy would ensure that School Board employees and students utilize drones in an educational manner and follow applicable State/Federal guidelines.

#### **Gap Analysis**

The Board Policy must be adopted to ensure safety guidelines are being met when students and staff utilize unmanned aircraft systems, also known as drones, for educational purposes.

#### **Previous Outcomes**

None

#### **Expected Outcomes**

It is expected that the School Board utilize this new policy to establish guidelines for the use of drones.

#### **Strategic Plan Goal**

Strategy 2.1: Improve technology in all classrooms and district buildings

#### **Recommendation**

Approve the advertisement of public hearing for School Board Policy (new) for the use of drones in the K-12 academic setting.

#### **Contact**

J. Bruce Bickner, School Board Attorney, james.bickner@myoneclay.net

#### **Financial Impact**

None

#### **Review Comments**

#### **Attachments**

☞ [Drone Policy 4.65.pdf](#)

☞ [Legal Advertisement of Proposed SB Policy 4.65 DRONES.pdf](#)

## **Policy 4.65 DRONES**

### **1. Operation and Use of Unmanned Aerial Vehicles (Drones)**

A. The School Board is committed to providing all students and staff with technology-based learning opportunities. Use of Unmanned Aerial Vehicles (UAV'S/drones) is a privilege which comes with responsibilities that must be adhered to.

1. Unmanned aircraft (drones) are defined as any powered, aerial vehicle that when operated outdoors is subject to Federal and/or State regulations.
2. Staff and students shall only operate drones in accordance with this policy and applicable Federal guidelines. Any inappropriate use must be reported to the Superintendent or designee.

#### **B. Drone Use Pre-Qualification Guidelines**

1. Any staff member who requests to use drones in their curriculum program must provide educational objective supporting documentation and obtain permission from their administrator.
2. Any staff member who requests to use drones in an athletic program must meet the Florida High School Athletic Association (FHSAA) guidelines and seek permission from their administrator.
3. Any staff member who has been granted permission to use drones in their curriculum or athletic program must obtain Part 107 licensing (remote operator certificate).
4. All drones owned and operated by the District are to be registered with the Federal Aviation Administration (FAA).

#### **C. Operation Guidelines**

1. Staff and students shall not operate drones within five (5) miles of any airport without prior notification and acknowledgment from airport authorities. Written documentation for notification should be logged and kept on file by the notifying staff member.
2. Students shall not operate drones without the presence of supervising staff.
3. All proper safety equipment must be used by any operator(s) and observer(s) to include eye and ear protection.

## **Policy 4.65 DRONES**

4. The principal or a district administrator must approve the use of any drone on school grounds in advance.
5. Staff and students shall not operate drones above an altitude of 400 feet above ground level or within 400 feet of a structure as outlined in Part 107 guidelines.
6. Staff and students shall ensure that they maintain safe control and line of sight when operating a drone. Broadcast from a remote location does not constitute line of sight.
7. Staff and students shall not operate a drone with a weight of more than 55 lbs.
8. Staff and students shall not operate drones before sunrise or after sunset or in adverse weather conditions.
9. Staff and students shall not operate drones within proximity to or above individuals, crowds, or vehicles, to include parking lots, bleachers, sporting events, school-based activities or functions.
10. If used outside, and if the drone were to be flown/blown onto a building roof, off-campus location, or another restricted area, the teacher/coach must report it immediately to school administration and appropriate support staff, i.e. custodial staff, or technical services if the drone is located on the roof. Students shall not be used to retrieve the drone under any such circumstances.
11. Staff and students shall not :
  - (a) Operate a drone over a critical infrastructure facility;
  - (b) Allow a drone to make contact with a critical infrastructure facility, including any person or object on the premises of or within the facility; or
  - (c) Allow a drone to come within a distance of a critical infrastructure facility that is close enough to interfere with the operations of or cause a disturbance to the facility.

Critical Infrastructure facility is defined in F.S.,330.41(2)(a)

### **2. Inappropriate Use**

- A. Staff and students shall not operate drones under circumstances where profit would be generated.

## Policy 4.65 DRONES

B. Staff and students shall not operate drones broadcasting or recording images of people or property where the reasonable expectation of privacy exists or over areas that are normally deemed private by social norms, such as restrooms, locker rooms, or residential areas.

C. Staff and students shall not operate drones indoors, i.e. no flying in classrooms.

### 3. Drone Injuries or Incidents

A. Any injuries or property damage resulting from District drone use shall immediately be reported to the operator's direct supervisor and to the Risk Management Department. Further use of the drone in question will be suspended until an investigation of the events takes place and clearance for use is provided.

Any scenarios not addressed within this policy shall be governed by the appropriate Federal Aviation Administration regulations.

Violations of this policy may result in disciplinary action for staff and/or students and/or revocation of drone use privileges.

### References

Code of Federal Regulation PART 107—SMALL UNMANNED AIRCRAFT SYSTEMS

Florida High School Athletic Association Guideline Handbook

### **STATUTORY AUTHORITY:**

**1001.41; 1001.42 F.S.**

### **LAW(S) IMPLEMENTED:**

**330.41; 934.50; 1001.42; F.S.**

**Title 49 U.S.C §§40101, 40102 and 40103**

**14 C.F.R § 1.1**

**Federal Aviation Administration Advisory Circular AC 91-57A**

**Public Law 112-95**

**Code of Federal Regulation Part 107 – Small Unmanned Aircraft Systems**

**Florida High School Athletic Association Guideline Handbook**

# SCHOOL BOARD OF CLAY COUNTY, FLORIDA

## APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING TO ADOPT SCHOOL BOARD POLICY 4.65 DRONES

**Approval to Advertise:** The School Board of Clay County, Florida ("the Board") approves the advertisement of the adoption of Clay County School Board Policy 4.65.

**Purpose & Effect:** The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies 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 School Board Policy 4.65 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](http://www.oneclay.net) under the School Board Meeting Links, School Board Agendas - December 17, 2020. 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 School Board Policy 4.65 under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

**Laws Implemented:** The laws implemented by the above-referenced policy revisions are noted under each section of the Policy.

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

**Public Hearing:** The Board intends to formally adopt Clay County School Board Policy 4.65 following a public hearing. ***The public hearing shall be held on Thursday, June 2, 2022,*** 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 [bonnie.onora@myoneclay.net](mailto:bonnie.onora@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.



## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

**Title**

C11 - Proclamation #22-15 to Establish April, 2022 as School Library Month in Clay County

**Description**

Each year, citizens of Clay County take time to recognize the programs, services, and resources provided by school libraries. This celebratory month provides opportunities across the county to highlight school library contributions to education. School library programs prepare students for lifelong learning, make a measurable difference in student academic achievement, and enhance their reading enjoyment. Additionally, School Library Month coincides with National Library Week, which highlights the resources and contributions of all types of libraries.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

N/A

**Strategic Plan Goal**

N/A

**Recommendation**

That the Clay County School Board establish the month of April, 2022 as School Library Media Month in Clay County.

**Contact**

Roger Dailey, Chief Academic Officer, 904-336-6904, roger.dailey@myoneclay.net

**Financial Impact**

None

**Review Comments****Attachments**

🔗 [Proclamation-April-2022-School Library Media Month.pdf](#)

# SCHOOL BOARD OF CLAY COUNTY, FLORIDA

## PROCLAMATION # 22-15



**WHEREAS**, school library programs promote literacy and the enjoyment of reading, and are an important asset in the education of Florida's youth; and

**WHEREAS**, school library programs significantly contribute to student achievement by providing instructional support resources and services; and

**WHEREAS**, school libraries provide access to information in a variety of formats within the school, as well as digital resources outside of the school; and

**WHEREAS**, learning to become effective users of information and ideas is essential as Florida's youth prepare for their futures; and

**WHEREAS**, promoting competencies in using new and emerging technologies is an integral part of school library programs; and

**WHEREAS**, school librarians are instructional partners and consultants in the teaching and learning process.

**NOW, THEREFORE, BE IT RESOLVED**, that the School Board of Clay County, Florida, does hereby extend greetings and best wishes to all observing April 2022 as School Library Month in Clay County.

**Duly adopted and approved by the School Board of Clay County, Florida, this 7th day of April, 2022.**

### ATTEST:

---

David S. Broskie  
Superintendent of Schools  
Clay County, Florida

---

Mary Bolla, School Board Chair

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### Title

C12 - 2022-23 Professional Learning Catalog (Master In-service Plan)

#### Description

The Florida legislature recognizes the importance of planning for developing human potential and requires each district to develop a comprehensive Professional Learning Catalog, which was formerly known as the Master In-service Plan. Each district is required to annually update, revise, and submit a Professional Learning Catalog to provide a detailed description of each professional learning component, to include the name of the component, general description, primary purpose, evaluation methods for staff and students, implementation method, learning methods and participation hours. Each unique type of professional learning experience requires a corresponding component.

#### Gap Analysis

During this annual review, the Professional Learning Catalog, the content of each component was reviewed by the appropriate department and updates were made to reflect current terminology and the most up-to-date professional learning requirements and expectations. Components were added to reflect the additional professional learning opportunities and online learning formats now available, and components that are no longer needed were removed.

#### Previous Outcomes

The CCDS Professional Learning Catalog was last revised in May 2021.

#### Expected Outcomes

The CCDS 2022-2023 Professional Learning Catalog will include the most up-to-date information and include the professional learning components available for the 2022-2023 school year.

#### Strategic Plan Goal

Goal: Goal 1: Develop a High Quality & Aligned Instructional System

Strategy: 1.1.2 Provide support for effective professional development necessary to assist teachers with providing high quality instruction.

#### Recommendation

That the Clay County School Board approve the CCDS 2022-2023 Professional Learning Catalog.

#### Contact

Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

#### Financial Impact

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#### Review Comments

#### Attachments

- 🔗 [2022-2023\\_MIP\\_Summary of Changes for Board Agenda April 2022.pdf](#)
- 🔗 [2022 - 2023 CCDS Master In-Service Plan Draft for April 2022 Board Agenda.pdf](#)
- 🔗 [Revised, New, Removed Components for Board Agenda.pdf](#)

# Summary of Changes

## 2022-2023 Professional Learning Catalog (Master In-Service Plan)

### **The following changes were made:**

- Pg. 17 Out-of-County Professional Technical Assistance, Conferences, and Workshops- **Added verbiage:** Conference participants will be expected to implement strategies in the classroom, conduct faculty presentations, provide conference materials, or conduct other activities that ensure the school or department benefits from conference attendance.
- 1-008-002 Learning with K-5 ELA (English Language Arts)- **Updated** Title.
- 1-008-003 Learning with K-5 ELA: Self-Paced- **Updated** Title.
- 1-009-001 Learning With Math- **Added** FLorida PL Standards, **Updated** component author.
- 1-011-002 Learning Through Physical Education- **Updated** Description, Florida PL Standards, Specific Learner Outcomes, Learning Procedures, Key Issues, Impact Evaluation Procedures, and Component Author.
- 1-013-009 Reading Competency 1: Foundations of Reading Instruction (Bankable/DL)- **Updated** Description, Performance Indicator C, and "What will occur during this PL opportunity."
- 1-013-010 Reading Competency 2: Application of Evidence Based Instructional Practices (Bankable/DL)- **Updated** Title, Description, Performance Indicator C, Performance Indicator G.
- 1-013-011 Reading Competency 3: Foundations of Assessment (Bankable)- **Updated** Title
- 1-013-012 Reading Competency 4: Foundations & Applications of Differentiated Instruction (Bankable/DL)- **Updated** Description, Specific Learner Outcomes.
- 1-013-013 Reading Competency 5: Demonstration of Accomplishment (Bankable/DL)- **Updated** Description, Specific Learner Outcomes.
- 1-013-014 Reading Competency 1 and 2: Reading Foundations and Research-Based Instructional Practices (Bankable/DL)- **Updated** Description.
- 1-013-015 Exploring Structured Literacy (ESL) (Bankable/DL/SWD)- **Updated** Title, Description, and "What will occur during this professional learning opportunity."
- 1-017-001 Learning Through K-5 Writing- **Updated** Title.
- 1-017-002 Learning Through K-5 Writing: Self-Paced- **Updated** Title.
- 1-106-001 Gifted Competency 2 -Curriculum and Instruction- **Updated** Title and Student evaluation method.
- 2-013-014 Job Embedded LETRS Course (Bankable/DL/SWD)- **Updated** Title, Points to be Earned, Description, and Key Issues.
- 2-106-013 Gifted Competency 4 - Special Populations- **Updated** student evaluation method
- 2-404-001 Culture of Learning- **Updated** Key Issues.
- 2-408-023 Professional Learning Communities- **Updated** Description.
- 3-100-003 Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience- **Updated** Learning Procedures.
- 8-410-503 Face to Face Ethics for Instructional Personnel- **Updated** component author
- 8-410-513 Virtual Ethics Training for Instructional Personnel- **Updated** component author

### **The following components were added:**

Linked on p. 19

- 1-008-004 Learning with 6-12 ELA (English Language Arts)
- 1-008-005 Learning with 6-12 ELA: Self Paced
- 1-013-016 PDA Differentiating Reading Instruction for Students: Making It Explicit
- 1-013-017 Emergent Literacy
- 1-013-018 The Language Essentials for Teachers of Reading and Spelling (LETRS)

Linked on p. 20

- 1-017-003 Learning Through 6-12 Writing
- 1-017-004 Learning Through 6-12 Writing: Self-Paced

Linked on p. 21

- 3-007-008 General Technology

Linked on p. 22

- 6-409-001 Youth Mental Health First Aid
- 6-414-002 Basic Life Saving Training (ESE)
- 7-409-001 Clinical Educator Training

***The following components were removed:***

- 2-400-004 Elementary Education- **Remove** component. This component is no longer needed as a separate component because elementary sessions are added under content specific components.

DRAFT

## 2022 - 2023 Master In-Service Plan



**David S. Broskie**  
**Superintendent of Schools**

CLAY COUNTY SCHOOL BOARD

District 1: Janice Kerekes

District 2: ~~Beth Clark~~ Mary Bolla

District 3: ~~Tina Bullock~~ Beth Clark

District 4: ~~Mary Bolla~~ Tina Bullock

District 5: Ashley Gilhousen

## Clay County District Schools

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# Professional Learning Protocol System

## Introduction

Clay County District Schools, through a comprehensive professional learning system, provides all personnel with inservice opportunities that lead directly to the improvement of student achievement and promote a climate of self-renewal for all.

This Professional Learning Catalog (catalog) is one element of a comprehensive system designed to enhance classroom instructional practices and job skills to improve student performance. The intent of the Professional Learning Catalog is to achieve national, state and local goals through the provision of a framework for professional growth in the knowledge, attitudes, skills, attributes and behaviors of all district employees. Through the application of this continuous improvement model, Clay County District Schools' students benefit from a safe, technology rich environment and effective instruction that meets their needs.

The law requires that certain areas of need be addressed through planned inservice: subject content and teaching methods for standards adopted by the state of Florida, and appropriate implementation of instructional materials, classroom management, technology, school safety, assessment and data analysis, and family involvement.

Inservice opportunities are developed in response to the district strategic plan, school improvement plans, an annual professional learning survey, professional learning evaluations, and individual professional learning plans.

## State Board of Education Rules

### **6A-4.0051, Renewal of a Professional Educator's Certificate beginning July 1, 1988.**

Defines requirements to renew a professional certificate, via college credit, inservice training, subject area tests and summer work programs. Provides information on active or inactive status of professional certificates. Describes procedures for retention of certification of one or more coverages. Describes general requirements including validity periods, submission of application, approval procedure by superintendent, and special provisions for extensions.

### **6A-5.071, Professional Learning Catalog Requirements.**

Describes the Professional Learning Catalog (catalog) including the contents, format, approval process, and updating procedures, the requirements for a component, how to convert college credit to inservice points, what constitutes in-field and out-of-field components, the minimum length of component, and evaluation requirements. Provides the requirements and procedures for record keeping, component and participant files, and reports.



# Florida Statutes

**Section 1011.62 (3), FS, Inservice Education Personnel Training Expenditures** – Directs that a district shall expend a portion of the unweighted FTE for educational training.

**Section 1012.22 (i), FS, Comprehensive Program of Professional learning** – Provides that the board shall develop a comprehensive program of professional learning and make adequate provision for proper funding.

**Section 1012.42 (1) (2), FS, Teacher Teaching Out of Field: Assistance** – Provides that each district school board shall adopt and implement an inservice plan for teachers out of field.

**Section 1012.52, FS, Teacher Quality** – Provides a comprehensive approach to increase student's academic achievement and improve teaching quality by requiring demonstration of the sixteen Professional Education Competencies (PEC).

**Section 1012.54, FS, Purpose of Instructional Personnel Certification** – Protects the educational interests of students, parents, and the public by assuring that teachers are professionally qualified.

**Section 1012.56 (1) (2) (3) (4) (5) (6), FS, Certificates Granted on Application to Those Meeting Prescribed Requirements** – Provides requirements, regulations and provisions for certification; and academic and subject area skills tests.

**Section 1012.56, FS, Educator Certification Requirements** – Provides for a cohesive, competency-based preparation program by which ... instructional staff may satisfy the mastery of professional preparation and education competence.

**Section 1012.56(8), FS, Alternative Certification** – Provides authority for the board to develop programs for certified teachers to add additional coverage.

**Section 1012.585, FS, Renewal of Certificate** – Provides direction for professional certificate renewal. Includes certification procedures via inservice training.

**Section 1012.795 (2), FS, Professional Ethics** – Establishes authority to enforce the Code of Ethics and Professional Conduct.

**Section 1012.98, FS, School Community Professional Development Act** – Provides for a continual evaluation of professional development methods and programs.

**Section 1012.985, FS, Statewide System for Professional Development** – Establishes a network of professional development academics.

**Section 1012.72, FS, Dale Hickam Excellent Teaching Program** – Provides for incentives and rewards for teachers participating in the National Board process.

**Section 1012.986, FS, William Cecil Golden Professional Development Program for School Leaders** Provides high standards and sustained support for principals as instructional leaders.

# Professional Learning System

## Rationale

Clay County's Professional Learning Department provides a comprehensive system for professional growth rooted in a common vision of effective performance for all personnel. Our vision directs the school community in providing stimulating, research and evidence-based educational activities that encourage and motivate students to achieve at the highest levels and to become active, lifelong learners. Our system is based upon the work of prominent researchers who have guided us to understand that the accomplishment of this vision of high academic achievement for all students is dependent upon the effective use of data in the context of a community of learners.

The commitment to high quality professional learning, as an integral part of school improvement, has important implications for the content, process and context of professional learning activities. This Professional Learning System is based upon Learning Forward Standards for Professional Learning and the William Cecil Golden Program for School Leaders. Florida's Professional Learning Evaluation Protocol also provides a framework for the methods and protocols needed to conduct ongoing assessments of the quality of professional learning in our schools. The purpose is to increase student achievement by enhancing classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

This Professional Learning System fulfills the requirements of Florida Statute 1012.985 and SB Rule 6A-5.081 and includes:

- alignment with student and personnel needs determined through multiple data sources;
- professional learning activities that focus on professional growth in:
- analysis of student data; ongoing formal and informal assessment of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasis on rigor, relevance and reading in the content area; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety;
- professional learning for school leaders using lesson study, and related protocols to focus and support teacher work on improving instructional and assessment practices;
- a comprehensive plan to facilitate professional learning for teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction;
- collaboratively developed school improvement plans that focus on methods, strategies, and the conceptual background appropriate to differentiated instruction to engage students in rigorous and relevant curriculum, based on national, state and local standards;
- increased opportunities to provide meaningful relationships between teachers and students;

- the use of formative assessment and the principles of professional learning communities to guide instruction;
- increased opportunities for professional collaboration, including effective use of common planning time to focus on the relationship between teaching and student learning;
- the use of data systems involving assessment information on student learning;
- effective beginning teacher support programs based on evaluation data of student learning and teacher performance;
- professional learning activities for administrative personnel as addressed in the district's Pathway to School Leadership that update skills for effective school management and instructional leadership;
- training for administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement;
- an individual professional learning plan for teachers and administrators that provide for needs related to specific student performance data, clearly defined learning objectives, specific measurable improvements in student performance resulting from professional learning activities, and an evaluation component.

## Management

In order to impact student achievement, professional learning must be focused on a common vision of professional growth. Thus Clay County District Schools has clearly defined the action and communication responsibilities for district level employees, school-based leadership and all other employees.

### Role of the District:

The responsibility for the management of professional learning activities lies primarily with the district Professional Learning department. The Supervisor of Professional Learning, working collaboratively with other department directors, is responsible for:

- the development and updating of the Professional Learning System, including the district Professional Learning Catalog, and
- the coordination, communication, and recording of all professional learning activities, including but not limited to:
  - review of training needs of teachers and administrators as identified by district needs assessment and school improvement plans
  - identification and provision of inservice activities for school administrative personnel
  - development and monitoring of Professional Learning Catalog components focused on subject content and teaching methods as related to the national, state, and local standards, assessment and data analysis, classroom management, school safety, family involvement, technology, instructional methodology, management leadership planning, and general support activities

- fidelity of implementation of instructional materials
- development and continual updating of the online catalog of all professional development opportunities offered by the district
- monitoring of updated Add-on Endorsements, and requesting approval from the Bureau of Educator Recruitment, Development and Retention
- provision for a record keeping system that insures all employees professional growth is recorded and communicated as needed
- provision of structures for the development, monitoring and evaluation of professional learning initiatives that are aligned with Florida's Professional Learning Evaluation Protocol
- distribution of inservice information to all school and district-level personnel, via the OneClay portal
- dissemination of research based practices and other professional learning opportunities for all employees that are aligned with Florida's Professional Learning Evaluation Protocol
- implementation and coordination of a formal Coaching and Mentoring Plan to insure high fidelity
- development and monitoring of a budget appropriate to meeting professional learning needs
- provision of training and support for evaluation efforts through Florida Continuous Improvement Model (FCIM) and Classroom Learning Walks data and other evaluation training
- training administrators and other school leaders on methods for classroom observation, feedback and coaching for improvement
- training for school leaders in using collaborative and related protocols to focus and support teacher work on improving instructional and assessment practices
- collaboration and coordination of technology integration efforts to promote high student engagement
- support of the William Cecil Golden website utilization by school leaders;
- the provision of field experience to develop competencies for school leadership
- compliance with requirements for the completion of Florida Department of Education reports regarding professional learning
- collaboration and communication with universities/colleges/community colleges serving Clay County in order to develop and implement programs leading to certification and other professional growth experiences
- collaboration with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs
- a comprehensive plan to deliver professional learning to teachers, principals, and

administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction

### **Role of the School-based Leadership:**

Principals are responsible for a school-wide professional learning plan allowing for job embedded learning that addresses the needs of instructional and support personnel at the school. This should be integrated as an essential component of the overall school improvement process. In collaboration with school leadership, principals should facilitate and support a culture that embraces the elements of professional learning communities and action research.

- Principals, or their designees work with each professional employee in developing a Learning Target Plan that:
  - relates to specific student performance data for those areas to which the teacher is assigned;
  - contains clearly defined professional learning objectives;
  - specifies measurable improvement in student performance resulting from professional learning activity;
  - includes an evaluation component documenting the expected student performance gains;
  - involves participation in on-going teams/professional learning communities;
  - relates to the individual's career goals and, if appropriate, provides for professional learning of the individual as a school leader;
  - provides school-based structures that support and monitor the implementation of each instructional employee's Learning Target Plan and career goals; and conducts individual evaluation conferences that document that the LTP was implemented as written or revised, and faculty members applied the newly learned knowledge and skills in the classroom.
- Principals or their designees use data systems involving assessment information on student learning.
- Principals plan for the effective use of common planning time to focus on teaching and learning improvements.
- Principals implement additional effective beginning teacher support programs based on on-going evaluation data of student learning and teacher performance. Principals or their designees monitor the implementation of effective instructional practices that target high needs students through the use of Classroom Learning Walks and other methods.
- Principals or their designees monitor the implementation of effective instructional strategies, formative and summative assessments, and teacher content knowledge that focuses on the national, state, and local standards (including Florida State Standards) through the use of teacher assessment, Classroom Learning Walks, and other methods.

School-based designees receive training on professional learning procedures and the Florida Protocol Standards. They are responsible for guidance and assistance to site-based professional

developers in order to ensure that the planning, implementing, learning and evaluating of training is aligned with national, state and local (including state standards) expectations.

### **Role of Each Employee:**

Each instructional level person acts as a model of lifelong learning by demonstrating an attitude of openness to innovation and a willingness to continually grow in their professional practice by:

- developing and implementing a Learning Target Plan that is directly related to specific student performance data for those areas to which the teacher is assigned. The LTP contains clearly defined professional learning goals and objectives; specifies measurable improvement in student performance resulting from the professional learning; and includes an evaluating component documenting the expected student performance gains;
- the use and implementation of instructional practices that target high-needs students; effectively using common planning time to focus on teaching and learning improvements;
- implementing newly learned strategies with students and participating with other members within professional learning communities to continually refine this implementation so that student achievement is increased;
- implementing effective instructional strategies, formative and summative assessment, and content knowledge focused on national, state, and local standards;
- monitoring student achievement related to professional learning and documenting results;
- using all available technology to improve instructional delivery and expand personal professional learning;
- evaluating professional learning to determine the effectiveness of training in terms of student performance; and
- utilizing knowledge and opportunities for school and district coaching, mentoring, and leadership.

Each classified (non-instructional) employee acts as a role model for lifelong learning by demonstrating a willingness to continually grow in job-related skills and techniques by:

- participating in job-related professional learning;
- learning new uses for current technology as it relates to job assignments;
- evaluating professional learning experiences as related to their job performance/improvement; and
- collaborating with other employees in job-like roles in an effort to share knowledge and talent.

## **Organization**

### **Needs Assessment:**

The district conducts needs assessment processes that include:

- 1) a school-by-school analysis of disaggregated student standardized test scores and data from other

sources, (using FCIM strategies) including, but not limited to:

- additional student achievement data
  - school attendance data
  - school discipline data
  - school environmental surveys
  - School Improvement Plans
  - School Professional Learning Plans
  - district priorities
  - personnel and parent surveys (school environment), annual performance appraisals and Federal, state and local mandates.
- 2) an individual electronic needs assessment designed to collect data on individuals' perception of the effectiveness of training taken and anticipated needs
- 3) based on this needs assessment, the Professional Learning and Leadership Department and other departments generate inservice components that are research-based and aligned with Florida's Professional Learning Protocol and national standards.

Specific professional learning activities are also determined by the following data sources:

- district, state and federal requirements
- Learning Target Plan results
- School Improvement Plans
- final performance appraisal results and
- Protocol Reviews and other state and federal audits.

### **Inservice Components:**

All professional learning activities must be related to an inservice component and focus on: analysis of student data; on-going formal and informal assessment of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasis on rigor, relevance and reading in the content area; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety. In addition, delivery of professional learning by distance learning and other technology based delivery systems should reach more educators, decreasing costs while maintaining teacher presence in the classroom. Continuous monitoring of the quality and effectiveness of professional learning programs through Classroom Learning Walk observations and other monitoring and evaluative methods are required.

Components are developed using the state Protocol Strands of Planning, Learning, Implementing and Evaluating. The criteria:

- Links to state, district and/or school improvement goals;



- Targets the knowledge, attitude, skills, aspirations and/or behaviors of employees related to the professional learning content areas designated in Florida Statute 1012.98;
- details specific, measurable objectives related to professional performance and /or student achievement;
- includes activities that use current research and learning strategies appropriate to the intended goal, applies knowledge of adult learning and change, and models effective teaching strategies, practice and feedback;
- provides for professional learning that is sufficient in length and depth to ensure mastery of needed skills;
- provides for implementation strategies to ensure support and assistance are provided;
- provides web-based resources, assistance and discussion groups related to the training when appropriate; and
- provides for the evaluation of effectiveness linking to student achievement gains where viable and appropriate.

New components will be developed and must be submitted to the Supervisor of Professional Learning for approval. All approved components become part of the Professional Learning Catalog. The Clay County School Board approves the Professional Learning Catalog and any additions, deletions or changes on an annual basis.

#### **Credit for Professional Learning Inservice Points:**

Employees are awarded inservice points (one point per hour of training) for participation in a successfully completed professional learning activity. The Supervisor of Professional Learning gives final approval for inservice points awarded.

In order for component inservice points to be recorded for an employee, the appropriate survey must be completed and submitted via the professional learning management system.

The district maintains up-to-date records for all professional learning including certification and inservice points for school faculty, staff and administrators through the district's professional learning management system.

Inservice points may be used for add-on certification, Florida educator certification renewal, other certificate/license renewal, professional skill building, and incentive programs.

#### **Monetary Compensation:**

Instructional and classified employees may be compensated for professional learning activities occurring outside of regular work hours according to their collective bargaining agreements.

## **Implementation of the System**

#### **Planning:**

The Learning Target Plan (LTP) is the foundation for the planning and implementation of



meaningful professional learning that impacts student achievement. Therefore, school-based and district administrators meet with every faculty/staff member individually to determine training needs based on disaggregated classroom level student achievement data, performance appraisal data, summaries and analyses of end of course evaluations, and school or grade level priorities. Additionally, school and district leadership work diligently to ensure that the objectives of the professional learning delivered directly reflect the objectives specified in the professional learning plans.

### **Learning:**

In seeking to be sensitive to multiple learning styles and preferences, delivery models for professional learning include:

- workshops
- interactive electronic learning
- non-interactive electronic learning
- professional learning communities
- study groups
- action research

### **Implementing:**

Classroom learning walk data and other formal and informal observations are used to ensure that teachers and administrators use what they have learned through professional learning in their classrooms and schools. All professional learning programs include implementation. Participants are provided support and help as they implement their new skills and knowledge through coaching and mentoring where appropriate. Web-based resources and assistance are also offered as follow-up support.

Implementation documentation and follow up may include:

- structured coaching/mentoring
- action research
- collaborative planning
- participant products
- study groups
- interactive electronic communication
- non-interactive electronic communication

### **Follow-up:**

For each component for which inservice points will be awarded, the catalog shall also include a description of any follow-up activities that will be required and support that will be provided to ensure successful completion of the component. All professional learning programs include follow-up via an electronic survey generated

through the professional learning management system. Completion of this survey is required for in-service points to be awarded.

### Evaluating:

As per Florida Statute 1012.98, the District provides for the continuous evaluation of the quality and effectiveness of professional learning in order to expand effective programs and strategies and eliminate ineffective ones. Evaluation methods may include:

- results of district developed/standardized tests
- results of school/teacher constructed student tests
- portfolios of student work
- observation of student performance
- other performance assessment

Quantitative and qualitative data is collected on three levels based on the following evaluation questions:

- Did individual participants learn and implement effective teaching strategies aligned with program objectives?
- Were professional learning activities aligned and delivered in such a way that identified needs were effectively addressed?
- Did the professional learning component/initiative contribute to increases in student achievement?

Data is gathered in a variety of ways including assessment of student achievement data, end of course evaluations, formal performance assessment data, and evidence of student learning.

Additionally, the District monitors professional learning data to make certain that all activities are aligned with Florida's Professional Learning Protocol and in support of the Learning Forward Standards for Professional Learning.

## Professional Certificate Renewal Information

A State of Florida, Department of Education, Professional Educator's Certificate can be renewed with component credit, college credit, a passing score on the subject area exam of a certification area listed on the certificate, instructing a college level course, or a combination of these options. These options must be completed within the 5-year validity period of the current certificate.

### Options Available for Meeting Renewal Requirements

- *Component Credit*- Each staff member who wishes to have his/her/their teaching certificate renewed using only component points must have earned at least one hundred twenty (120) points during his/her current validity period of the certificate. Twenty (20) points of the required 120 must be in Teaching Students with Disabilities (ESE-SWD). Forty (40) of the 120 points must be in Developmental

Literacy(DL) beginning in 2025 to renew certificates in the specific subject areas listed in the Developmental Literacy section below.

- *College Credit, College Teaching Experiences, and/or Subject Area Exam*-For renewal methods other than inservice credit, please refer to the [FLDOE Renewal](#) documentation from the Human Resources Department.

## Required Credits for Renewal

- *Exceptional Student Education – Students with Disabilities (ESE - SWD) Credit*- The Florida State Legislative group approved a law, effective July 1, 2014, requiring all those who hold a valid Florida Professional Certificate to complete 1 semester hour of college credit or 20 hours of professional development credit in teaching students with disabilities during the last validity period of the Professional Certificate. This requirement may be met through the completion of online and/or face-to-face training opportunities that meet the state requirements listed below. ESE renewal credit will be tracked in the district's professional learning management system. Certificated staff can check their status toward meeting this requirement at any time by accessing their professional learning transcript.

One (1) Semester Hour in Teaching Students With Disabilities (SWD)

### Unacceptable College Courses

- Courses in Gifted Education are NOT acceptable.
- American Sign Language courses are NOT acceptable (exception - teaching American Sign Language to the Hearing Impaired).

### Acceptable College Courses

- Courses with ESE or Special Education prefixes
- Introduction to Exceptional Student Education
- Nature and Needs of the various disabilities
- Teaching Students with Disabilities
- Educating the Learning Disabled
- Assessment in Exceptional Education
- Assessing Students with Disabilities
- Varying Exceptionalities
- Individualized Instruction for Exceptional Students
- Management Strategies for Students with Disabilities
- Special Education Curriculum

Twenty (20) Hours of Professional Development Credit in Teaching Students with Disabilities (SWD)

### Unacceptable MIP (Master In-service Plan) ESE Component Areas

- Procedural/Legal Requirements
- Working with Aides/Volunteers/Mentors
- Gifted Training

### Acceptable MIP (Master In-service Plan) ESE Component Areas

- Instructional Strategies
- Classroom/Behavior Management
- Assessment

- Curriculum
- *Developmental Literacy – Effective for renewal beginning July 1, 2025-* As a component of the credit requirements specified under paragraph (1)(a) of rule 6A-4.0051, an educator whose application for renewal of a certificate with a beginning validity date of July 1, 2020, or thereafter, must have earned at least two (2) college credits, forty (40) inservice points, or a combination thereof, in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

The requirement applies to anyone with the following areas of certification:

- Elementary Education (K-6)
- Prekindergarten/Primary Education (age 3 through grade 3)
- Elementary Education (grades 1-6)
- Primary Education (grades K-3)
- English (grades 1-6)
- Middle Grades English (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- English (6-12)
- Reading (K-12)
- Reading (Endorsement)
- English for Speakers of Other Languages (ESOL) (grades K-12)

#### Renewal Timeframes

- If a teacher with one of those coverages renewed in 2020, the 40 hours must be earned by 2025.
- If a teacher with one of those coverages renews in 2021, the 40 hours must be earned by 2026.
- If a teacher with one of those coverages renews in 2022, the 40 hours must be earned by 2027.
- If a teacher with one of those coverages renews in 2023, the 40 hours must be earned by 2028.
- If a teacher with one of those coverages renews in 2024, the 40 hours must be earned by 2029.

#### Hours and Coursework

- Points earned within ten years of renewal may be used for the requirement.
- Coursework used to earn a certificate or endorsement may also be used to renew it.
- Courses must address the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.
- Approval of coursework is at the discretion of districts within their professional learning catalog.

## Bankable Points

Per the Florida Department of Education, the only professional development points that can be categorized as “bankable” are ESOL, Reading, Developmental Literacy, and ESE-SWD (Students with Disabilities). The objective and/or focus of the training must be instructional in nature to meet the requirements for ESOL, Reading, Developmental Literacy or Students with Disabilities.

A temporary certificate holder who earns bankable in-service points during the validity period of the temporary certificate must use those points toward renewal of the first 5-year professional certificate. The temporary and

professional certificates must be issued for consecutive school years and such training must not have been included within the degree program.

#### *Reading Credit*

- Reading training completed prior to July 1, 1999 cannot be banked.
- A professional certificate holder who completes bankable in-service points in the teaching of reading in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.
- English and Language Arts points are not bankable.
- Only professional development points that directly relate to Reading standards will be banked.

To request approval for bankable professional development points in Reading, In-service Coordinators must receive approval from the district reading designee.

#### *Developmental Literacy*

- Developmental Literacy points earned within ten years of renewal may be used for the requirement. If they are not used within 10 years for Developmental Literacy renewal, they can be banked as reading credit.
- Only professional development points that directly relate to the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies will be banked as Developmental Literacy.

#### *English for Speakers of Other Languages (ESOL) Credit*

- A professional certificate holder who completes bankable in-service points in the teaching of ESOL in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.

#### *Exceptional Student Education - Students with Disabilities (ESE - SWD) Credit*

- The banking of ESE - SWD credit will be administered as directed by the FLDOE's Bureau of Certification.

### **Schools of Excellence Renewal Credit**

The 2017 Florida Legislature created section 1003.631, Florida Statutes, establishing the Schools of Excellence Program.

Beginning in 2017-2018, instructional personnel employed at a designated School of Excellence may receive 20 in-service points for each year of employment at the school (up to 60 points) as long as the school maintains the School of Excellence distinction.

“An individual who changes employment only earns credit for a year of employment at a School of Excellence if she/he/they works a minimum of ninety-nine (99) days at the designated school. Credit earned for teaching at a School of Excellence may be used only to satisfy general renewal credit. It cannot be used to satisfy credit for subject specialization or for teaching students with disabilities.” (Florida Department of Education)

## Earning Inservice Points

All in-service offerings must be approved by the Professional Learning Department and led by an approved facilitator.

All inservice points will be awarded on the basis of one point per hour of class attendance provided the participant successfully completes the class requirements as established by the facilitator and/or contact. All professional learning must include follow-up activities. Successful completion is determined by the facilitator. No points will be awarded without completion of all activities required in the course. Additional points may be awarded for follow-up activities at the discretion of the facilitator.

### Out-of-County Professional Technical Assistance, Conferences, and Workshops

Up to 120 points (per 5- year validity period) will be awarded on the basis of one point per hour of attendance in out-of-county professional learning activities. (Lunch hours, registration times, travel time, evening social activities, etc., are not included as inservice.) Required documentation must be submitted within the professional learning management system. **Conference participants will be expected to implement strategies in the classroom, conduct faculty presentations, provide conference materials, or conduct other activities that ensure the school or department benefits from conference attendance.**

The required documentation includes:

1. description of the event
2. 2-3 paragraph impact report
3. evidence of attendance (i.e. agendas, certificates of completion, verification letters— leave forms are not acceptable), and
4. a pdf file of an email providing evidence of approval from your supervisor

### Activities That Do Not Earn Points:

- Writing teams (not approved as “action research” or professional learning communities)
- Meetings (regularly scheduled faculty or department meetings)
- Viewing videos outside an organized in-service or action research project
- School or classroom visits outside an organized in-service project

## Protocol for Offering an Inservice Activity

All inservice training offered for points and/or pay must fall under the objectives of a current Professional Learning Catalog component as outlined in this catalog.

## Writing an Inservice Training Component

### Why?

Rules require that a component contain specified information. Components are included in the district's

Professional Learning Catalog that is reviewed by the Professional Development Advisory Committee and approved by the Clay County School Board. Assurance of Board approval is required by the Department of Education.

## How?

When designing and writing a component, think of it as an outline for a course. It should be written to indicate the specific competencies the participant can expect to gain upon successful completion, the type of training activities they will be involved in, and how many points they can expect to earn. Instructors should be able to peruse components and understand what they are to present, the types of in class and follow-up activities to plan, the objectives for evaluation, and the competencies which participants will be expected to gain. Therefore, a component should be exact, concise, and informative.

All components are required to include nine criteria (SB 6A-5.071):

- 1) **Component Title** - The component title should be descriptive and unique for the component.
- 2) **Component (State Identifier) Number** - This is assigned by the Professional Learning Department.
- 3) **Assignment and Distribution of Points** - Number of points to be awarded (an hour of instruction equals one point). Points should be calculated and stated for either the total number of hours or a range of hours. One point may be awarded for each actual hour of participation, and additional points may be awarded for outside activities as valued by the coordinator/facilitator. Upon successful completion of the inservice, outside activities and follow-up, participants may receive all or a portion of the available points.

## Planning

- 4) **Target Audience** – List the audience for which the component is intended (i.e. secondary Language Arts, P. E. K-12).
- 5) **General Objective Statement of the Purpose of Component** - The purpose should describe for whom the component is designed and what content the component will address. (Example: The purpose of this component is to introduce elementary teachers to updated concepts of biosystems by teaching them the latest terminology used in describing life interrelationships and showing them how to teach bio-system concepts to elementary students via demonstration and discovery approaches.)
- 6) **Specific Objectives** - Specific objectives are behaviorally written statements indicating the competencies to be gained by a participant upon successful completion of the component. Specific objectives must be:
  - sufficient in number to warrant the number of points being awarded,
  - comprehensive and detailed to indicate to the presenter and the participant the competencies to be gained, and
  - measurable.

## Delivery

- 7) **Description of Activities** – In seeking to be sensitive to multiple learning styles and preferences, delivery modes for professional learning include:



- workshop;
- electronic; interactive
- electronic; non-interactive;
- study groups and learning communities;
- action research

## Follow-Up

- 8) **Description of Activities** – Classroom learning walks, and other formal and informal observations are used to ensure that teachers and administrators use what they have learned through professional learning in their classrooms and schools. All professional learning programs include follow-up via an electronic survey generated through the professional learning management system. Completion of this survey is required for in-service points to be awarded. Participants should be provided support and help as they implement their new skills and knowledge through coaching and mentoring where appropriate. Web-based resources and assistance may also be offered as follow-up support.

Implementation documentation may include:

- coaching/mentoring
- action research
- collaborative planning
- study group/learning communities
- electronic interactive
- electronic non-interactive

## Evaluation

- 9) **Description of Activities** – As per Florida Statute 1012.98, the District provides for the continuous evaluation of the quality and effectiveness of professional learning in order to expand effective programs and strategies and eliminate ineffective ones. Each component should include one method of evaluation listed below:
- results of district standardized tests
  - results of school constructed student tests
  - portfolios of student work
  - checklist of student performance
  - charts, graphs of student progress
  - other performance assessment



# Professional Learning Components

## Component 1 – Subject Content

Component Number	Name of Component
1-000-001	<a href="#">Learning with Art (Visual)</a>
1-000-002	<a href="#">Learning with Art (Visual): Self-Paced</a>
1-002-001	<a href="#">CTE (Career &amp; Technical Education) Learning</a>
1-002-002	<a href="#">CTE (Career and Technical Education) Digital Learning</a>
1-004-001	<a href="#">Foreign Language Learning</a>
1-008-002	<a href="#">Learning with ELA (English Language Arts)</a>
1-008-003	<a href="#">Learning with ELA: Self-Paced</a>
1-008-004	<a href="#">Learning with 6-12 ELA (English Language Arts)</a>
1-008-005	<a href="#">Learning with 6-12 ELA: Self Paced</a>
1-009-001	<a href="#">Learning with Math</a>
1-009-002	<a href="#">Learning With Math: Self-Paced</a>
1-010-001	<a href="#">Performing Arts</a>
1-010-002	<a href="#">Performing Arts: Self-Paced</a>
1-011-001	<a href="#">Athletic Coaching Endorsement - Instruction and Coaching Specific Sport</a>
1-011-002	<a href="#">Learning Through Physical Education</a>
1-012-001	<a href="#">Pre-Kindergarten</a>
1-013-008	<a href="#">Learning with Reading</a>
1-013-009	<a href="#">Reading Competency 1: Foundations of Reading Instruction</a>
1-013-010	<a href="#">Reading Competency 2: Application of Research-Based Instructional Practices</a>
1-013-011	<a href="#">Reading Competency 3: Foundations of Assessment</a>
1-013-012	<a href="#">Reading Competency 4: Foundations &amp; Applications of Differentiated Instruction</a>
1-013-013	<a href="#">Reading Competency 5: Demonstration of Accomplishment</a>
1-013-014	<a href="#">Reading Competency 1 and 2: Reading Foundations and Research-Based Instructional Practices</a>
1-013-015	<a href="#">Exploring Structured Literacy (ESL)</a>
1-013-016	<a href="#">PDA Differentiating Reading Instruction for Students: Making It Explicit</a>
1-013-017	<a href="#">Emergent Literacy</a>
1-013-018	<a href="#">The Language Essentials for Teachers of Reading and Spelling (LETRS)</a>
1-015-001	<a href="#">Learning with Science</a>

1-015-002	<a href="#">Learning with Science: Self-Paced</a>
1-016-001	<a href="#">Learning with Social Studies</a>
1-016-002	<a href="#">Learning with Social Studies: Self-Paced</a>
1-017-001	<a href="#">Learning Through Writing</a>
1-017-002	<a href="#">Learning Through Writing: Self-Paced</a>
1-017-003	<a href="#">Learning Through 6-12 Writing</a>
1-017-004	<a href="#">Learning Through 6-12 Writing: Self-Paced</a>
1-103-001	<a href="#">Athletic Coaching Endorsement - Sport Specific Rules and Procedures</a>
1-106-001	<a href="#">Gifted Competency 2 - Curriculum Development</a>
1-407-001	<a href="#">Information Literacy</a>
1-700-001	<a href="#">ESOL Endorsement: Methods of Teaching ESOL</a>
1-701-001	<a href="#">ESOL Endorsement: Testing and Evaluation</a>
1-702-001	<a href="#">ESOL Endorsement: Applied Linguistics</a>
1-703-001	<a href="#">ESOL Endorsement: Curriculum and Materials Development</a>
1-704-001	<a href="#">ESOL: Enriching Content Knowledge</a>
1-704-002	<a href="#">ESOL: For Category III Teachers</a>
1-705-001	<a href="#">ESOL Endorsement: Cross Cultural Communications</a>
1-705-004	<a href="#">ESOL: For Administrators and School Counselors</a>

## Component 2 – Instructional Methodology

Component Number	Name of Component
2-007-002	<a href="#">Best Teaching Practices</a>
2-011-001	<a href="#">Athletic Coaching Endorsement - Coaching Theory &amp; Practice</a>
2-011-002	<a href="#">Athletic Coaching Endorsement - Injury Care and Prevention</a>
2-013-014	<a href="#">Job Embedded Reading Course</a>
2-100-001	<a href="#">Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience</a>
2-100-006	<a href="#">Exceptional Student Education Learning Workshop (Bankable)</a>
2-100-007	<a href="#">Exceptional Student Education Learning Virtual/Interactive (Bankable)</a>
2-100-008	<a href="#">Exceptional Student Education Learning PLC (Bankable)</a>
2-100-009	<a href="#">Instruction of Students with Disabilities (Bankable)</a>
2-106-013	<a href="#">Gifted Competency 5 - Theory of Creativity</a>
2-106-014	<a href="#">Gifted Competency 4 - Special Populations</a>
2-400-004	<a href="#">Elementary Education</a>

2-404-001	<a href="#">Culture of Learning</a>
2-408-023	<a href="#">Professional Learning Communities</a>

## Component 3 – Technology

Component Number	Name of Component
3-003-003	<a href="#">Computer Science/Technology Education</a>
3-003-004	<a href="#">Computer Science/Technology Education: Self-Paced</a>
3-007-005	<a href="#">Technology - Integration into the Curriculum</a>
3-007-006	<a href="#">Technology - Integration into the Curriculum: Self-Paced</a>
3-007-007	<a href="#">Technology Backpacks</a>
3-007-008	<a href="#">General Technology</a>
3-100-003	<a href="#">Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience</a>
3-422-001	<a href="#">Synergy</a>
3-422-002	<a href="#">Synergy: Self-Paced</a>

## Component 4 – Assessment and Data Analysis

Component Number	Name of Component
4-102-005	<a href="#">Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience</a>
4-106-006	<a href="#">Gifted Competency 1 - Nature and Needs of the Gifted</a>
4-106-007	<a href="#">Gifted Competency 3 - Guidance and Counseling</a>
4-401-002	<a href="#">Data Analysis/Assessment</a>

## Component 5 – Classroom Management

Component Number	Name of Component
5-404-003	<a href="#">Classroom Management</a>

## Component 6 – School Safety/Safe Learning Environment

Component Number	Name of Component
6-103-005	<a href="#">Safe Crisis Management</a>

6-404-001	<a href="#">Student Services - A Safe Learning Environment</a>
6-409-001	<a href="#">Student Services - Social, Counseling, Psychological and Health</a>
6-409-001	<a href="#">Youth Mental Health First Aid</a>
6-414-002	<a href="#">Basic Life Saving Training</a>
6-414-002	<a href="#">Basic Life Saving Training (ESE)</a>

## Component 7 – Management/Leadership/Planning

Component Number	Name of Component
7-409-001	<a href="#">Clinical Educator Training</a>
7-507-001	<a href="#">Athletic Leadership Best Practices</a>
7-507-016	<a href="#">Administrator Development</a>
7-517-001	<a href="#">Instructional Leadership</a>

## Component 8 – General Support

Component Number	Name of Component
8-103-102	<a href="#">ESE Procedures and Practices</a>
8-410-503	<a href="#">Face to Face Ethics for Instructional Personnel</a>
8-410-513	<a href="#">Virtual Ethics Training for Instructional Personnel</a>
8-413-001	<a href="#">Family Involvement</a>
8-510-004	<a href="#">Support Services Training</a>
8-521-001	<a href="#">Schools of Excellence</a>

## Specialized Professional Learning Opportunities

The MIP must pay special attention to beginning teachers, leadership development, and intensive course work for learning new instructional strategies and designs. Legislation recognizes this fact and expects the MIP to address these three areas in the following ways:

Areas	Programs
Beginning Teachers	Professional Learning Facilitators for Beginning Teachers Support Program Resident Clinical Faculty for Pre-Intern and Pre-Service Teachers
Leadership Development	Level II Principalship Certification

	Aspiring APs Program
Course Work	Various Colleges & Universities

These three areas are not included in this publication due to their size and complexity. Complete documentation may be examined in the following locations:

Programs	Location and Person to Contact
Professional Learning Facilitators for Beginning Teachers Support Program  Resident Clinical Faculty for Pre-Intern and Pre-Service Teachers	Professional Development Department  Contact: Jennifer Shepard, Supervisor of Professional Development
Level II Principalship Certification  Aspiring APs Program	Professional Development Department  Contact: Jennifer Shepard, Supervisor of Professional Development
Various Colleges & Universities	Human Resources Division  Contact: Brenda Troutman, Director, Instructional Personnel

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Learning with K-5 ELA (English Language Arts)  
**Component Number:** 1-008-002  
**Function:** 1 Subject Content/Academic Standards  
**Focus Area:** 008  
**Local Sequence Numbers:** 002  
**Points to be Earned:** 1-120  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Domain: Learning 2.2: Content Focused, Educator- Domain: Learning 2.3: Learning Strategies, District- Domain: Implementing 3.2 Coaching and Mentoring

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to

analyze student data from formative, summative, and benchmark assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

Activities may include:

1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered literacy strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common standards-based assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
6. Participating and implementing distance learning English Language Arts activities.
7. Developing, participating in, and implementing cross-curricula English Language Arts lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Developing and implementing appropriate language arts teaching strategies such as close reading techniques and higher order questioning.
10. Creating thematic units which integrate English Language Arts with other content areas.
11. Serving on the district or state ELA textbook adoption committee to ensure alignment with the Florida B.E.S.T. standards.
12. Developing and implementing systems to monitor student progress, conduct data chats and provide remediation for students.
13. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
14. Developing and implementing systems to provide differentiation and/or small group instruction based on the Florida B.E.S.T. standards.
15. Engaging in student work protocols to identify students' strengths and weaknesses and create a plan based on those student needs.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will plan quarterly common assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly formative assessments aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common lesson plans and/or tasks based on quarterly mentor texts and/or the Florida B.E.S.T. standards.
4. Participants will implement high impact strategies and reflect on student work in weekly PLCs.

## 8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## 9. IMPACT EVALUATION PROCEDURES:

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 English Language Arts.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

## 10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.



**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** October 2009

**Date Revised:** October 2009, ~~May 2021~~ April 2022

**Department:** Academic Services

**Name(s) of Component Author(s):** Rebecca Billiot, Dana Savoie

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Learning with K-5 ELA: Self-Paced  
**Component Number:** 1-008-003  
**Function:** 1 Subject Content/Academic Standards  
**Focus Area:** 008  
**Local Sequence Numbers:** 003  
**Points to be Earned:** 1-120  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Implementing 3.2 Coaching and Mentoring

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to

explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

## **7. LEARNING PROCEDURES (Methods):**

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

### **WHAT will occur during this professional learning opportunity?**

1. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
2. Developing and creating student-centered lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
3. Developing an understanding of systems to monitor student progress, conduct data chats and provide remediation for students.
4. Developing an understanding of standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in ELA.
5. Reviewing methods, resources, curriculum and research that enhance student learning in ELA.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants may actively participate in ongoing planning sessions with other educators.
2. Participants may design lessons and tasks that allow students to reach proficiency of the benchmarks.
3. Participants may analyze student performance data to determine students' needs remediation strategies.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes

Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## 9. IMPACT EVALUATION PROCEDURES:

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

**Who will use the evaluation impact data gathered?**

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of English Language Arts to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

## 10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** May 2021  
**Date Revised:** ~~N/A~~ April 2022  
**Department:** Academic Services  
**Name(s) of Component Author(s):** Rebecca Billiot, Dana Savoie

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Learning With Math  
**Component Number:** 1-009-001  
**Function:** 1 Subject Content/Academic Standards  
**Focus Area:** 009  
**Local Sequence Numbers:** 001  
**Points to be Earned:** 1-120  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

This professional learning opportunity is specifically geared towards classroom teachers, coaches, assistants, and school based administrators. Upon completion of this component, participants will leave with a deeper understanding of grade level mathematics standards. Participants will broaden their skillset with best practices for delivering rigorous, individualized, standards based instruction to their population of students in order to improve student learning. Participants will also gain a deeper understanding of how to use a variety of assessments to drive math remediation and instruction. School based administrators will increase their ability to identify and evaluate effective instructional strategies as well as recognize classroom content as grade level appropriate.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the facets of mathematics standards to include their present grade

level's as well as vertical grade levels in order to deepen their understanding of student learning trajectories.

Participants will engage in understanding and practice with facilitating effective instructional techniques in order to identify student needs and deliver rigorous grade level appropriate instruction.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

While attending sessions relating to mathematics standards and instructional methodology, participants will collaborate with team members, review curriculum materials, analyze student work/data, and engage in practice with teaching methods.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Participants will engage in sessions face to face or via a virtual meeting. Relevant materials will be delivered digitally to participants participating virtually. Participants are expected to participate in collaborative discussions related to the content of the session.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Participants will bring relevant materials to include but not limited to student work samples, curriculum materials, access to technology.

Participants will collaborate with peers to include participants at/from different school sites and grade levels.

Participants will actively engage with teaching methods via role playing, video examples, and scholarly articles.

Participants will read and interact with text relevant to the session.

Participants may analyze student performance data.

Participants may be asked to serve on district textbook adoption committees to be aligned with B.E.S.T standards.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

<i>Evaluation Method Staff:</i>	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
<i>Evaluation Method Student:</i>	A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of said plan, and participation in reporting students' results of instruction.

**Who will use the evaluation impact data gathered?**

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching mathematics in grades K-12. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the area of mathematics. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

**10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	October 2009
<b>Date Revised:</b>	<del>October 2009, Revised December 2020, May 2021</del> April 2022
<b>Department:</b>	Instructional
<b>Name(s) of Component Author(s):</b>	Jamie Randall and Govinda Poor <del>Kevin Leary and Kerri Walsh</del> revised the most recent version.



# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Learning Through Physical Education  
**Component Number:** 1-011-002  
**Function:** 1 Subject Content/Academic Standards  
**Focus Area:** 011  
**Local Sequence Numbers:** 001  
**Points to be Earned:** 120  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

~~The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.~~

~~Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.~~

To broaden professional competencies of physical education teachers in the knowledge of instruction and effective skills in teaching physical education to students.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Continuous Improvement practices, Instructional design and lesson planning

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Learning 2.3: Learning Strategies, School Domain: Implementing 3.2 Coaching and Mentoring, District Domain: Implementing 3.2 Coaching and Mentoring~~ Educator-Learning 2.2: Content Focused, District-Learning 2.8: District Support

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student

learning in physical education, athletic coaching, health, physical science, and NJROTC.

~~2. Describe the process used to select textbooks for adoption.~~ 2. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.

3. Demonstrate knowledge of current copyright and legal procedures and policies in physical education, athletic coaching, health, physical science, and NJROTC.

4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.

5. Develop knowledge in and implement techniques for motivating students in physical education, athletic coaching, health, physical science, and NJROTC.

6. Develop and implement techniques that will teach students how to analyze information in physical education, athletic coaching, health, physical science, and NJROTC.

7. Distinguish characteristics of teaching physical education.

## 7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### WHAT will occur during this professional learning opportunity?

Learning opportunities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught using art to advance student learning.
2. Serving on District or State textbook adoption committee to insure alignment with the Florida State Standards and Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a physical education/athletic coaching copyright or tort liability in athletics presentation.

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~~Master In-service Plan Revised: December 10, 2020~~

4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), or lectures or role-playing pertaining to physical education/athletic coaching in school.
5. Participating in distance learning physical education/athletic coaching activities.
6. Developing, participating in, and implementing a community physical education awareness program, such as a Health and Physical Fitness Fair.
7. Developing, participating in, and implementing cross-curricula physical education, health, and NJROTC lessons.
8. Developing, participating in, and implementing a physical education/athletic coaching/NJROTC program involving parents and children in physical education/athletic coaching.
9. Developing and implementing programs that enhance student and parent knowledge of rules, safety regulations, skills, and social opportunities found in selected interscholastic sports and NJROTC programs.
10. Participating in and implementing District/school curriculum articulation in physical education.

11. Developing and implementing the District Health and Physical Fitness curriculum.
12. Developing and implementing programs that enhance awareness of the social, motivational, psychological, physiological, and maturational advantages of participation in interscholastic sports and NJROTC programs

**HOW will the experiences be provided to participants during this professional learning opportunity?**

PLC Meetings/Workshops

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Each participant may complete one or more of the following:

Participants will actively participate in PE department PLC Meetings

Develop an action plan for demonstrating the objectives in the workplace.

Maintain a journal/folder of activities supporting the objectives.

Other as determined by the instructor.

Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and the component providers.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* D- Observation of student performance

Changes in instructional practices and teacher efficacy as measured by ~~weekly~~ lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Results of student growth measure(s) that track student progress. Observation of student performance.

**Who will use the evaluation impact data gathered?**

Participants will use the data gathered as part of the Professional Learning Community designed to

increase teacher capacity in the area of teaching physical education skills to support all levels of PE.

#### 10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

#### DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

<b>Date Approved:</b>	October 2009
<b>Date Revised:</b>	<del>May 2021</del> April 2022
<b>Department:</b>	Academic Services K12
<b>Name(s) of Component Author(s):</b>	Sharon Walsh and John Sgromolo

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Reading Competency 1: Foundations of Reading Instruction (Bankable/DL)
<b>Component Number:</b>	1-013-009
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	009
<b>Points to be Earned:</b>	60 points maximum
<b>Primary Purpose:</b>	A*- Add-on Endorsement

## 2. DESCRIPTION:

The purpose of this component is for participants to develop substantive understanding of the six components of reading as a process (comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary). Participants will build their capacity to use and to apply explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies aligned with the science of reading for teaching children how to read while addressing the individual learning needs of students including evidence-based strategies that build student capacity through teacher modeling, guided practice, particularly as it impacts text readability, complexity, coherence, structure, and overall comprehension by understanding the interdependence among reading components and their effect on the reading process for native speakers of English as well as English language learners, students with dyslexia, and students with disabilities and other varying exceptionalities. This component meets the 40-hour in-service DL requirement identified in Florida Statute s. 1012.585(3) F.S.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator- Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.1 Implementing the Plan, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Evaluating 4.4 Evaluation Measures, District- Planning 1.1 District Needs Assessment, District- Planning 1.2: Generating a District-wide Professional Development System, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused,

District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results, District- Evaluating 4.6 Fiscal Resources, District- Evaluating 4.7 Student Gains

## **5. IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## **6. SPECIFIC LEARNER OUTCOMES:** Based upon the component's specific indicators, participants will:

### **Performance Indicator A: Comprehension**

- 1.A.1 Understand that building oral and written language facilitates comprehension.
- 1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."
- 1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
- 1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
- 1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
- 1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
- 1.A.7 Understand the reading demands posed by domain specific texts.
- 1.A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
- 1.A.9 Understand how English language learners' linguistic and cultural background will influence their comprehension.
- 1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

### **Performance Indicator B: Oral Language**

- 1.B.1 Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
- 1.B.2 Understand the differences between social and academic language.
- 1.B.3 Understand that writing enhances the development of oral language.
- 1.B.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction.
- 1.B.5 Recognize the importance of English language learners' home languages, and their significance for learning to read English.
- 1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator C: Phonological Awareness**

- 1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
- 1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset rimes and

phonemes).

1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.

1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).

1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.

1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

**1.C.7 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.**

### **Performance Indicator D: Phonics**

1.D.1 Understand that phonological units (words, syllables, onset rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.

1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).

1.D.3 Understand structural analysis of words.

1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.

1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator E: Fluency**

1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.

1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.

1.E.3 Understand the relationships among fluency, word recognition, and comprehension.

1.E.4 Understand that both oral language and writing enhance fluency instruction.

1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator F: Vocabulary**

1.F.1 Understanding the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.

1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).

1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).

1.F.4 Understand the domain specific vocabulary demands of academic language.

1.F.5 Understand that writing can be used to enhance vocabulary instruction.

1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

### **Performance Indicator G: Integration of the Reading Components**

1.G.1 Identify language characteristics related to social and academic language.

1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.

1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.

1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.

1.G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.

1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

## **7. LEARNING PROCEDURES (Methods):**



B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation, and provide guided feedback to ~~the teacher~~ participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of **explicit, systematic, and sequential** reading instruction **and implementing multisensory intervention strategies** in teaching ~~students how to read~~. \*Face-to-face meetings may be required throughout the course.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will engage in on-line learning through the Reading Competency 1: Foundations of Reading Google Classroom.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections.
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

## **9. IMPACT EVALUATION PROCEDURES:**



**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

<i>Evaluation Method Staff:</i>	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
<i>Evaluation Method Student:</i>	A- Results of national, state or district-developed/standardized student performance measure(s)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will use the data gathered as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	unknown
<b>Date Revised:</b>	<del>May 2021</del> April 2022
<b>Department:</b>	Literacy-Professional Learning

**Name(s) of Component**  
**Author(s):**

Bianca Montoro

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Reading Competency 2: Application of Evidence-Based Instructional Practices (Bankable/DL)
<b>Component Number:</b>	1-013-010
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	010
<b>Points to be Earned:</b>	60
<b>Primary Purpose:</b>	A*- Add-on Endorsement

## 2. DESCRIPTION:

The purpose of this component is for participants to develop substantive understanding of the five essential elements of teaching reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency to apply effective reading instruction to native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. Upon successful completion of the component, all participants will have an understanding of the formative assessment process, six components of reading and Florida's formula for effective approaches to teaching reading. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator-Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.1 Implementing the Plan, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator-Evaluating 4.5 Use of Results, School- Planning 1.1 Needs Assessment, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4 Generating a School-wide Professional Development Plan, School- Planning 1.5 Individual Leadership Development Plan, School- Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, School- Learning 2.4: Sustained Professional Learning, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.2 Coaching and

Mentoring, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, School- Evaluating 4.5 Use of Results, District- Planning 1.2: Generating a District-wide Professional Development System, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results, District- Evaluating 4.6 Fiscal Resources

## **5. IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## **6. SPECIFIC LEARNER OUTCOMES:**

Based upon the components specific indicators, participants will:

Performance Indicator A: Comprehension

2.A.1 Identify intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).

2.A.2 Use both oral language and writing experiences to enhance comprehension.

2.A.3 Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.

2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.

2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.

2.A.6 Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.

2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.

2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.

2.A.8 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

Performance Indicator B: Oral Language

2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). Language (e.g., orthographic skills, phonetic and structural analysis; rules, patterns, and generalizations).

2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.

2.B.3 Recognize and apply English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.

2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).

2.B.5 Recognize, describe, and incorporate appropriate oral language assessment to guide instruction.

Performance Indicator C: Phonological Awareness

2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of

phonological awareness. (e.g., blending and segmenting syllables, onset rimes, and phonemes).

2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.

2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).

2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

**2.C.6 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.**

#### Performance Indicator D: Phonics

2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme grapheme level through the multisyllabic word level.

2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English

2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).

2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

#### Performance Indicator E: Fluency

2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc).

2.E.2 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

#### Performance Indicator F: Vocabulary

2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).

2.F.2 Provide for continuous integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.

2.F.3 Incorporate vocabulary instruction through analogies (e.g. cognates, Greek and Latin roots).

2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literacy, to enhance vocabulary.

2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.

2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).

2.F.7 Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations, etc.).

2.F.8 Recognize, describe, and incorporate vocabulary assessments to guide instruction.

#### Performance Indicator G: Integration of the Reading Components

2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.

2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).

2.G.3 Use resources and **evidence-based** research based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).

2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).

## 7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the application of evidence-based instructional practices. \*Face-to-face meetings may be required throughout the course.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

1. All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources in the Reading Competency 2: Application of Research-Based Instructional Practices Google Classroom. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will engage in on-line learning through the Reading Competency 2: Application of Research-Based Instructional Practices.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the five elements of reading and the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed relating to the formative assessment process.
5. Participants will complete weekly reflections.
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

### **8. IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

### **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of the formative assessment process, evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** unknown

**Date Revised:** ~~May 2021~~ April 2022

**Department:** Reading-Professional Learning

**Name(s) of Component  
Author(s):**

Bianca Montoro

DRAFT



# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Reading Competency 3: Foundations of Assessment (Bankable/ <del>DL</del> )
<b>Component Number:</b>	1-013-011
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	011
<b>Points to be Earned:</b>	60
<b>Primary Purpose:</b>	A*- Add-on Endorsement

## 2. DESCRIPTION:

The purpose of this component is for participants to develop skills and knowledge in using the results of screening, diagnosis, progress monitoring and outcome reading assessments to guide instructional decision making in grades K-12. Upon successful completion of the component, all participants will have an understanding of formal and informal assessments necessary for the implementation of quantitative and qualitative instructional assessment to respond to the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator-Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.1 Implementing the Plan, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator-Evaluating 4.5 Use of Results, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4 Generating a School-wide Professional Development Plan, School- Planning 1.5 Individual Leadership Development Plan, School-Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, School- Learning 2.4: Sustained Professional Learning, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.2 Coaching and Mentoring, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, School- Evaluating 4.5 Use of Results, District- Planning 1.2: Generating a District-wide Professional Development System, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused, District- Learning

2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results, District- Evaluating 4.6 Fiscal Resources

## **5. IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## **6. SPECIFIC LEARNER OUTCOMES:**

Based upon the component's specific indicators, participants will:

- 3.1 Understand and apply measurement concepts and characteristics of reading assessments.
- 3.2 Understand the purposes of various informal assessments(e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching the reader to text.
- 3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
- 3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
- 3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
- 3.6 Analyze data to identify trends that indicate adequate progress in student reading development.
- 3.7 Develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for systematic problem-solving and decision-making to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
- 3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
- 3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
- 3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.
- 3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

## **7. LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

Participants will attend virtual professional learning sessions, during which time they will receive content

information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of assessment. \*Face-to-face meetings may be required throughout the course.

**HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion. The facilitation will support the participant with on the job implementation of assessments with students to collect data to identify appropriate instruction, interventions, and accommodations for monitoring reading progress of all students.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will engage in on-line learning through the Reading Competency 3: Foundations of Assessment.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive and job embedded activities relating to administering various informal assessments(e.g., informal reading inventories, analyzing writing samples) as well as administering and interpreting both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures). Additional activities may include, creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused types of assessments, data collection, interpreting data, and responding to data, engaging in scenario-based learning, posting responses and responding to other participants' posts.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections based on new learning.
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

**9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on

educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method  
Student:*

A- Results of national, state or district-developed/standardized student performance measure(s)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction through the formative assessment process.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of the various types of assessments through the implementation of screening, progress monitoring, diagnosis and outcome measures.

**Who will use the evaluation impact data gathered?**

1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	unknown
<b>Date Revised:</b>	<del>May 2024</del> April 2022
<b>Department:</b>	Reading-Professional Development
<b>Name(s) of Component Author(s):</b>	Bianca Montoro

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Reading Competency 4: Foundations & Applications of Differentiated Instruction (Bankable/DL)
<b>Component Number:</b>	1-013-012
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	012
<b>Points to be Earned:</b>	60
<b>Primary Purpose:</b>	A*- Add-on Endorsement

## 2. DESCRIPTION:

The purpose of this component is to enable participants to prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically-based reading research to address prevention, identification, and remediation to plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups in all subject areas. Upon successful completion of the component, all participants will use best practices in reading instruction to meet the learning needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. **This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.**

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Foundation Standard: 0.1: Leadership, Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator- Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Planning 1.1 Needs Assessment, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4

Generating a School-wide Professional Development Plan, School- Planning 1.5 Individual Leadership Development Plan, School- Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, School- Learning 2.4: Sustained Professional Learning, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.2 Coaching and Mentoring, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, School- Evaluating 4.5 Use of Results, District- Planning 1.2: Generating a District-wide Professional Development System, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results, District- Evaluating 4.6 Fiscal Resources

## **5. IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## **6. SPECIFIC LEARNER OUTCOMES:**

- 4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
- 4.2 Understand the stages of English acquisition for English Language Learners and differentiate reading instruction for students at different levels of English language proficiency.
- 4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English Language Learners of diverse backgrounds and various levels of prior education.
- 4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.
- 4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.
- 4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.
- 4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
- 4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
- 4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re- teaching when necessary for individuals and small groups.
- 4.10 Differentiate reading instruction of English Language Learners with various levels of first language literacy.
- 4.11 Differentiate reading instruction of English Language Learners with various levels of first language literacy.
- 4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
- 4.13 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re- teaching when necessary for individuals and small groups.
- 4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary to differentiate instruction for all students.
- 4.15 Implement research-based instructional practices for developing student's higher order thinking.
- 4.16 Implement instructional practices for developing students' ability to read critically

4.17 Implement research-based instructional practices using writing to develop student comprehension of text.

4.18 Implement appropriate and allowable instructional accommodations as specified in an Individual Education or 504 Plan when differentiating instruction for students with disabilities.

4.19 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.

## **7. LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations and applications of differentiated instruction. \*Face-to-face meetings may be required throughout the course.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources through the Reading Competency 4: Foundations & Applications of Differentiated Instruction Google Classroom. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will engage in on-line learning through the Reading Competency 4: Foundations & Applications of Differentiated Instruction.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections .
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts, and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary with native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. These assignments will demonstrate a differentiation of

instruction as well as include assessments to inform future instruction.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction while meeting the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

**Who will use the evaluation impact data gathered?**

1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of foundations and applications of differentiated instruction.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

## **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. The professional development department and the facilitator of the professional learning experience



will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	unknown
<b>Date Revised:</b>	<del>May 2021</del> April 2022
<b>Department:</b>	Reading-Professional Development
<b>Name(s) of Component Author(s):</b>	Bianca Montoro

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Reading Competency 5: Demonstration of Accomplishment (Bankable/DL)
<b>Component Number:</b>	1-013-013
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	013
<b>Points to be Earned:</b>	60
<b>Primary Purpose:</b>	A*- Add-on Endorsement

## 2. DESCRIPTION:

The purpose of this component is to enable participants to demonstrate their ability to use scientifically based research and evidence-based instructional practices to address prevention, identification, and remediation of reading difficulties in real-time to increase student performance and close achievement gaps. Upon successful completion of the component, all participants will have an understanding of how to administer assessment and perform data analysis to differentiate instruction for learners from diverse backgrounds. **This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.**

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator-Learning 2.6 Time Resources, Educator- Implementing 3.2 Coaching and Mentoring, Educator-Implementing 3.3 Web-based Resources and Assistance, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Planning 1.1 Needs Assessment, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4 Generating a School-wide Professional Development Plan, School- Planning 1.5 Individual Leadership Development Plan, School- Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, School- Learning 2.4: Sustained Professional Learning, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.2 Coaching and Mentoring, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures,

School- Evaluating 4.5 Use of Results, District- Planning 1.2: Generating a District-wide Professional Development System, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results, District- Evaluating 4.6 Fiscal Resources

## **5. IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## **6. SPECIFIC LEARNER OUTCOMES:**

- 5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
- 5.2 Demonstrate evidence-based instructional practices for facilitating reading comprehension.
- 5.3 Demonstrate evidence-based instructional practices for developing oral/aural language development.
- 5.4 Demonstrate evidence-based instructional practices for developing students' phonological awareness.
- 5.5 Demonstrate evidence-based instructional practices for developing phonics skills and word recognition.
- 5.6 Demonstrate evidence-based instructional practices for developing reading fluency and reading endurance.
- 5.7 Demonstrate evidence-based instructional practices for developing both academic and domain-specific vocabulary.
- 5.8 Demonstrate evidence-based instructional practices to facilitate students' monitoring and self correcting in reading.
- 5.9 Demonstrate evidence-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
- 5.10 Demonstrate evidence-based instructional practices for developing students' ability to read critically.
- 5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
- 5.12 Demonstrate skills in assessment and instructional with English language learners from diverse backgrounds and at varying English proficiency levels.
- 5.13 Create an information-intensive environment that includes print and digital text.
- 5.14 Use a variety of instructional practices to motivate and engage students in reading.
- 5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.
- 5.16 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.

## **7. LEARNING PROCEDURES (Methods):**

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

## **WHAT will occur during this professional learning opportunity?**

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the demonstration of accomplishment. \*Face-to-face meetings may be required throughout the course. \*Job embedded activities are a requirement of the professional learning opportunity.

## **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be presented via Google virtual meetings via the Reading Competency 5: Demonstration of Accomplishment Google Classroom. Participants will receive professional learning materials and access to online resources. Individual support will be provided to participants on an as needed basis throughout the implementation of the accomplished practices either virtually or at the participant's school site. Each participant is expected to participate in both live conversations and implement required job-embedded activities. Participants are expected to engage in video chats during virtual sessions and be supportive of classmates throughout the professional learning in a collaborative fashion.

## **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will engage in on-line learning through the Reading Competency 5: Demonstration of Accomplishment Google Classroom.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections .
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of scientifically based research and evidence-based instructional practices designed to address prevention, identification, and remediation of reading difficulties in real-time to increase student performance and close achievement gaps in the areas of oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.

**Who will use the evaluation impact data gathered?**

1. Participants will use the gathered impact data to guide future instruction through teacher modeling, guided practice, writing, listening, and speaking activities.
2. Participants will interact with the instructor and other participants to increase their understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction in alignment with the Science of Reading: Simple View of Reading (SVR) and Scarborough's Reading Rope.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** unknown

**Date Revised:** ~~May 2021~~ April 2022

**Department:** Reading-Professional Development

**Name(s) of Component**  
**Author(s):**

Bianca Montoro

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Reading Competency 1 and 2: Reading Foundations and Research-Based Instructional Practices (Bankable/DL)
<b>Component Number:</b>	1-013-014
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	014
<b>Points to be Earned:</b>	120
<b>Primary Purpose:</b>	A*- Add-on Endorsement

## 2. DESCRIPTION:

This course will provide the opportunity for K-6 educators to develop, increase, and demonstrate knowledge of evidence-based practices in reading instruction as outlined in the Competencies 1 and 2 of the 2011 Reading Endorsement Competencies. The emphasis of this professional learning opportunity is focused on evidence-based practices in teaching foundational reading skills, assessment, and support for English Language Learners in order for educators to effectively meet the reading needs of all learners. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Multi-tiered System of Supports (MTSS), To provide Clay County students with the highest quality teaching and learning through evidence-based practices (EBPs).

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator-Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, District- Learning 2.8: District Support

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
5. Recognize the importance of English language learners' home languages, and their significance for learning to read English.
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.
7. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
8. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (i.e., onset-rimes and phonemes).
9. Understand that writing, in conjunction with phonological awareness, enhances reading development.
10. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).
11. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
12. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.
13. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
14. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
15. Understand structural analysis of words.
16. Understand that both oral language and writing can be used to enhance phonics instruction.
17. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.
18. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
19. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
20. Understand the relationships among fluency, word recognition, and comprehension.
21. Understand that both oral language and writing enhance fluency instruction.
22. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
23. Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
24. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic



analysis).

25. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language).
26. Understand the domain specific vocabulary demands of academic language.
27. Understand that writing can be used to enhance vocabulary instruction.
28. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.
29. Understand that building oral and written language facilitates comprehension.
30. Understand the importance of learning syntax, semantics, pragmatics,
31. vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”
32. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
33. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
34. Identify cognitive targets (e.g., locate/recall, integrate/interpret, critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
35. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
36. Understand the reading demands posed by domain specific texts.
37. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
38. Understand how English language learners’ linguistic and cultural background will influence their comprehension.
39. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.
40. Identify language characteristics related to social and academic language.
41. Identify phonemic, semantic, and syntactic variability between English and other languages.
42. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
43. Understand the impact of oral language, writing, and an information intensive environment upon reading development.
44. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
45. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.
46. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
47. Create an environment where students practice appropriate social and academic language to discuss diverse texts.
48. Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.
49. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).

50. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.
51. Apply intentional, explicit, and systematic instructional practices for scaffolding development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
52. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
53. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
54. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
55. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.
56. Apply intentional, explicit, and systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multisyllabic word level.
57. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.
58. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
59. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.
60. Apply intentional, explicit, systematic instructional practices for scaffolding accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater).
61. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
62. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.
63. Apply intentional, explicit, systematic instructional practices for scaffolding vocabulary and concept development (e.g., shared reading, semantic mapping).
64. Provide for continuous integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
65. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
66. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
67. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
68. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
69. Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations).
70. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.
71. Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud").

72. Use both oral language and writing experiences to enhance comprehension.
73. Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
74. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
75. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
76. Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
77. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
78. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
79. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.
80. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
81. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
82. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
83. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
84. Demonstrate understanding of similarities and differences between home language and second language reading development.
85. Triangulate data from appropriate reading assessments to guide instruction.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

1. lecture
2. discussion
3. demonstration
4. audio-visual aids
5. laboratory activities (role-play and practice)

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

1. The platform for learning will be online, distance learning within a Google classroom specifically created for such delivery.

2. Participants will develop and implement activities for students that are in alignment with the Clay County reading plan as well as best practices based on the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide released by the Institute of Education Sciences (IES).

3. Participants will actively engage in the context of a collaborative Professional Learning Community, focusing on the foundational reading skills that enable students to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they have read.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will actively participate in weekly discussions, including but not limited to in class viewing of demonstration videos and completion of Video Viewing Guides.

2. Participants will create weekly lesson plans based on new learning each week, and will share those lesson plans and the results of implementation of plans with colleagues during the learning session.

3. Participants will bring other materials specific to their classroom students, when needed.

4. Participants will complete other activities in writing from the Professional Learning Communities Participant's Activities (For the What Works Clearinghouse Practice Guide), Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

5. Participants will complete a final project, in which at least five related lessons are implemented, with grade appropriate standards. These lessons will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These lessons will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

6. Participants will present this final project to colleagues and complete and submit a Reflection Sheet.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

**9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method* C- Portfolios of student work

*Student:*

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. The final culminating project completed by each participant will be evaluated using the provided rubric, and the final culminating project will provide the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching foundational reading skills to support reading for understanding in kindergarten through third grade.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

1. Weekly activities will be completed during the instructional time and evaluated to the need for further discussion and collaborative activities to increase teacher capacity in the area of differentiated instruction in comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
2. Lesson plans will be created and implemented by teachers outside of weekly lecture, and results will be shared during collaborative discussion during class time. These lesson plans will be evaluated holistically to determine the effectiveness of instruction and to inform future instruction to be implemented.
3. The final culminating project completed by each participant will be evaluated to inform future instruction in the Competency 1&2 Hybrid course.
4. The final culminating project completed by each participant which provides the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction will be evaluated using a rubric. The quality and scores of the participants' final projects will be used to address the quality of implementation of the PD. In addition, a survey will be submitted to participants prior to and following the course to determine participants' evaluation of the quality of implementation of the PD.
5. The instructor of the course will use this evaluation data to inform future instruction and implementation of Competency 1&2 Hybrid course, and Clay County School District will have access to all participant materials and surveys

upon request.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	December 2020
<b>Date Revised:</b>	<del>May 2021</del> April 2022
<b>Department:</b>	Reading
<b>Name(s) of Component Author(s):</b>	Amber Rockwell/Bianca Montoro/Robin Rae

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Exploring Structured Literacy (ESL) (Bankable/DL/ <b>SWD</b> )
<b>Component Number:</b>	1-013-015
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	015
<b>Points to be Earned:</b>	40 points
<b>Primary Purpose:</b>	C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

The purpose of this component is for participants to develop a substantive understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. This component will provide K-**126** educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute-s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Professional and ethical behavior, Regulatory or compliance requirements

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator-Learning 2.2: Content Focused, Educator-Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator-Learning 2.5: Use of Technology, Educator- Learning 2.7 Coordinated Records, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator-Implementing 3.3 Web-based Resources and Assistance, Educator- Evaluating 4.1 Implementing the Plan, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, School-Evaluating 4.5 Use of Results, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District-Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning

## **5. IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## **6. SPECIFIC LEARNER OUTCOMES:**

1. Participants will become proficient with implementing the Knowledge and Practice Standards (KPS) published by the International Dyslexia Association.
2. Participants will develop the knowledge and skills required to provide Structured Literacy instruction for all students in the classroom or for struggling readers in a small group or one-on-one intervention program.
3. Participants will understand that Structured Literacy instruction is built around a scope and sequence as outlined in the Simple View of Reading & and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.
4. Participants will gain an in-depth understanding of the components of Structured Literacy instruction: explicit, systematic, cumulative, frequent assessments (progress monitoring) and error analyses, corrective feedback, meaningful interactions with language, practice, engagement, supportive.
5. Participants will learn how to teach the structure of language across the speech sound system (phonology).
6. Participants will learn how to teach the structure of language across the writing system (orthography).
7. Participants will learn how to teach the structure of sentences (syntax).
8. Participants will learn how to teach the structure of language across the meaningful parts of words (morphology).
9. Participants will learn how to teach the structure of language across the relationships among words (semantics).
10. Participants will learn how to teach the structure of language across the organization of spoken and written discourse.
11. Participants will learn why Structured Literacy instruction is the most effective way to teach all emergent readers in the classroom.
12. Participants will learn why Structured Literacy instruction is essential for struggling readers.
13. Participants will develop their knowledge and understanding of the historical perspective on reading.
14. Participants will identify the kinds and characteristics of readers categorized by the Simple View of Reading.
15. Participants will recognize the language and neurobiological basis of reading disabilities, including dyslexia.
16. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
17. Participants explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
18. Participants learn how to align reading instruction, intervention, and assessment with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.
19. Participants will define what is meant by Universal Design for Learning and Assistive Technology.
20. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
21. Participants will describe how phonetics is foundational knowledge for educators for teaching students to read and spell.



22. Participants will recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
23. Participants will Increase their knowledge and understanding of the components of oral language, phonological awareness and phonemic awareness.
24. Participants will learn how to implement activities for teaching phonological awareness and phonemic awareness skills.
25. Participants will learn to implement multisensory intervention strategies by combining listening, speaking, reading, and a tactile or kinesthetic activity.
26. Develop your knowledge and understanding of the history of writing systems and their impact on modern English.
27. Explain the correspondence between phonemes and graphemes in English.
28. Describe English orthographic conventions and the predictability of the English language
29. Define the three ways language derives meaning.
30. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for problem-solving and decision-making.
31. Participants will gain a clear understanding of how Structured Literacy Instruction differs from Whole Language and Balanced Literacy Instruction.

## **7. LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

Over a twelve week timeframe, participants will attend a 2-hour virtual introductory professional learning session followed by twelve 1.5-hour virtual professional learning sessions via Google Meets, during which time they will receive content information, collaborate and hold discussions with other teacher participants concerning the content presented. The facilitator will provide direct, explicit instruction on Structured Literacy. Each teacher participant will have opportunities to share and gain deeper knowledge as it pertains to Structured Literacy instruction in the K-126 classrooms.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be presented via Google virtual meetings. Participants will be assigned to a Google Classroom where they will post weekly assignments, discussion posts, communications, reflections, quizzes, unit assessments, student work samples, lesson plans, etc. Participants will receive a professional learning packet and access to online resources via the Google Classroom. Each participant is expected to participate in both live collegial conversations and video chats during the weekly Google Meets virtual sessions.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will actively participate in weekly discussions, including but not limited to in class viewing of demonstration videos and completion of Video Viewing Guides.
2. Participants will create and implement lesson plans based on new learning in their classrooms. Participants will be expected to share those lesson plans with colleagues during the learning session.
3. Participants will bring other materials specific to their classroom students, when needed.

4. Participants will complete other activities relating Structured Literacy instruction.
5. Participants will complete a job-embedded case study with a student portfolio, in which student work samples are collected based on implemented Structured Literacy instruction, intervention, and assessment. The case study with the student portfolio will include collected data from a pre and post dyslexia screener. Participants will plan, deliver, and reflect on Structured Literacy lessons focused on phonological and phonemic awareness, phonics, and vocabulary based on the pre screener data. Structured Literacy lessons are required to be explicit and systematic. Participants will select one multisensory intervention strategy in the area of phonics directly linked to student need to implement. After delivering the instructional plan, the participant will collect post-assessment data to determine intervention effectiveness.
6. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.

## 8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

## 9. IMPACT EVALUATION PROCEDURES:

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy as measured by lesson planning, implementation of said lesson plan, and participation in reporting students' results of Structured Literacy instruction focused on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels.
2. Participants will achieve mastery of the specific objectives/learning targets relating to Structured Literacy by completing the online course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course: Quizzes and Unit Assessments with at least 80% accuracy. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.
3. The final culminating case study with a student portfolio completed by each participant will be evaluated using the provided rubric, and the final culminating case study will provide the opportunity for each participant to demonstrate his/her learning in a series of lessons, intervention, and assessment incorporating Structured Literacy evidence based instructional practices and activities that build a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax to respond to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia.

**Who will use the evaluation impact data gathered?**

1. Participants will use the data gathered as part of the Professional Learning case study with the student portfolio to increase teacher capacity in the area of implementing Structured Literacy lessons with embedded evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in kindergarten through sixth grade with persistent reading difficulties and disabilities, including dyslexia.
2. Participants will interact with the instructor and other participants to increase their understanding of evidence-based sequence of reading instruction and strategies (Structured Literacy) to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

#### **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the professional development survey at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the professional development survey at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the professional development survey data to reflect on practices and inform the planning of future sessions.

#### **DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	<del>May 2021</del> April 2022
<b>Date Revised:</b>	N/A
<b>Department:</b>	Literacy-Professional Learning
<b>Name(s) of Component Author(s):</b>	Bianca Montoro

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Learning Through K-5 Writing  
**Component Number:** 1-017-001  
**Function:** 1 Subject Content/Academic Standards  
**Focus Area:** 017  
**Local Sequence Numbers:** 001  
**Points to be Earned:** 1-120  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Implementing 3.2 Coaching and Mentoring

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

Activities may include:

1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered writing strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common writing tasks and assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
6. Participating and implementing distance learning writing tasks.
7. Developing, participating in, and implementing cross-curricula writing tasks and lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
10. Identifying ways to monitor student progress and assess student performance in writing.
11. Identifying ways to teach students how to assess and reflect on their own writing.
12. Modeling a variety of techniques for pre-writing, drafting, revising and editing student writing.
13. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
14. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
15. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
16. Engaging in student work protocols to identify students' strengths and weaknesses pertaining to writing and create a plan based on those student needs.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will plan common writing tasks and assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly short formative writing tasks aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common text-based writing lesson plans and/or tasks based on the Florida B.E.S.T. standards.
4. Participants will implement high-impact writing strategies and reflect on student work in weekly PLCs.

#### **8. IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

#### **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 writing.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

#### **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and

usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	October 2009
<b>Date Revised:</b>	October 2009, December 2020, May 2021, April 2022
<b>Department:</b>	Academic Services
<b>Name(s) of Component Author(s):</b>	Rebecca Billiot, Dana Savoie

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Learning Through K-5 Writing: Self-Paced  
**Component Number:** 1-017-002  
**Function:** 1 Subject Content/Academic Standards  
**Focus Area:** 017  
**Local Sequence Numbers:** 002  
**Points to be Earned:** 1-120  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Implementing 3.2 Coaching and Mentoring

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.



2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

## **7. LEARNING PROCEDURES (Methods):**

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

### **WHAT will occur during this professional learning opportunity?**

1. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
2. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
3. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
4. Identifying ways to monitor student progress and assess student performance in writing.
5. Identifying ways to teach students how to assess and reflect on their own writing.
6. Developing an understanding of a variety of techniques for pre-writing, drafting, revising and editing student writing.
7. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
8. Developing questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
9. Developing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in the area of writing.
10. Reviewing methods, resources, curriculum and research that enhance student learning in the area of writing.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants may actively participate in ongoing planning sessions with other educators.

2. Participants may collaboratively design lessons that allow students to reach proficiency of the writing benchmarks.

3. Participants may analyze student performance data to determine students' needs and/or remediation strategies.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

**Who will use the evaluation impact data gathered?**

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching writing in grades K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

## **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

#### DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

<b>Date Approved:</b>	May 2021
<b>Date Revised:</b>	<del>N/A</del> April 2022
<b>Department:</b>	Academic Services
<b>Name(s) of Component Author(s):</b>	Rebecca Billiot, Dana Savoie

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Gifted Competency 2 - ~~Curriculum Development~~ Curriculum and Instruction

**Component Number:** 1-106-001

**Function:** 1 Subject Content/Academic Standards

**Focus Area:** 106

**Local Sequence Numbers:** 001

**Points to be Earned:** 60 points

**Primary Purpose:** A\*- Add-on Endorsement

## 2. DESCRIPTION:

Curriculum and Instructional Strategies for Teaching Gifted Students provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, To provide Clay County students with the highest quality teaching and learning processes available.

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.

- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

## **7. LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

Lecture  
 Discussion  
 Demonstration  
 Audio-visual aids  
 Laboratory activities (role-playing)  
 Conferences and Seminars (with proper documentation)  
 Distance Learning Activities (e.g. webinars)

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

## 9. IMPACT EVALUATION PROCEDURES:

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

*Evaluation Method Student:* ~~F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)~~  
C- Portfolios of student work

Changes in instructional or learning environment practices.  
Changes in observed educator proficiency in implementing targeted standards or initiatives.  
Results of school/teacher constructed student growth measure(s) that track student progress.  
Observation of student performance.

**Who will use the evaluation impact data gathered?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

## 10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

## DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

**Date Approved:** July 2020  
**Date Revised:** ~~May 2021~~ April 2022  
**Department:** ESE  
**Name(s) of Component Author(s):** Jessica Ehlinger

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Job Embedded ~~LETRS~~ Reading Course (Bankable/DL/~~SWD~~)

**Component Number:** 2-013-014

**Function:** 1 Subject Content/Academic Standards

**Focus Area:** 013

**Local Sequence Numbers:** 014

**Points to be Earned:** ~~60~~-300

**Primary Purpose:** A\*- Add-on Endorsement

## 2. DESCRIPTION:

The purpose of this component is to prepare all participants to learn and expand upon their skills and knowledge in the delivery of explicit, systematic, and multi-sensory instruction in the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and reading comprehension. Upon successful completion of the component, participants will understand how the science of reading leverages decades of research including the latest neuroscience that reveals how students learn to read and how to teach reading with effective instruction with an emphasis on working memory and auditory processing. Participants will receive job-embedded opportunities for the application of screening, diagnostic, progress monitoring, and formative assessment for data collection and problem-solving in response to intervention to support the individual needs of diverse learners. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator-Learning 2.6 Time Resources, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Implementing 3.3 Web-based Resources and Assistance, Educator- Evaluating 4.1 Implementing the

Plan, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Planning 1.1 Needs Assessment, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4 Generating a School-wide Professional Development Plan, School- Planning 1.5 Individual Leadership Development Plan, School- Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, School- Learning 2.4: Sustained Professional Learning, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.2 Coaching and Mentoring, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, School- Evaluating 4.5 Use of Results, District- Planning 1.2: Generating a District-wide Professional Development System, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.1 Implementation of Learning, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results, District- Evaluating 4.6 Fiscal Resources

## **5. IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## **6. SPECIFIC LEARNER OUTCOMES:**

1. Participants will demonstrate deep and comprehensive knowledge and understanding of effective reading comprehension.
2. Participants will understand that reading is an ongoing strategic process taught through knowledge and practice with fluency approaches, teacher modeling, guided practice, writing, listening, and speaking activities.
3. Participants will learn how fluency, word recognition, vocabulary, oral and receptive language, phonological awareness, and phonics require strategic instruction with multiple opportunities for students to practice.
4. Participants will demonstrate deep and comprehensive knowledge and understanding of how children learn to read and write based on the Science of Reading: Simple View of Reading (SVR) and Scarborough's Reading Rope.
5. Participants will learn that teaching children how to read requires multisensory learning, explicit instruction, modeling, and practice with scaffolds (responsive teaching) and differentiation.
6. Participants will acquire and use new skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.
7. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
8. Participants will learn approaches that facilitate reading comprehension and language acquisition: balanced and critical literacy, reciprocal questioning, summarizing activities, story structure, oral retelling and vocabulary strategies.
9. Participants will investigate the importance and function of receptive and expressive vocabulary instruction, semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.
10. Participants will demonstrate an understanding of the role of vocabulary as it relates to students'



understanding of word meanings, repeated practice, and comprehension of print through the use of context clues, and explicit teaching.

11. Participants learn how to align reading instruction with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.

12. Participants learn how to sequence lessons and concepts to ensure coherence and required prior knowledge for students to learn to read.

13. Participants will learn how to deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.

14. Participants will learn how to cognitively challenge students through the use of "complex text" to learn content information.

15. Participants will learn how to routinely include close reading, rereading, and use of dependent questions to deepen student understanding of text by incorporating writing in response to text and text-based discussions with students.

16. Participants will explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.

17. Participants learn how to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, through reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax.

18. Participants will learn that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.

19. Participants will develop their knowledge of evidence-based strategies that build student capacity through teacher modeling, guided practice, particularly as it impacts text readability, complexity, coherence, structure, and overall comprehension by understanding the interdependence among reading components and their effect on the reading process for diverse learners, students with disabilities and other varying exceptionalities, and native speakers of English as well as English language learners.

20. Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction.

21. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for problem-solving and decision-making.

22. Participants will develop their ability to analyze student data from formative, summative, and benchmark assessments to measure the instructional impact on student learning to make ongoing decisions directed to individual student needs.

## **7. LEARNING PROCEDURES (Methods):**

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

### **WHAT will occur during this professional learning opportunity?**

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of reading instruction in teaching students how to read. Teachers will implement their learning in their classrooms with their students.

\*Face-to-face meetings may be required throughout the course.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion. Participants are expected to complete all job-embedded activities.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will attend live webinars and other virtual platform learning environments.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections .
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.
7. Participants will provide instruction and assessment to students identified with dyslexia, substantial reading deficiencies, specific learning disabilities in reading or other related exceptionalities to complete the Bridge to Practice Case Study.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

**9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

<i>Evaluation Method Staff:</i>	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
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<i>Evaluation Method Student:</i>	A- Results of national, state or district-developed/standardized student performance measure(s)
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1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning,

implementation of said lesson plan, and participation in reporting students' results of instruction.

2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will use the data gathered as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

1. Participants will use the data gathered as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	unknown
<b>Date Revised:</b>	<del>May 2021</del> April 2022
<b>Department:</b>	Literacy-Professional Learning
<b>Name(s) of Component Author(s):</b>	Bianca Montoro

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Gifted Competency 4 - Special Populations  
**Component Number:** 2-106-014  
**Function:** 2 Instructional Methodology/Faculty Development  
**Focus Area:** 106  
**Local Sequence Numbers:** 014  
**Points to be Earned:** 60 points  
**Primary Purpose:** A\*- Add-on Endorsement

## 2. DESCRIPTION:

Education of Special Populations of Gifted Students course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Other: To provide Clay County students with the highest quality teaching and learning processes available.

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural

education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

1. The teacher's own prejudices and stereotypes concerning students who are diverse gifted.
2. The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students.
3. The cognitive, physical, and affective characteristics of diverse gifted children.
4. Skills to assist in the screening and identification process.
5. The process and content of individual psychological testing and assessment in the identification of the gifted.
6. The essential role of collaboration in supporting the needs of children from diverse populations who are gifted.
7. Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children.

## **7. LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

Lecture  
Discussion  
Demonstration  
Audio-visual aids  
Laboratory activities (role-playing)  
Conferences and Seminars (with proper documentation)  
Distance Learning Activities (e.g. webinars)

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other: as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

## 8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

## 9. IMPACT EVALUATION PROCEDURES:

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

*Evaluation Method Student:* ~~F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)~~  
B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional or learning environment practices.  
Changes in observed educator proficiency in implementing targeted standards or initiatives.  
Results of school/teacher constructed student growth measure(s) that track student progress.  
Observation of student performance.

**Who will use the evaluation impact data gathered?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

## 10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

## DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

**Date Approved:** July 2020  
**Date Revised:** April 2022 May 2024  
**Department:** ESE  
**Name(s) of Component Author(s):** Jessica Ehlinger

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Culture of Learning  
**Component Number:** 2-404-001  
**Function:** 2 Instructional Methodology/Faculty Development  
**Focus Area:** 404  
**Local Sequence Numbers:** 001  
**Points to be Earned:** 1-120  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

To broaden professional competencies and awareness of educators in the Culture of Learning. The culture of learning includes character education, social emotional learning, cultural responsiveness, equity, and restorative practices. Participants will learn how to infuse culture of learning best practices into instructional methodology.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

## 6. SPECIFIC LEARNER OUTCOMES:

Upon completion of the component, the participant will be able understand the importance of and have the ability to seamlessly integrate social emotional learning competencies and character traits into instructional content. The participants will have a broader understanding of how culturally responsive and equitable practices impact student access and learning. Knowledge about restorative practices will expand discipline options and behavior strategies.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

Through engaging discussions and presentations, using virtual and in person platforms, participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided paperwork is submitted)

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will understand the Social Emotional Learning competencies and their impact on academic achievement.
2. Participants will develop and implement activities for students that are targeted at increasing the academic achievement and social and emotional learning of students.
3. Participants will distinguish characteristics of positive behavior **interventions and** supports for effective character instruction of students.
4. Participants, utilizing data, will identify areas of growth and determine effective strategies for character education of students.
5. Participants will learn how to create a positive climate and culture by intentionally promoting inclusivity and positive relations among students and staff.
6. Participants will utilize data, identify areas of growth and determine effective strategies for equitable access and practices.
7. Participants will learn how restorative practices teach social engagement through relational practices that focus on individual and community well-being and accountability.
8. Participants will be able to integrate elements of the culture of learning in lesson development and implementation.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

## **9. IMPACT EVALUATION PROCEDURES:**

### **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented



in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

**Evaluation Method  
Student:**

A- Results of national, state or district-developed/standardized student performance measure(s)

Methods Used - Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress).

Specific Learner Outcomes - Participants will demonstrate best instructional and integration practices regarding character education, social emotional learning, Equity, cultural responsiveness, and restorative practices.

**Who will use the evaluation impact data gathered?**

-Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

-Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** May 2021

**Date Revised:** ~~N/A~~ April 2022

**Department:** Climate and Culture

**Name(s) of Component  
Author(s):** Erika Gilbert and Kristi Gomez

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Professional Learning Communities  
**Component Number:** 2-408-023  
**Function:** 2 Instructional Methodology/Faculty Development  
**Focus Area:** 408  
**Local Sequence Numbers:** 023  
**Points to be Earned:** 120  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning. CCSD is a Professional Learning Community in which teams of teachers engage in work-by-~~implementing Professional Learning Communities (PLC) characterized by shared purpose, collective activity and responsibility among staff.~~ Effective PLCs have an enduring influence on teacher practice and seek to enhance teacher knowledge of curriculum and instructional practices; therefore, it is vital that all members of the organization are continuously building communities that focus on continuous learning and improvement.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

## 5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Educators will create a shared mission, vision and values with collaborative teams of teachers.
2. Educators will engage in collective inquiry to determine action steps based on student achievement.
3. Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools.
4. Educators will analyze student data and make instructional decisions accordingly.
5. Educators will ensure that the classroom curriculum is based on standards; research-based instructional practices are utilized in the classroom; student mastery is assessed and appropriate interventions are implemented for all students.

## **7. LEARNING PROCEDURES (Methods):**

D- Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)

### **WHAT will occur during this professional learning opportunity?**

Educators will collaborate with colleagues. Collaboration will focus on standards based planning, data analysis, common assessments, development of interventions or other teaching strategies that support student achievement.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Participants will meet on a regular and recurring basis with colleagues to engage in discussion, research, data analysis, planning, and reflection around the areas of collective commitment of the team.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will actively participate in ongoing discussions
2. Participants will create collective commitments with the group for implementation of strategies, common assessments, common instructional strategy or intervention
3. Participants will bring curriculum guides, standards, and/or other materials specific to their classroom students, when needed

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

<i>Evaluation Method Staff:</i>	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
<i>Evaluation Method Student:</i>	A- Results of national, state or district-developed/standardized student performance measure(s)

Educators will assess students’ mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning.

**Who will use the evaluation impact data gathered?**

Participants will use the data gathered as part of the Professional Learning Community to increase their capacity to meet student needs. School based leaders may provide feedback to groups based on school wide data collection, observational walk throughs, participation in PLC model, etc. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

**10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	unknown
<b>Date Revised:</b>	<del>May 2021</del> April 2022
<b>Department:</b>	Professional Learning
<b>Name(s) of Component Author(s):</b>	Original Author- Katie Moeller, Revisions 2021 & 2022- Robin Bossinger

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

**Component Number:** 3-100-003

**Function:** 3 Technology Integration/Digital Learning Support

**Focus Area:** 100

**Local Sequence Numbers:** 003

**Points to be Earned:** 80

**Primary Purpose:** A\*- Add-on Endorsement

## 2. DESCRIPTION:

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Professional and ethical behavior, Regulatory or compliance requirements

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
  - a. Single message
  - b. Picture communication systems
  - c. Manual communication boards
  - d. Voice output communication devices
  - e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
  - a. Identify vocabulary the student would need in specific environments.
  - b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
  - a. communication
  - b. social interactions
  - c. academics
  - d. daily living
  - e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe how individuals with autism are included in transition planning in your district.

## **7. LEARNING PROCEDURES (Methods):**

~~C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)~~ B- Electronic, Interactive (includes facilitation supporting development/application on the job)

**WHAT will occur during this professional learning opportunity?**

Participants will engage in:

Guided inquiry  
Discussion  
Observation of best practices  
Practice of Strategies  
Cycles of Feedback  
Data analysis  
Lesson Planning  
Facilitated Group Discussions  
Case Studies  
Reading Professional Texts  
Action Planning  
Presentations  
Action Research

**HOW will the experiences be provided to participants during this professional learning opportunity?**

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

**9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* C- Changes in student services/support practices

*Evaluation Method Student:* G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and

participants work products throughout the course.

3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

#### **Who will use the evaluation impact data gathered?**

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

#### **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

#### **DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	July 2020
<b>Date Revised:</b>	<del>May 2021</del> April 2022
<b>Department:</b>	ESE
<b>Name(s) of Component Author(s):</b>	Peggy Williams, Revisions 2022 Rebekka Mathews



# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Face to Face Ethics for Instructional Personnel  
**Component Number:** 8-410-503  
**Function:** 8 General Support  
**Focus Area:** 410  
**Local Sequence Numbers:** 503  
**Points to be Earned:** 12 points maximum  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Learning Standard: 2.2: Learning Designs

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,  
Repetitive practice leading to changes in proficiency of educator or leader on the job

## 6. SPECIFIC LEARNER OUTCOMES:

Understand and implement professional judgment in decision making.  
Understand and fulfill required ethical obligations to students, the profession and the public pursuant to requirements set forth by Rule 6A-10.081.  
Understand the function of PPS and PPC and identify possible consequences for ethical violations.  
Understand why educators are held to a higher standard of ethical behavior than the general public.

## 7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge

transmission/training focused on understanding the component's content)

**WHAT will occur during this professional learning opportunity?**

Participants will attend a three-hour session that will include lectures and collaborative discussions based on the Professional Educators Code of Ethics. Follow up support sessions will be implemented based on needs identified by course participants.

Additionally, participants will engage in role-play activities based on assigned scenarios. The session will also include a question and answer component so participants can address concerns related to their professional experience. Each participant will have opportunities to share and gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

**HOW will the experiences be provided to participants during this professional learning opportunity?**

Participants will be provided a copy of the slide show, ethics scenarios, and The Professional Educators Code of Ethics. These materials will be used throughout the session and serve as points of reference beyond the training.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

**9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

*Evaluation Method Student:* Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Observation of participants demonstrating appropriate ethical behavior in their daily practice.

**Who will use the evaluation impact data gathered?**

Human Resources will use data to drive and inform the content and audience of the course.

#### 10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

#### DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

<b>Date Approved:</b>	unknown
<b>Date Revised:</b>	April 2022 <del>May 2021</del>
<b>Department:</b>	Human Resources
<b>Name(s) of Component Author(s):</b>	Brenda Troutman and <del>Kevin Leary</del> Michelle Bily

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Virtual Ethics Training for Instructional Personnel  
**Component Number:** 8-410-513  
**Function:** 8 General Support  
**Focus Area:** 410  
**Local Sequence Numbers:** 513  
**Points to be Earned:** max 15 points  
**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator-Learning 2.2: Content Focused

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

## 6. SPECIFIC LEARNER OUTCOMES:

Understand and implement professional judgment in decision making.  
Understand and fulfill required ethical obligations to students, the profession and the public pursuant to requirements set forth by Rule 6A-10.081.  
Understand the function of PPS and PPC and identify possible consequences for ethical violations.  
Understand why educators are held to a higher standard of ethical behavior than the general public.

## 7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

Participants will complete 4 hours of asynchronous online readings, videos, and quizzes related to the Professional Educators Code of Ethics. During at least one 90 minute synchronous meeting participants will engage in collaborative discussions, role-play activities based on assigned scenarios, and participate in a question and answer session so participants can address concerns related to their professional experience. Each participant will share and gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Participants will be given access to training modules and assigned readings through the employee portal. The synchronous virtual meeting will be facilitated through Google Meet and will engage participants in the evaluation and discussion of various scenarios involving educator ethics.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Participants will actively engage in conversations and reflections during the synchronous session. Participants will apply knowledge gained in the synchronous and asynchronous sessions to their daily practice.

## 8. IMPLEMENTATION/MONITORING PROCEDURES:

S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

## 9. IMPACT EVALUATION PROCEDURES:

### **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

*Evaluation Method Student:* Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Observation of participants demonstrating appropriate ethical behavior in their daily practice.

**Who will use the evaluation impact data gathered?**

Human Resources will use data to drive and inform the content and audience of the course

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	Unknown
<b>Date Revised:</b>	April 2022 <del>May 2021</del>
<b>Department:</b>	Human Resources
<b>Name(s) of Component Author(s):</b>	Brenda Troutman and <del>Michelle Bily</del> Kevin Leary

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Learning with 6-12 ELA (English Language Arts)
<b>Component Number:</b>	1-008-004
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	008
<b>Local Sequence Numbers:</b>	004
<b>Points to be Earned:</b>	1-120
<b>Primary Purpose:</b>	C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

Activities may include:

1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered literacy strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common standards-based assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
6. Participating and implementing distance learning English Language Arts activities.
7. Developing, participating in, and implementing cross-curricula English Language Arts lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Developing and implementing appropriate language arts teaching strategies such as close reading techniques and higher order questioning.
10. Creating thematic units which integrate English Language Arts with other content areas.
11. Serving on the district or state ELA textbook adoption committee to ensure alignment with the Florida B.E.S.T. standards.
12. Developing and implementing systems to monitor student progress, conduct data chats and provide remediation for students.
13. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
14. Developing and implementing systems to provide differentiation and/or small group instruction based on the Florida B.E.S.T. standards.
15. Engaging in student work protocols to identify students' strengths and weaknesses and create a plan based on those student needs.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**



1. Participants will plan quarterly common assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly formative assessments aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common lesson plans and/or tasks based on quarterly mentor texts and/or the Florida B.E.S.T. standards.
4. Participants will implement high impact strategies and reflect on student work in weekly PLCs.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 English Language Arts.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

## **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the

professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** April 2022-Pending Board Approval

**Date Revised:** April 2022-Pending Board Approval

**Department:** Academic Services

**Name(s) of Component  
Author(s):** Rebecca Billiot

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Learning with 6-12 ELA: Self-Paced
<b>Component Number:</b>	1-008-005
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	008
<b>Local Sequence Numbers:</b>	005
<b>Points to be Earned:</b>	1-120
<b>Primary Purpose:</b>	C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

## **7. LEARNING PROCEDURES (Methods):**

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

### **WHAT will occur during this professional learning opportunity?**

1. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
2. Developing and creating student-centered lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
3. Developing an understanding of systems to monitor student progress, conduct data chats and provide remediation for students.
4. Developing an understanding of standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in ELA.
5. Reviewing methods, resources, curriculum and research that enhance student learning in ELA.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants may actively participate in ongoing planning sessions with other educators.
2. Participants may design lessons and tasks that allow students to reach proficiency of the benchmarks.
3. Participants may analyze student performance data to determine students' needs remediation strategies.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

<i>Evaluation Method Staff:</i>	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
<i>Evaluation Method Student:</i>	A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students’ results of instruction.

**Who will use the evaluation impact data gathered?**

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of English Language Arts to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	April-Pending Board Approval
<b>Date Revised:</b>	N/A
<b>Department:</b>	Academic Services

**Name(s) of Component**  
**Author(s):**

Rebecca Billiot

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	PDA Differentiating Reading Instruction for Students: Making It Explicit
<b>Component Number:</b>	1-013-016
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	016
<b>Points to be Earned:</b>	60
<b>Primary Purpose:</b>	C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

The purpose of this component is for participants to develop, increase and demonstrate knowledge about using the guidelines for differentiation and strategies that support differentiation to improve instruction for all students, especially students with persistent or significant reading difficulties. Emphasis is on the instructional design principles and teacher delivery methods that can be applied at appropriate levels of intensity and duration to increase the explicitness and intensity of language arts instruction in order to achieve optimal results for students who are challenged by learning to read or reading to learn. Conspicuous strategies, strategically integrated skills, and judicious review, delivered with appropriate pacing and precise monitoring, are all part of carefully scaffolded instruction to ensure that each learner is able to comprehend increasingly complex text. This component aligns with current Florida reading initiatives and awards credit for competency four of the Florida Reading Endorsement. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Instructional design and lesson planning

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,  
Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking  
improvements in student learning growth supported by the professional learning

## **6. SPECIFIC LEARNER OUTCOMES:**

1. Participants will understand the importance of scientific research-based instruction and evidence-based practices by reviewing the history of reading instruction.
2. Participants will review current scientific research-based instruction and evidence-based practices for the basis of differentiating instruction to meet individual learning needs.
3. Participants will identify Florida initiatives and resources for teaching reading effectively.
4. Participants will compare stages of language and reading development of different age groups.
5. Participants will understand the rationale for differentiating instruction by considering variables that impact student achievement.
6. Participants will identify the alterable and instructionally relevant variables, such as language proficiency, readiness for what is being taught, background knowledge, learning preferences, and interests, that should be considered to meet individual learning needs.
7. Participants will examine research on why reading failure is unnecessary.
8. Participants will apply the guidelines of differentiated instruction in order to ensure that students are developing the reading skills necessary to comprehend increasingly complex text.
9. Participants will identify strategies and activities that support the development of a responsive learning environment that addresses the needs of individual learners, including but not limited to, students with persistent or significant reading difficulties, students learning English as a second language, and students with identified disabilities.
10. Participants will apply instructional design principles and teacher delivery methods to provide differentiated instruction at increasing levels of explicitness, intensity, and duration.
11. Participants will understand that careful analysis of assessment data must be used to meaningfully differentiate instruction and monitor student reading progress.
12. Participants will review purposes, types, and models of reading assessment.
13. Participants will describe features of Florida's reading assessment plan for elementary and secondary students.
14. Participants will activate background knowledge regarding phonological awareness.
15. Participants will clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
16. Participants will review the supporting research regarding phonological awareness.
17. Participants will discuss phonological awareness difficulties.
18. Participants will extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
19. Participants will understand the goal of phonics instruction and the important role it plays in reading instruction.
20. Participants will review the research evidence-based practices for effective phonics instruction.
21. Participants will define the role of decodable text in beginning reading instruction.
22. Participants will apply the guidelines of differentiated instruction to phonics instruction to meet individual learning needs.
23. Participants will apply instructional design principles and teacher delivery methods to increase the explicitness, intensity and duration of phonics instruction to meet individual learning needs.
24. Participants will examine curriculum materials, to determine appropriateness for meeting individual learning needs, by using the guidelines for differentiating instruction and the instructional design principles that increase the explicitness and intensity of instruction.
25. Participants will define fluency.
26. Participants will determine the reasons why students are dysfluent.
27. Participants will examine the connection between proficient reading and reading fluency.
28. Participants will learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.



29. Participants will understand the importance of vocabulary instruction and the role it plays in the reading process.
30. Participants will review research and evidence-based practices for effective oral language development and vocabulary instruction.
31. Participants will examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
32. Participants will understand how to choose words for instruction.
33. Participants will define academic vocabulary and understand its relationship to comprehending increasingly complex text.
34. Participants will identify the components of an effective vocabulary lesson.
35. Participants will apply the guidelines for differentiating instruction, instructional design principles and teacher delivery methods to vocabulary instruction in order to meet individual learning needs.
36. Participants will define reading comprehension.
37. Participants will list the skills, knowledge, and attitudes that are required for comprehending text.
38. Participants will recognize student behavior that may interfere with accurate text comprehension.
39. Participants will discuss the relationship between other areas of reading and the ability to comprehend increasingly complex text.
40. Participants will identify the behaviors of successful readers.
41. Participants will clarify how to differentiate comprehension instruction for students, including but not limited to students with persistent and significant reading difficulties, students learning English as a second language, and students with disabilities.
42. Participants will understand how close analytical reading can develop a student's higher order thinking and ability to think critically in order to independently comprehend challenging text.
43. Participants will contrast the difference between accommodation and instruction.
44. Participants will implement instructional practices for writing in order to develop students' comprehension of text.
45. Participants will plan comprehension instruction to meet individual learning needs by using evidence-based practices, the guidelines for effective differentiation, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
46. Participants will plan instruction with the understanding that the goal of all reading instruction is for each learner to independently comprehend challenging text.
47. Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction.
48. Participants will learn to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia.
49. Participants will implement Florida's Formula for Success as outlined in the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).

## **7. LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members, and hold discussions with colleagues concerning the content presented. The facilitator of each professional learning session will model, demonstrate, or provide direct, explicit instruction to present the content. Participants will engage in a variety of activities designed to meet the objectives of each training session, including skill practice exercises, small and large group activities, multimedia presentations, discussions/questions/handout analysis, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, coaching/data collection activities, cooperative learning experiences, project design, or interactive role-playing. The facilitator will provide teacher participants opportunities to share and gain deeper knowledge as it pertains to the specific content learning targets of the professional

learning session. \*The intensity and duration will vary depending on the content and learning targets of the professional learning session.

**HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be presented through various platforms: live, face-to-face training onsite at the school or educational organization, live, virtual training using Zoom or Google Meets, hybrid-online training that combines online courses with live, virtual facilitated sessions using Zoom or Google Meets, asynchronous online courses completed by teachers at their own pace. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in conversations and learning activities during each face-to-face, virtual, or hybrid-online training session. Participants are expected to support each other throughout the professional learning opportunity in a collaborative fashion.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will create lesson plans based on new learning, and will share those lesson plans and the results of implementation of plans with colleagues and the school leadership team.
2. Participants will implement model lessons based on new learning for colleagues or the school leadership team.
3. Participants will audiotape or videotape lessons based on new learning to self-reflect and grow their instructional practices.
4. Participants will collect samples of student work resulting from planned lessons and model lessons to form connections between their instruction and student learning.
5. Participants will implement the new learning and produce a written reflection on lessons learned.
6. Participants will train their colleagues on the new learning.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

**9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. The final culminating project completed by each participant will be evaluated using the provided rubric, and the final culminating project will provide the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will use the data gathered as part of the Professional Learning case study with the student portfolio to increase teacher capacity in the area of implementing Structured Literacy lessons with embedded evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in kindergarten through sixth grade with persistent reading difficulties and disabilities, including dyslexia.
2. Participants will interact with the instructor and other participants to increase their understanding of evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the professional development survey at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the professional development survey at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the professional development survey data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	April 2022 - Pending Board Approval
<b>Date Revised:</b>	N/A
<b>Department:</b>	Literacy Department
<b>Name(s) of Component Author(s):</b>	Bianca Montoro

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Emergent Literacy
<b>Component Number:</b>	1-013-017
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	017
<b>Points to be Earned:</b>	1-60
<b>Primary Purpose:</b>	C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

The purpose of this component is for participants to develop substantive understanding of how children learn and grow their speech and language skills. Upon successful completion of the component, participants will have a deep understanding of oral language, phonological processing, vocabulary, and print knowledge. It will also assist participants with interpreting assessment data to differentiate instruction focused on early literacy and language development to provide children the foundation needed to become proficient readers, writers, and communicators. House Bills 7011 and 419 requires that all Florida VPK instructors complete three 5-hour emergent literacy courses.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Regulatory or compliance requirements

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Learning- Learning Outcomes, Implementing- Implementation of Learning

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning.

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants gain understanding of early literacy foundations through developmentally appropriate practice (DAP) with assessments and considerations to improve instruction.
2. Participants gain understanding of oral language and how phonological development and interactive language strategies support early literacy skills.
3. Participants gain understanding of the essential components of print knowledge and the progression of concepts.

4. Participants learn how to provide the highest-quality literacy interactions that weave cognitive, social-emotional, and physical development through intentional, and purposeful play.
5. Participants learn how early learners acquire foundational literacy and language skills.
6. Participants learn how to help young students who have not yet learned vital early literacy skills.
7. Participants learn how to involve parents and guardians in guiding children's success in emergent reading.
8. Participants learn how to implement print knowledge, phonological awareness, vocabulary, and oral language lessons to improve student outcomes.

## **7. LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

### **WHAT will occur during this professional learning opportunity?**

1. Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of reading instruction in teaching students how to read. Teachers will implement their learning in their classrooms with their students. \*Face-to-face meetings may be required throughout the course.
2. Participants will complete online, self-paced learning sessions containing content modules with embedded videos, quizzes, interactive activities, and a post assessment. Teachers will implement their learning in their classrooms with their students.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

1. Online self-paced training opportunities
2. Instructor-led training

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Complete all course activities
2. Complete quizzes and assessments with 80% or higher accuracy
3. Theory to practice application
4. Participate in discussions and collaborative activities if applicable

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy:
  - the teacher is able to provide the highest-quality literacy interactions that weave cognitive, social-emotional, and physical development through intentional, purposeful play;
  - the teacher ensures early learners acquire foundational literacy and language skills; and
  - the teacher helps young students who have not yet learned vital early literacy skills.
2. The teacher supports early literacy foundations through developmentally appropriate practice (DAP) with assessment considerations to improve instruction:
  - the teacher is able to interpret assessment data to differentiate instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	April 2022 - Pending Board Approval
<b>Date Revised:</b>	N/A
<b>Department:</b>	Literacy Department
<b>Name(s) of Component Author(s):</b>	Bianca Montoro

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	The Language Essentials for Teachers of Reading and Spelling (LETRS)
<b>Component Number:</b>	1-013-018
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	013
<b>Local Sequence Numbers:</b>	018
<b>Points to be Earned:</b>	300 points maximum
<b>Primary Purpose:</b>	A*- Add-on Endorsement

## 2. DESCRIPTION:

The Language Essentials for Teachers of Reading and Spelling (LETRS) will allow educators to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound-symbol associations, syllables, morphology, semantics, and syntax as outlined in the 20-hour in-service requirement in teaching students with disabilities (SWD) per Senate Bill 1108 (SB 1108). The LETRS professional development course of study is approved by the Florida Department of Education as a pathway for the reading endorsement. The total scope of work required for the completion of the LETRS course equals 300 in-service hours of which 260 are reading bankable.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Needs & Planning- Professional Learning Needs, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

Upon successful completion of this course, participants will be able to:

1. Develop participant's knowledge and understanding of the historical perspective on reading.
2. Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.
4. Explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
5. Define what is meant by Universal Design for Learning and Assistive Technology.
6. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need.
7. Recognize the role assessment plays in planning structured literacy instruction.
8. Develop your knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning.
9. Describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
10. Recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
11. Increase your understanding of the components of phonological awareness and phonemic awareness.
12. Implement activities for teaching phonological awareness and phonemic awareness skills.
13. Develop participant knowledge and understanding of the history of writing systems and their impact on modern English.
14. Explain the correspondence between phonemes and graphemes in English.
15. Describe English orthographic conventions and the predictability of the English language.
16. To explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.
17. Implement activities for teaching sound-symbol correspondences (i.e. phonics or decoding) and syllables.
18. Develop knowledge and understand the impact morphology has on literacy learning.
19. Define the essential terminology related to morphology.
20. Describe the relationship of etymology to morpheme patterns.
21. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
22. Implement activities for teaching morphology.
23. Develop knowledge and understand the impact syntax has on literacy learning.
24. Describe the language components of syntax.
25. Recognize that understanding sentences requires knowledge of syntax.
26. Explain the importance of structured literacy instruction in developing syntactical awareness.
27. Implement activities for teaching syntax.
28. Develop knowledge and understand the impact that semantics has on literacy learning.
29. Define the three ways language derives meaning.
30. Describe the contribution of semantics to vocabulary acquisition.
31. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.
32. Implement activities for teaching semantics.

## **7. LEARNING PROCEDURES (Methods):**

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

### **WHAT will occur during this professional learning opportunity?**

The LETRS Professional Development Course of Study is self-guided and consists of the following



components:

1. An online learning platform with a LETRS textbook study, both of which include eight units of study with opportunities for self-evaluations/reflections, formal/informal assessments, and an embedded "Bridge to Classroom" portfolio/case study. Each unit consists of approximately 15-25 hours of coursework that align to the five competencies of the Florida Reading Endorsement which are a supplemental feature for Florida Reading Endorsement participants to emphasize the application of this content into the classroom.
2. Approximately of 5 hours of Florida Reading Endorsement activities aligned with each LETRS unit.
3. LETRS Face-to-Face Training or Virtual Live Webinar Training: Introductory Launch Training – Half-day (4 hours) and 8 Post-Unit Face-to-Face Trainings – Whole-day (7 hours).

**HOW will the experiences be provided to participants during this professional learning opportunity?**

Lexia Learning LLC, a Cambium Learning® Group company Online Learning Platform, ZOOM Live Webinar Training Sessions

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will complete a pre assessment.
2. Participants will complete all required reading assignments.
3. Participants will complete all online learning activities including video viewing, reflection activities, interactive virtual learning participation.
4. Participants will complete unit quizzes.
5. Participants will complete unit assessments.
6. Participants will complete the job-embedded case study activities (Bridge to Classroom).
7. Participants will participate in as many of the live webinar unit training sessions as possible.
8. Participants will complete the post assessment.

**8. IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

**9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* C- Portfolios of student work

LETRS (Language Essentials for Teachers of Reading and Spelling) is the most comprehensive and effective course of study to address the five essential components of effective reading instruction in a flexible delivery model, allowing educators to bridge research-based professional development into classroom success through the completion of a job embedded case study. Participants will be provided a list of the case study activities that must be completed with three students to collect portfolio work samples. Upon completion of the LETRS textbook study and online learning activities, each participant will submit their completed case study to the district literacy supervisor for review. The case study will be kept on file at the district office for a period of five years for state auditing purposes.

**Who will use the evaluation impact data gathered?**

- Participants will use the data gathered as part of the LETRS training to increase their capacity in the area of language and literacy foundational skills aligned with the science of reading and brain-based learning to support the implementation of evidence-based reading instruction and intervention.
- Participants will interact with the LETRS facilitator and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
- CCDS Professional Development and Literacy Departments will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

**10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:**

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
- Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
- The literacy supervisor and LETRS facilitator will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	April <del>March</del> 2022
<b>Date Revised:</b>	N/A
<b>Department:</b>	Literacy Department
<b>Name(s) of Component Author(s):</b>	Bianca Montoro

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Learning Through 6-12 Writing
<b>Component Number:</b>	1-017-003
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	017
<b>Local Sequence Numbers:</b>	003
<b>Points to be Earned:</b>	1-120
<b>Primary Purpose:</b>	C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to

explore concepts and foster student ownership of learning.4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

6. Participants will develop knowledge and effective implementation of differentiating instruction in order to meet the needs of learners.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

Activities may include:

1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered writing strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common writing tasks and assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
6. Participating and implementing distance learning writing tasks.
7. Developing, participating in, and implementing cross-curricula writing tasks and lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
10. Identifying ways to monitor student progress and assess student performance in writing.
11. Identifying ways to teach students how to assess and reflect on their own writing.
12. Modeling a variety of techniques for pre-writing, drafting, revising and editing student writing.
13. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
14. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
15. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
16. Engaging in student work protocols to identify students' strengths and weaknesses pertaining to writing and create a plan based on those student needs.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

**KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will plan common writing tasks and assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly short formative writing tasks aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common text-based writing lesson plans and/or tasks based on the Florida B.E.S.T. standards.
4. Participants will implement high-impact writing strategies and reflect on student work in weekly PLCs.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

**Who will use the evaluation impact data gathered?**

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 writing.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

## **10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	April 2022-Pending Board Approval
<b>Date Revised:</b>	N/A
<b>Department:</b>	Academic Services
<b>Name(s) of Component Author(s):</b>	Rebecca Billiot

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Learning Through 6-12 Writing: Self-Paced
<b>Component Number:</b>	1-017-004
<b>Function:</b>	1 Subject Content/Academic Standards
<b>Focus Area:</b>	017
<b>Local Sequence Numbers:</b>	004
<b>Points to be Earned:</b>	1-120
<b>Primary Purpose:</b>	C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to

explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

## **7. LEARNING PROCEDURES (Methods):**

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

### **WHAT will occur during this professional learning opportunity?**

1. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
2. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
3. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
4. Identifying ways to monitor student progress and assess student performance in writing.
5. Identifying ways to teach students how to assess and reflect on their own writing.
6. Developing an understanding of a variety of techniques for pre-writing, drafting, revising and editing student writing.
7. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
8. Developing questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
9. Developing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in the area of writing.
10. Reviewing methods, resources, curriculum and research that enhance student learning in the area of writing.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants may actively participate in ongoing planning sessions with other educators.
2. Participants may collaboratively design lessons that allow students to reach proficiency of the writing benchmarks.
3. Participants may analyze student performance data to determine students' needs and/or remediation strategies.



## 8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

## 9. IMPACT EVALUATION PROCEDURES:

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

**Who will use the evaluation impact data gathered?**

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching writing in grades K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

## 10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will

use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** April 2022-Pending Board Approval

**Date Revised:** N/A

**Department:** Academic Services

**Name(s) of Component  
Author(s):** Rebecca Billiot

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	General Technology
<b>Component Number:</b>	3-007-008
<b>Function:</b>	3 Technology Integration/Digital Learning Support
<b>Focus Area:</b>	007
<b>Local Sequence Numbers:</b>	008
<b>Points to be Earned:</b>	120
<b>Primary Purpose:</b>	C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

The purpose of this component is to enable participants to create more efficient and effective working/learning environments at all grade levels by utilizing CCDS digital platforms, resources, tools, and devices. It will also enable administrators to recognize and evaluate effective use of technology.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Learning- Learning Outcomes

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

## 6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure; communicate and create digital publications; become a digital citizen and manage one's digital footprint; participate in district and state based assessments using their device.
2. Demonstrate knowledge of current digital safety and security policies and practices.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.

5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

Participants will engage in face to face learning sessions, during which they will engage in active learning and application of CCDS digital platforms, resources, tools, and devices. Activities may include:

1. Developing a digital presentation to present content/curriculum to students.
2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
3. Developing digital resources that promote student engagement with content and technology.
4. Demonstrating the ability to create and implement structures for classroom management.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Content will be presented in person. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in live conversations during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

## **9. IMPACT EVALUATION PROCEDURES:**

### **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job

responsibilities)

*Evaluation Method  
Student:*

F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

**Who will use the evaluation impact data gathered?**

Participants will use the knowledge to increase teacher capacity in the area of technology usage and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology usage.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** April 2022 - pending board approval

**Date Revised:** N/A

**Department:** Information and Technology Services

**Name(s) of Component  
Author(s):** Sabrina Thomas

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Youth Mental Health First Aid  
**Component Number:** 6-409-001  
**Function:** 6 School Safety/Safe Learning Environment/School Culture  
**Focus Area:** 409  
**Local Sequence Numbers:** 001  
**Points to be Earned:** 120  
**Primary Purpose:** D- Other Professional Certificate/License Renewal

## 2. DESCRIPTION:

Learn a 5-step action plan that helps you to take action in understanding and responding to mental health challenges and crises in young people.

Youth Mental Health First Aid teaches you how to recognize signs and symptoms, identify, understand and respond to signs of mental illness and substance use disorders in youth. This training gives adults who work with youth the skills they need to reach out and provide initial support to children and adolescents (ages 6-18) who may be developing a mental health or substance use problem and help connect them to needed care.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

## 6. SPECIFIC LEARNER OUTCOMES:

Once you are certified in Youth Mental Health First Aid, you will be able to:

- Identify the common mental health concerns among youth
- Reduce stigma
- Recognize the signs and symptoms of mental health and substance use problems in youth
- Use a 5-step action plan to help a youth who may be facing a mental health problem or crisis, such as

suicide.

Participants earn a three-year certification upon completion.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

1. Participating in and implementing suicide prevention strategies with students and adults to enhance health, and safety, while reducing risk.
2. Participating in and implementing crisis intervention practices.
3. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
4. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in supporting students.
5. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance health and safety while reducing risk.
6. Participating in and implementing a school wide program focused on student safety and prevention.
7. Participating in and implementing a school-wide social and emotional learning (SEL) program.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Informs adults about common mental health concerns among youth.
2. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
3. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
4. To reduce the stigmas for people with Mental Illness.
5. To teach adults how to recognize signs and symptoms of mental health and substance use problems in youth.
6. To provide adults with skills to use a 5-step action plan to help a youth who may be facing a mental health problem or crisis, such as suicide.
7. Develop and implement research-based models that promote parent involvement and parent support.
8. Develop and implement knowledge and skills in the Multi Tiered System of Support process.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

## 9. IMPACT EVALUATION PROCEDURES:

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

- Changes in instructional or learning practices
- Changes in observed educator proficiency in implementing targeted standards or initiatives.

**Who will use the evaluation impact data gathered?**

- Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

## 10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
- Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

## DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

**Date Approved:** April 2022 - Pending Board Approval

**Date Revised:** N/A

**Department:** Climate and Culture



**Name(s) of Component**  
**Author(s):**

Karen Olley

DRAFT

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** Basic Life Saving Training (ESE)  
**Component Number:** 6-414-002  
**Function:** 6 School Safety/Safe Learning Environment/School Culture  
**Focus Area:** 414  
**Local Sequence Numbers:** 002  
**Points to be Earned:** 120  
**Primary Purpose:** D- Other Professional Certificate/License Renewal

## 2. DESCRIPTION:

This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, splinting, trauma & medical emergencies, shock, burn care, safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and re-current training as required.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Regulatory or compliance requirements

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Not significantly related to any PL Standard

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

## 6. SPECIFIC LEARNER OUTCOMES:

1. Participants will gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the Heimlich maneuver to clear obstructed airway in choking.
2. Participants will gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross.
3. Participants will gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock.
4. Participants will demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross.

5. Participants will demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals.
6. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

One of the following will occur:

1. A three-day workshop will be conducted by a certified trainer in BLS/CPR and First Aid.
2. A sixteen-hour workshop, which will include lectures, demonstrations, and an emergency first aid video, will be conducted.
3. Participants will be involved in simulated emergency rescue situations in order to demonstrate acquisition of skills.
4. An eight-hour course of instruction on Basic Life Support and First Aid Training.
5. A four-hour course of instruction and testing is required for the adult-only certification. An additional two hours are required to add the pediatric certification.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

One of the following:

1. In person workshop
2. Virtual Red Cross Curriculum
3. Both listed above

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Participant shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%. The participant will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

## **9. IMPACT EVALUATION PROCEDURES:**

### **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on

educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method  
Student:*

G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The instructor will submit to the facilitator a summary of the pass/fail rate of the participants post-assessment. At least 90% of participants shall demonstrate increased skill or knowledge.

**Who will use the evaluation impact data gathered?**

All health assistants, nurses, and clinic relief staff will be certified in the district.

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will be certified in CPR/AED/First Aid following training.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	April 2022 - Pending Board Approval
<b>Date Revised:</b>	N/A
<b>Department:</b>	ESE (9005)
<b>Name(s) of Component Author(s):</b>	Teresa Carlson

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

<b>Title:</b>	Clinical Educator Training
<b>Component Number:</b>	7-409-001
<b>Function:</b>	7 Management/Leadership/Planning
<b>Focus Area:</b>	409
<b>Local Sequence Numbers:</b>	001
<b>Points to be Earned:</b>	60
<b>Primary Purpose:</b>	C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by training teacher leaders to serve in a support capacity for teacher candidates, new teachers, and teachers on temporary certification seeking their professional credentialing. Teacher leaders will seek to enhance their knowledge of curriculum and instructional practices, as well as adult learning strategies. Effective training, support, and monitoring of high impact practices, combined with data analysis, continual professional improvement, and targeted feedback can enhance the quality of instruction for all students within the organization.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Professional and ethical behavior.

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources

## 5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

## 6. SPECIFIC LEARNER OUTCOMES:

Participants will:

- employ knowledge of growth mindset as a foundation for their guidance and support of developing teachers
- demonstrate a knowledge of the effective planning
- identify and evaluate methods for observation and data collection
- demonstrate knowledge and effective implementation of professional learning based on analysis of need

- provide high quality non-judgemental feedback, focused on data, that supports continued growth for the developing teacher
- foster reflection through use of purposeful questioning
- model reflection and growth mindset by making thinking and planning processes visible
- demonstrate the ability to deal with interpersonal process, such as collaboration, conflict management, problem solving and decision making, that accompany change efforts

## **7. LEARNING PROCEDURES (Methods):**

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

### **WHAT will occur during this professional learning opportunity?**

Participants will attend professional learning sessions, during which they will engage in active learning and application of effective clinical educator practices as outline by FLDOE model. This may include professional reading, expert content presentation, state level training, lesson planning, data analysis, role play coaching conversations, utilizing observational tools, and/or collegial collaboration.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices within their role.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will reflect on their areas of strength and opportunities for development and advocate for training, support and/or leading to get the most from their professional learning experience
3. Participants will apply their learning to support the ongoing development of teacher candidates, and others whom they are able to mentor.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

<i>Evaluation Method Staff:</i>	G- Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)
<i>Evaluation Method Student:</i>	G- Did not evaluate student outcomes as “evaluation method, staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implement follow-up actions; and revise as needed

**Who will use the evaluation impact data gathered?**

Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support for developing teachers.

**10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

<b>Date Approved:</b>	April 2022 - Pending Board Approval
<b>Date Revised:</b>	N/A
<b>Department:</b>	Professional Learning
<b>Name(s) of Component Author(s):</b>	Robin Bossinger

# Clay County District Schools High Quality MIP (HQMIP) Component

## 1. IDENTIFICATION:

**Title:** ~~Elementary Education~~ This component is no longer needed and will be removed from the MIP.

**Component Number:** ~~2-400-004~~

**Function:** 2 Instructional Methodology/Faculty Development

**Focus Area:** 400

**Local Sequence Numbers:** 004

**Points to be Earned:** 120

**Primary Purpose:** C- Florida Educators Certificate Renewal

## 2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments. It will also enable administrators to recognize and evaluate effective teaching strategies at the elementary level. Through ongoing learning within this component participants will be able to implement instructional strategies that will create a more individualized learning environment. Additionally, participants will be able to recognize and evaluate research-based instructional practices that can be used to meet students instructional needs.

## 3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Learning environment (as per FEAPS standards)

## 4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Domain: Learning 2.3: Learning Strategies, School- Domain: Learning 2.3: Learning Strategies, District- Domain: Learning 2.3: Learning Strategies

## 5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

## 6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices/assessments to enhance student learning in the elementary school.
2. Demonstrate knowledge of current copyright procedures and policies, textbook adoption, and other regulatory practices that impact instructional decision making in elementary settings.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.



4. Develop and implement techniques for motivating students
5. Develop and implement techniques that will teach students how to analyze information in elementary situations.
6. Develop and implement knowledge and skills of the MTSS process.
7. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

## **7. LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

### **WHAT will occur during this professional learning opportunity?**

Activities may include:

1. Serving on District or State elementary textbook adoption committee to ensure alignment with the State Standards
2. Participating in or developing an elementary copyright presentation.
3. Participating in or developing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, a professional learning community, lesson design/study groups, lectures, or role-playing that will enhance elementary learning.
4. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
5. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading, writing and all instructional areas.
6. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
7. Participating in and implementing distance learning activities.

### **HOW will the experiences be provided to participants during this professional learning opportunity?**

Participants will attend professional learning sessions, during which they will engage in active learning and application of research-based instructional strategies. This may include research, professional reading, expert content presentation, state level training, disaggregating data, applying structures and protocols for review student work samples and for data analysis, utilization of the problem solving process, and collegial collaboration.

### **KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.**

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

## **8. IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

## **9. IMPACT EVALUATION PROCEDURES:**

**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

*Evaluation Method Staff:* A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method Student:* B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by implementation of research-based effective practices that support increased student success.

**Who will use the evaluation impact data gathered?**

Participants will use apply the learning to daily practice for increased student performance. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component

**10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

**DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:**

**Date Approved:** 7/1/2010  
**Date Revised:** May 2021  
**Department:** Professional Learning  
**Name(s) of Component Author(s):** Submitted by Master Inservice Plan Committee

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### **Title**

C13 - National Center on Education and the Economy's National Institute for School Leadership (NISL) Program Agreement- Adjustment to Number of Participants and Cost

#### **Description**

This agreement is between Clay County District Schools and National Center on Education and the Economy to provide professional learning for distinguished school and district leaders through the National Institute for School Leadership (NISL) Program.

NISL is the most widely used school leadership curriculum in the country, allowing districts to empower leaders to drive strategic, systemic improvements in their schools. District and School leaders gain the skills, tools and knowledge necessary to become true instructional leaders and apply them through action learning, change management, and distributed leadership. NISL will equip school leaders with the skills, knowledge and tools to create strategies for raising school performance, driving effective teaching and supporting student learning through structures and incentives, aligning instructional systems, and implementing high-performance management structures that drive growth.

#### **Gap Analysis**

School and district leaders are in need of high quality learning opportunities to help them continue to grow in their instructional leadership. This is important because school leaders play a significant role in fostering high levels of student achievement, and strengthening the leadership foundation can have long lasting effects on student achievement. After going through this nationally recognized program, district and school leaders will be better equipped to engage in strategic leadership to increase student performance and drive growth throughout the district.

#### **Previous Outcomes**

This program was approved at the March board agenda with a contract for 25 participants. However, only 20 leaders (principals and district leaders) will be participating, so the contract has been adjusted to reflect the change in participants and a decrease in the cost. No other changes have been made to the contract.

#### **Expected Outcomes**

District and school leaders who go through this program will have a deep understanding of how to drive strategic, systemic improvements in schools and throughout the district. They will be able to implement action steps consistent with strong instructional leadership and develop a distributed leadership approach to fostering growth for teachers and students through collaborative learning cultures.

#### **Strategic Plan Goal**

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

Strategy 5.2: Provide ongoing training and support for teachers, support staff, and leaders.

#### **Recommendation**

That the Clay County School Board approve the agreement between Clay County District Schools and the National Center on Education and the Economy's National Institute for School Leadership (NISL) Program.

#### **Contact**

Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

#### **Financial Impact**

\$210,000.00 (ESSER 3 funds- 445.6400310.9009.0000.4910.803.2)

#### **Review Comments**

#### **Attachments**

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

**Title**

C14 - Proclamation # 22-16 National School Nurse Week

**Description**

The National School Nurse Week has been established to foster a better understanding of the role of school nurses in the educational setting. This year's National School Nurse week, May 6-12, 2022, will recognize the vital role that school nurses have played in improving the health and wellbeing of our county's children through this Resolution. This year per the National Association of School Nurses we are recognizing school nurses as Championing the Whole Student with a focus on the increased visibility of nurses' contributions National Nurses' Week has been expanded to Nurses Month in May.

**Gap Analysis**

This Resolution will promote the School Board of Clay County's goal of providing a safe and healthy environment for students.

**Previous Outcomes**

Proclamation # 21-14; National School Nurse Day, May 6-12, 2021 approved.

**Expected Outcomes**

The citizens of Clay County will recognize National School Nurses Week as a time to identify and honor the dedicated employees of Student Health Services.

**Strategic Plan Goal**

N/A

**Recommendation**

Approve Resolution # 22-16 endorsing National School Nurse Week.

**Contact**

Laura Fogarty, Director of Climate & Culture  
Kristin Riebe, Coordinator of Nursing Services

**Financial Impact**

N/A

**Review Comments****Attachments**

🔗 [Nurses Week Proclamation 21-22.pdf](#)

# **SCHOOL BOARD OF CLAY COUNTY, FLORIDA**

## ***PROCLAMATION # 22-16***



### ***NATIONAL SCHOOL NURSE WEEK***

***May 6-12, 2022***

***WHEREAS***, providing a safe environment for students is the primary goal of Clay County District Schools; and

***WHEREAS***, the Clay County District Schools recognize that healthcare professionals strengthen and facilitate the educational process by improving and protecting the health status of our students; and

***WHEREAS***, the Clay County District Schools recognize that our nation's children face an increasing number of chronic and severe health problems from diabetes to asthma, seizures, obesity, and depression, as well as other mental and physical health problems. Frequently, the only attention a child receives is through the school clinic; and

***WHEREAS***, the Clay County District Schools recognize that health care professional support a large number of students by intervening with actual and potential health problems; collaborating with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning; and

***WHEREAS***, these activities promoting the health and safety of students are important to the citizens of Clay County and others throughout the nation.

***NOW, THEREFORE, BE IT RESOLVED***, that the School Board of Clay County, Florida, does hereby proclaim May 11, 2022 as National School Nurse Day.

***Duly adopted and approved by the School Board of Clay County, Florida, this 7<sup>th</sup> day of April, 2022.***

### ***ATTEST:***

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David S. Broskie  
Superintendent of Schools  
Clay County, Florida

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Mary Bolla, School Board Chair

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### Title

C15 - Proclamation # 22-17: Month of the Military Child, Purple Up Day April 20, 2022

#### Description

Proclamation of Month of the Military Child, Purple Up Day: April 20, 2022.

Month of the Military Child is sponsored by the Department of Defense Military Community and Family Policy and supported by many other organizations such as the Department of Defense Education Activity (DoDEA). Purple UP! for Military Kids is a day for DoDEA communities to wear purple and show support to thank military children for their strength and sacrifices. Purple indicates that all branches of the military are support. Air Force blue, Army green, Navy blue, Marine red, and Coast Guard blue are all thought to combine together as a single color: purple. Purple UP! day is recognized world wide across military installations on April 20th.

#### Gap Analysis

Military connected students represent 12% of our overall student population, and this event gives us the opportunity to recognize their service to the country.

#### Previous Outcomes

N/A

#### Expected Outcomes

The citizens of Clay County will show appreciation and further support students and families who serve or who have served in all branches of the military.

#### Strategic Plan Goal

Goal 3: Establish a respectful climate and culture that provides equity and access to all.

Strategy: Implement mental health/SEL messaging

#### Recommendation

That the Clay County School Board approve the proclamation.

#### Contact

Laura Fogarty, laura.fogarty@myoneclay.net, and Kristi Gomez, kristi.gomez@myoneclay.net

#### Financial Impact

None

#### Review Comments

#### Attachments

☉ [\\_Month of Military Child Proclamation 22.docx \(1\).pdf](#)

# **SCHOOL BOARD OF CLAY COUNTY, FLORIDA**

## **PROCLAMATION #22-17**



**WHEREAS**, April is designated as the Month of the Military Child by the Department of Defense and the military community as a special time to recognize and pay tribute to military families and their dependent children for their commitment, courage, and support of our Armed Forces; and

**WHEREAS**, twelve percent of the student population in Clay County District Schools is military-connected and because these students are a source of great pride to our district, it is rightful to take time to recognize their contributions to school, community and country; and

**WHEREAS**, we would like to let our men and women in uniform know that while they are taking care of us, we are taking care of their children; and

**WHEREAS**, Air Force blue, Army green, Marine red, Navy blue, and Coast Guard blue are all thought to combine as a single color, purple;

**NOW, THEREFORE, BE IT RESOLVED**, that the School Board of Clay County, Florida, does hereby honor the sacrifices made by military families in Clay County, especially the dependent children of military members in service to their country, and extend our gratitude and well wishes for all by declaring April as Month of the Military Child and celebrating Wednesday, April 20, 2022, as Purple Up! For Military Kids Day.

**Duly adopted and approved by the School Board of Clay County, Florida, this 7th day of April, 2022.**

### **ATTEST:**

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David S. Broskie  
Superintendent of Schools  
Clay County, Florida

---

Mary Bolla, School Board Chair

DRAFT



## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### Title

C16 - Proposed Allocation Changes for 2021-22

#### Description

Staff allocation documents clarify how each school, district, department, and division is staffed for the 2021-2022 school year. The School Board is required to take action on all staff allocation changes.

#### Gap Analysis

These allocations are required to ensure the adequate staffing of the district and schools.

#### Previous Outcomes

The district and schools are adequately staffed.

#### Expected Outcomes

Staffing will be sufficient to meet the needs of the various schools and district departments.

#### Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

#### Recommendation

Approve the staff allocation plan as submitted.

#### Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904) 336-6722, [susan.legutko@myoneclay.net](mailto:susan.legutko@myoneclay.net)

#### Financial Impact

Reflected in attachment

#### Review Comments

#### Attachments

② [21 22 Allocation Summary - April 7, 2022.pdf](#)

**PROPOSED CHANGES TO STAFF ALLOCATIONS**  
**2021-2022 SUMMARY**  
**Board Meeting, April 7, 2022**

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			<b>2021-2022 ACTIONS</b>				
			<b>General Funds</b>				
LJH-0351		1.0	Teacher, VE SC (ASD/EBD)	Program Needs	<b>(\$50,540)</b>	<b>(\$16,309)</b>	<b>(\$66,849)</b>
LJH-0351	1.0		Support Facilitator	Program Needs	<b>\$47,500</b>	<b>\$15,328</b>	<b>\$62,828</b>
				<b>TOTAL:</b>	<b>(\$3,040)</b>	<b>(\$981)</b>	<b>(\$4,021)</b>

DRAFT

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### Title

C17 - Proposed Allocation Changes for 2022-23

#### Description

Staff allocation documents clarify how each school, district, department, and division is staffed for the 2022-2023 school year. The School Board is required to take action on all staff allocation changes.

#### Gap Analysis

These allocations are required to ensure the adequate staffing of the district and schools.

#### Previous Outcomes

The district and schools are adequately staffed.

#### Expected Outcomes

Staffing will be sufficient to meet the needs of the various schools and district departments.

#### Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

#### Recommendation

Approve the staff allocation plan as submitted.

#### Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904) 336-6722, susan.legutko@myoneclay.net

#### Financial Impact

Reflected in attachment

#### Review Comments

#### Attachments

② [22 23 Allocation Summary - April 7, 2022.pdf](#)

**PROPOSED CHANGES TO STAFF ALLOCATIONS**  
**2022-2023 SUMMARY**  
**Board Meeting, April 7, 2022**

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			<b>2022-2023 ACTIONS</b>				
			<b>General Funds</b>				
AES-0591		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
AES-0591	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
CEB-0071		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
CEB-0071	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
DOE-0641		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
DOE-0641	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
DIS-0261		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
DIS-0261	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
LES-0352		0.8	Classroom Assistant, ESOL, 9-Month (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
LES-0352	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
MCE-0381		1.6	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$28,155)	(\$9,086)	(\$37,241)
MCE-0381	1.6		Classroom Assistant, ESOL	Program Needs	\$28,155	\$9,086	\$37,241
PES-0471		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
PES-0471	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
SBJ-0331		0.8	Classroom Assistant, ESOL, 9-Month (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
SBJ-0331	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
TES-0501		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
TES-0501	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
GCJ-0021		0.8	Classroom Assistant, ESOL, 9-Month (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
GCJ-0021	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
OLJ-0611		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
OLJ-0611	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
OPJ-0361		0.8	Classroom Assistant, ESOL, 9-Month (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
OPJ-0361	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
CHS-0341		0.8	Classroom Assistant, ESOL, 9-Month (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
CHS-0341	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
FIH-0551		1.6	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$28,155)	(\$9,086)	(\$37,241)
FIH-0551	1.6		Classroom Assistant, ESOL	Program Needs	\$28,155	\$9,086	\$37,241
OHS-0661	1.0		Teacher, NJROTC, 11-Month	Program Needs	\$52,347	\$16,892	\$69,239
OPH-0252		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
OPH-0252	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
CC-9004		2.0	Specialist, Attend. Asst/Social Worker, 10-Month	Program Needs	(\$103,200)	(\$33,303)	(\$136,503)
CC-9004	2.0		Attend. Asst/Social Worker, 10-Month	Program Needs	\$99,000	\$31,947	\$130,947
PD-9009	1.0		Coordinator of Teacher Support - Coordinator I (100/6400)	Program Needs	\$68,850	\$22,218	\$91,068
PD-9009	5.0		Teacher Support Coach (100/6400)	Program Needs	\$237,500	\$76,641	\$314,141
				<b>TOTAL:</b>	<b>\$354,497</b>	<b>\$114,396</b>	<b>\$468,893</b>
			<b>SAI (1143)</b>				
POE-0651		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
POE-0651	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
OHS-0661		1.6	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$28,155)	(\$9,086)	(\$37,241)
OHS-0661	1.6		Classroom Assistant, ESOL	Program Needs	\$28,155	\$9,086	\$37,241
RHS-0431		0.8	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$14,078)	(\$4,543)	(\$18,621)
RHS-0431	0.8		Classroom Assistant, ESOL	Program Needs	\$14,078	\$4,543	\$18,621
				<b>TOTAL:</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
			<b>TSSSA (1983)</b>				
CEB-0071		1.0	Social Worker, 10-Month	Program Needs	(\$49,500)	(\$15,974)	(\$65,474)
CEB-0071		1.0	Classroom Assistant	Program Needs	(\$17,597)	(\$5,679)	(\$23,276)
CEB-0071		1.0	ESE Assistant, G (Limited Contract)	Program Needs	(\$18,852)	(\$6,083)	(\$24,935)
				<b>TOTAL:</b>	<b>(\$85,949)</b>	<b>(\$27,736)</b>	<b>(\$113,684)</b>
			<b>Federal Funds (Title I - 420/4010.3)</b>				
CEB-0071		0.1	Classroom Assistant, ESOL (Limited Contract)	Program Needs	(\$1,760)	(\$568)	(\$2,328)
CEB-0071	0.1		Classroom Assistant, ESOL	Program Needs	\$1,760	\$568	\$2,328
				<b>TOTAL:</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
			<b>Federal Funds (IDEA - 420/4100.3)</b>				
PD-9009	1.0		Teacher Support Coach (420/6400/4100.3)	Program Needs	\$47,500	\$15,328	\$62,828
				<b>TOTAL:</b>	<b>\$47,500</b>	<b>\$15,328</b>	<b>\$62,828</b>

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### **Title**

C18 - Monthly Financial Reports for February, 2022

#### **Description**

The Monthly Financial Reports, in accordance with SBE Rule 6A-1.008, are submitted for the use and consideration of the Board for the month ending February 28, 2022.

#### **Gap Analysis**

The Monthly Financial Reports show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

#### **Previous Outcomes**

It has been a past (normal) practice to provide Monthly Financial Reports, in accordance with SBE Rule 6A-1.008.

#### **Expected Outcomes**

The Monthly Financial Reports are provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's finances.

#### **Strategic Plan Goal**

Goal 2: Strategy 2.4: Ensure effective and efficient use of resources for fiscal stability.

#### **Recommendation**

That the Clay County School Board accept for use and consideration the Superintendent's Monthly Financial Reports for February, 2022.

#### **Contact**

Dr. Susan M. Legutko, Assistant Superintendent of Business Affairs, (904) 336-6721, susan.legutko@myoneclay.net

#### **Financial Impact**

The Monthly Financial Reports reflect the year-to-date results of operations.

#### **Review Comments**

#### **Attachments**

- 🔗 [February 2022 Board Monthly Financial Report.pdf](#)
- 🔗 [February 2022 Board Monthly Property Report.pdf](#)
- 🔗 [Contracts 50 Thousand and Greater.pdf](#)

**CLAY COUNTY SCHOOL BOARD**  
**SUMMARY OF CASH INVESTMENTS**  
**07/01/2021 thru 02/28/2022**

	CASH BALANCE	INVESTMENT AMOUNT	TYPE	GRAND TOTAL
General Fund(3)	18,905,003.00	67,740,627.92	(1) & (4) SBA/OTH	86,645,630.92
Debt Services(5)	0.00	527,554.32	SBA/OTH	527,554.32
Capital Projects	0.00	72,661,863.87	SBA/OTH	72,661,863.87
Special Rev. - Other	0.00	3,488.86	SBA	3,488.86
Spec. Rev - Food Service	7,265,762.79	742,434.23	SBA	8,008,197.02
Self Insurance	0.00	6,583,682.62	SBA	6,583,682.62
<b>GRAND TOTAL</b>	<b>26,170,765.79</b>	<b>148,259,651.82</b>		<b>174,430,417.61</b>

NOTES:

1. The rate of interest earned on investments with the State Board of Administration during the month of February, 2022 was 0.15%.
2. For comparison purposes with the General Fund Statement of Revenue, we have completed 66.67% of the fiscal year. All other percentages are only a comparison of cash collections or expenditures to budgeted revenue or appropriations.
3. On the Summary of Cash & Investments, the figure reported for General Fund Investments includes \$1,251,528.79 invested for School Internal Accounts.
4. The rate of interest earned on investments with the Florida Education Investment Trust Fund (FEITF) during the month of February, 2022 was 0.06%.
5. Trustee Accounts - Amounts placed with SBA by the Florida Department of Education for investment of debt service moneys.



# CLAY COUNTY SCHOOL BOARD

## GENERAL FUNDS

### STATEMENT OF REVENUE

07/01/2021 thru 02/28/2022

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Federal Impact Aid	3121	550,000.00	550,000.00	260,305.00	47.33%
	R O T C	3191	374,578.00	374,578.00	213,360.12	56.96%
<b>Federal Direct - Total</b>			<b>924,578.00</b>	<b>924,578.00</b>	<b>473,665.12</b>	
Fed thru Local and State Revenue	Medicaid	3202	2,100,000.00	2,100,000.00	739,188.28	35.20%
	Ed Stabilization-VPK	3273	10,500.00	193,386.00	173,386.00	89.66%
	Federal Through Local Revenue	3280	587,181.00	647,365.00	243,634.09	37.63%
<b>Fed thru Local and State - Total</b>			<b>2,697,681.00</b>	<b>2,940,751.00</b>	<b>1,156,208.37</b>	
State Sources	Florida Educ Finance Program	3310	199,788,388.00	196,522,234.00	128,897,692.00	65.59%
	Workforce Development	3315	495,645.00	495,645.00	330,432.00	66.67%
	Workforce Performance Incentiv	3317	0.00	6,000.00	3,114.00	51.90%
	CO&DS Withheld/Admin Expense	3323	22,000.00	22,000.00	0.00	0.00%
	State License Tax	3343	36,000.00	36,000.00	29,007.45	80.58%
	Class Size Reduction	3355	36,805,202.00	37,327,978.00	24,711,060.00	66.20%
	Voluntary Pre-K High Schools	3370	80,000.00	80,000.00	47,617.99	59.52%
	Voluntary Pre-K	3371	425,000.00	425,000.00	368,951.15	86.81%
	Miscellaneous State Revenue	3390	824,057.10	1,090,289.10	442,923.06	40.62%
<b>State Sources - Total</b>			<b>238,476,292.10</b>	<b>236,005,146.10</b>	<b>154,830,797.65</b>	
Local Sources	District School Taxes	3411	58,989,012.00	58,989,012.00	54,501,424.52	92.39%
	Prior Year Coll School Taxes	3419	30,000.00	30,000.00	0.00	0.00%
	Tax Redemptions	3421	1,000,000.00	1,000,000.00	0.00	0.00%
	Rent	3425	400,000.00	400,000.00	310,786.69	77.70%
	Interest Incl Profit On Invest	3430	130,000.00	130,000.00	78,680.06	60.52%
	Gifts Grants & Bequests	3440	199,650.52	262,104.44	77,590.71	29.60%
	Adult Gen Educ Course Fee-GED	3461	35,000.00	35,000.00	16,110.00	46.03%
	Postsecondary Voc Course Fees	3462	20,000.00	34,621.03	14,621.03	42.23%
	Lifelong Learning Fees	3466	15,000.00	15,000.00	0.00	0.00%
	Other Student Fees	3469	25,000.00	32,491.25	9,900.25	30.47%
	Preschool Program Fees	3471	575,000.00	362,300.00	180,119.40	49.72%
	Other Schl Class Fees	3479	15,000.00	26,854.90	14,804.90	55.13%
	Miscellaneous Local Sources	3490	1,431,252.37	1,442,553.85	1,653,850.51	114.65%
	Receipt Of Fed Indirect Cost	3494	600,000.00	600,000.00	580,404.11	96.73%
	Other Misc Local Sources	3495	275,000.00	275,000.00	208,515.51	75.82%
	Refund Of Prior Year's Expense	3497	5,000.00	5,000.00	61,237.67	1,224.75%
	Lost Damaged & Sale Of Textbook	3498	3,000.00	3,000.00	70.00	2.33%
	Receipt Of Food Serv Ind Cost	3499	400,000.00	400,000.00	154,018.23	38.50%
<b>Local Sources - Total</b>			<b>64,147,914.89</b>	<b>64,042,937.47</b>	<b>57,862,133.59</b>	
Transfers	Transfer From Capital Projects	3630	4,875,000.00	4,875,000.00	1,595,534.00	32.73%
<b>Transfers - Total</b>			<b>4,875,000.00</b>	<b>4,875,000.00</b>	<b>1,595,534.00</b>	
Other Financing Sources	Sale Of Equipment	3733	0.00	120,000.00	95,786.17	79.82%
	Insurance Loss Recoveries	3740	0.00	11,028.00	7,331.50	66.48%
<b>OFS - Total</b>			<b>0.00</b>	<b>131,028.00</b>	<b>103,117.67</b>	
<b>Revenues - Total</b>			<b>311,121,465.99</b>	<b>308,919,440.57</b>	<b>216,021,456.40</b>	<b>69.93%</b>
Fund Balance	Restricted Fund Balance	2720	0.00	0.00	0.00	
	Fund Balance 7-1-2021	2750	37,022,513.96	37,022,513.96	37,022,513.96	
<b>Grand Total</b>			<b>348,143,979.95</b>	<b>345,941,954.53</b>	<b>253,043,970.36</b>	<b>73.15%</b>



**CLAY COUNTY SCHOOL BOARD**  
**GENERAL FUNDS**  
**STATEMENT OF EXPENDITURES AND TRANSFERS**  
**07/01/2021 thru 02/28/2022**

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp. Benefits	Purch. Services	Energy Services	Mat. Supplies	Cap. Outlay	Other Misc.	Totals	% OF Budget
Basic FEFP K-12	5100	153,797,324.62	146,863,270.68	49,577,017.08	16,724,529.95	13,219,788.12	110.00	4,755,771.62	414,541.35	426,255.08	85,117,993.18	57.96%
Exceptional Education	5200	51,836,696.09	51,935,884.33	19,423,039.42	6,775,760.28	1,768,826.46	2,041.63	222,458.17	69,545.45	23,298.72	28,284,970.13	54.46%
Career Technical Education	5300	10,087,831.68	11,625,665.22	3,239,886.15	1,055,644.15	263,816.24	3,264.62	154,254.78	205,046.23	25,534.60	4,947,416.67	42.56%
Adult General	5400	474,338.24	509,913.23	88,415.12	26,312.07	17,444.28	0.00	4,427.21	2,954.78	27,462.03	167,015.5	32.75%
Voluntary Pre K	5500	1,068,975.87	1,209,327.08	469,713.45	132,310.00	21,313.06	0.00	32,460.20	2,802.16	0.00	658,598.87	54.46%
Other Instruction	5900	0.00	4,808.00	629,812.69	98,378.87	0.00	0.00	0.00	4,908.00	0.00	733,099.56	14.936.83%
Student Support Services	6100	18,029,078.60	18,142,667.91	7,591,782.26	2,350,051.87	181,405.50	1,395.00	96,632.19	46,895.01	16,428.91	10,284,570.74	56.99%
Instructional Media Services	6200	4,905,405.02	4,906,142.74	1,763,318.00	614,717.20	204,045.23	0.00	29,786.20	141,152.39	2,175.00	2,755,194.02	56.16%
Curriculum Development	6300	4,391,845.66	4,412,220.14	1,844,133.70	577,636.13	121,195.56	433.00	14,803.95	20,776.32	1,395.70	2,680,374.36	60.75%
Inst. Staff Training Services	6400	2,613,360.54	2,781,950.35	1,083,406.70	299,903.89	305,876.65	0.00	59,742.86	0.00	10,933.00	1,759,862.5	63.26%
Instruction Related Technology	6500	5,072,327.13	5,057,419.61	1,478,309.53	462,634.00	1,092,870.58	0.00	39,042.54	174,724.00	0.00	3,247,580.65	64.21%
Board	7100	835,651.27	835,651.27	257,142.08	98,935.87	93,767.42	0.00	1,103.55	0.00	(47,576.41)	403,372.51	48.27%
General Administration	7200	447,253.48	447,253.48	188,574.73	83,172.23	8,865.50	289.00	866.45	64.78	16,625.00	298,457.69	66.73%
School Administration	7300	16,831,752.22	16,887,479.76	8,481,913.66	2,523,505.85	26,209.84	0.00	22,398.24	32,096.31	18,183.24	11,104,309.14	66.75%
Facilities Acquisition and Construction	7400	3,338,482.01	3,387,187.69	505,524.86	163,367.83	129,755.21	1,886.00	4,675.19	926,942.57	487,473.36	2,209,625.02	65.23%
Fiscal Services	7500	1,797,290.56	1,791,698.66	662,921.03	183,180.93	14,537.45	0.00	5,335.03	6,732.47	3,198.00	875,904.91	48.89%
Food Services	7600	96,339.86	96,339.86	92,708.76	30,906.61	0.00	0.00	0.00	0.00	0.00	123,615.37	128.31%
Central Services	7700	4,026,163.26	4,291,388.30	1,523,994.43	465,625.78	108,028.09	3,242.14	43,352.00	243,277.19	11,782.43	2,389,302.06	55.91%
Pupil Transportation Services	7800	12,824,206.26	12,781,166.12	4,580,397.98	1,469,285.18	303,387.20	759,232.28	252,849.80	114,656.53	53,735.63	7,533,944.5	58.94%
Operation of Plant	7900	23,803,325.83	24,190,586.16	3,994,164.77	1,485,905.23	3,619,073.68	4,029,927.21	422,090.06	56,232.86	3,412.75	13,610,806.56	56.26%
Maintenance Of Plant	8100	6,940,962.81	7,019,708.91	2,029,177.65	681,297.52	712,326.18	87,365.45	646,269.17	184,485.08	3,349.97	4,344,271.02	61.89%
Administrative Technology Svcs	8200	1,994,491.07	2,007,482.72	786,719.70	235,995.60	86,916.16	5,020.09	3,966.97	2,493.57	1213.14	1,121,725.23	55.88%
Community Services	8100	583,419.65	665,719.44	190,855.44	87,532.45	1,488.80	0.00	14,142.81	5,759.54	5,655.00	305,434.04	45.88%
Debt Service	9200	0.00	112,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
<b>Total Expense</b>		<b>325,806,521.83</b>	<b>321,963,531.16</b>	<b>110,562,888.59</b>	<b>36,616,589.49</b>	<b>22,300,817.21</b>	<b>4,894,196.32</b>	<b>6,825,828.99</b>	<b>2,656,088.60</b>	<b>1,090,535.03</b>	<b>184,967,044.23</b>	<b>57.45%</b>
Nonspendable Fund Balance	6/30/2022	600,000.00	600,000.00								600,000.00	
Restricted Fund Balance	6/30/2022	8,500,000.00	3,500,000.00								3,500,000.00	
Assigned Fund Balance	6/30/2022	3,489,576.68	5,300,000.00								5,300,000.00	
Unassigned Fund Balance	6/30/2022	9,747,881.44	14,578,423.37								58,676,926.13	
<b>Total Fund Balance</b>	<b>6/30/2022</b>	<b>22,337,458.12</b>	<b>23,978,423.37</b>								<b>68,076,926.13</b>	
<b>Grand Totals</b>		<b>348,143,979.95</b>	<b>345,941,954.53</b>								<b>253,043,970.36</b>	<b>73.15%</b>



**CLAY COUNTY SCHOOL BOARD**  
**GENERAL FUNDS - Additional Millage Fund**  
**STATEMENT OF REVENUE**  
**07/01/2021 thru 02/28/2022**

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Local Sources	District School Taxes	3411	13,817,993.00	13,817,993.00	12,493,894.34	90.42%
<b>Revenue</b>			<b>13,817,993.00</b>	<b>13,817,993.00</b>	<b>12,493,894.34</b>	
<b>Fund Balance - Total 7-1-2021</b>			<b>9,446,047.65</b>	<b>9,446,047.65</b>	<b>9,446,047.65</b>	
<b>Grand Total</b>			<b>23,264,040.65</b>	<b>23,264,040.65</b>	<b>21,939,941.99</b>	<b>94.31%</b>

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**CLAY COUNTY SCHOOL BOARD**  
**GENERAL FUNDS - Additional Millage Fund**  
**STATEMENT OF EXPENDITURES AND TRANSFERS**  
**07/01/2021 thru 02/28/2022**

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Energy Services	Mai Supplies	Cap Outlay	Other Misc.	Totals	% OF Budget
Facilities Acquisition & Const	7400	5,197,231.83	5,187,278.77	0.00	0.00	46.94	0.00	0.00	654,548.35	0.00	654,595.29	12.62%
Facilities (S D )	7700	3,000.00	8,144.03	2,282.32	449.98	2,861.95	0.00	0.00	0.00	0.00	5,594.25	68.69%
Pupil Transportation Services	7800	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Operation Of Plant	7900	5,335,377.53	5,340,186.56	1,733,476.28	699,500.80	300,029.29	33,109.00	20,191.69	62,253.98	260.00	2,848,821.04	53.35%
Maintenance Of Plant	8100	141,894.88	141,894.88	75,978.99	22,201.32	0.00	0.00	0.00	0.00	0.00	98,180.31	69.19%
<b>Total Expense</b>		<b>10,677,504.24</b>	<b>10,677,504.24</b>	<b>1,811,737.59</b>	<b>722,152.10</b>	<b>302,938.18</b>	<b>33,109.00</b>	<b>20,191.69</b>	<b>716,802.33</b>	<b>260.00</b>	<b>3,607,190.89</b>	<b>33.78%</b>
Restricted Fund Balance	6/30/2022	12,586,536.41	12,586,536.41								18,332,751.10	
Unassigned Fund Balance	6/30/2022	0.00	0.00								0.00	
Total Fund Balance	6/30/2022	<b>12,586,536.41</b>	<b>12,586,536.41</b>								<b>18,332,751.10</b>	
<b>Grand Totals</b>		<b>23,264,040.65</b>	<b>23,264,040.65</b>								<b>21,939,941.99</b>	<b>94.31%</b>

**CLAY COUNTY SCHOOL BOARD**  
**DEBT SERVICE FUND**  
**STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS**  
**07/01/2021 Thru 02/28/2022**

**REVENUE AND TRANSFERS**

**Local Sources**

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	268.69	886.05	147.59	16.66%
Total Local Sources		268.69	886.05	147.59	

**State Sources**

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Withhld For SBE Bonds	3322	58,725.00	58,725.00	0.00	0.00%
SBE/COBI Bond Interest	3326	717.36	100.58	0.00	0.00%
Racing Commission Funds	3341	223,250.00	223,250.00	111,625.00	50.00%
Total State Sources		282,692.36	282,075.58	111,625.00	

**Transfers**

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Transfer From Capital Projects	3630	6,805,051.72	6,805,051.72	2,129,744.52	31.30%
Total Transfers		6,805,051.72	6,805,051.72	2,129,744.52	
Total REVENUE AND TRANSFERS		7,088,012.77	7,088,013.35	2,241,517.11	31.62%
Fund Balance July 1, 2021		468,877.53	468,877.53	468,877.53	
<b>GRAND TOTAL</b>		<b>7,556,890.30</b>	<b>7,556,890.88</b>	<b>2,710,394.64</b>	<b>35.87%</b>

**EXPENDITURES**

**Debt Service**

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Redempt Of Prnc	710	5,813,928.11	5,813,928.11	1,483,928.11	25.52%
Interest	720	1,249,452.37	1,249,452.37	688,815.79	55.13%
Dues And Fees	730	18,826.58	18,826.58	7,952.16	42.24%
Total Debt Service		7,082,207.06	7,082,207.06	2,180,696.06	
Total EXPENDITURES		7,082,207.06	7,082,207.06	2,180,696.06	

**FUND BALANCE**

**Fund Balance**

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2022	2750	474,683.24	474,683.82	529,698.58	
<b>GRAND TOTAL</b>		<b>7,556,890.30</b>	<b>7,556,890.88</b>	<b>2,710,394.64</b>	<b>35.87%</b>



**CLAY COUNTY SCHOOL BOARD**  
**CAPITAL IMPROVEMENTS FUNDS**  
**STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS**  
**07/01/2021 Thru 02/28/2022**

**REVENUE AND TRANSFERS**

<b>Local Sources</b>					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
District Local Cap Improv Taxes	3413	20,292,325.00	21,590,614.00	19,094,257.42	88.44%
Local Sales Taxes	3418	14,000,000.00	14,000,000.00	9,886,859.59	70.62%
Tax Redemptions	3421	0.00	0.00	0.00	0.00%
Interest Incl Profit On Invest	3430	7,075.00	7,075.00	601.34	8.50%
Impact Fees	3496	9,500,000.00	9,500,000.00	7,282,970.56	76.66%
Total Local Sources		43,799,400.00	45,097,689.00	36,264,688.91	
<b>OTHER FINANCING SOURCES</b>					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Sale Of Equipment	3733	50,000.00	50,000.00	0.00	0.00%
Total OFS		50,000.00	50,000.00	0.00	
<b>State Sources</b>					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Distributd To District	3321	1,275,000.00	1,275,000.00	0.00	0.00%
Interest On Undistrib CO & DS	3325	25,000.00	25,000.00	0.00	0.00%
Miscellaneous State Revenue	3390	46,500.00	46,500.00	18,845.46	40.53%
Charter Sch Capital Ou Revenue	3397	796,000.00	796,000.00	481,253.00	60.46%
Total State Sources		2,142,500.00	2,142,500.00	500,098.46	
Total REVENUE AND TRANSFERS		45,991,900.00	47,290,189.00	36,764,787.37	77.74%
Fund Balance July 1, 2021		48,091,052.17	48,091,052.17	48,091,052.17	
GRAND TOTAL		94,082,952.17	95,381,241.17	84,855,839.54	88.96%

**EXPENDITURES**

<b>Debt Service</b>					
	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Redempt Of Pmc	710	112,320.00	112,320.00	112,320.00	100.00%
Interest	720	0.00	0.00	0.00	0.00%
Dues And Fees	730	0.00	0.00	0.00	0.00%
Total Debt Service		112,320.00	112,320.00	112,320.00	
<b>Gen Sup Svc</b>					
	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Tech Rentals	369	0.00	165,936.39	63,627.38	38.34%
Tech Other Purchased Services	399	0.00	65,909.00	9,354.87	14.19%
Bldgs & Fixed Equipment	630	36,058,457.61	36,575,417.69	1,719,924.50	4.46%
Dir Purch Bldgs	631	6,202,403.82	5,802,515.79	16,008.82	0.28%
Equip \$1000 Over	641	54,415.16	64,415.16	54,630.39	84.81%
Equip LT \$1000	642	212,364.37	307,169.12	218,891.19	71.26%
Comp Hdw > \$1000	643	134,246.72	123,525.65	120,155.17	97.27%
Cptr Hdw <\$1000	644	602,655.38	562,141.79	29,607.46	5.27%
TechRel FFE >\$1000	648	0.00	25,000.00	0.00	0.00%
TechRel FFE<\$1000	649	20,000.00	8,883.34	3,396.22	38.23%
Vehicles	652	327,710.08	332,052.08	166,255.00	50.07%
Land	660	1,625,000.00	1,625,000.00	0.00	0.00%
Capital Imprv. Non-Bldg	671	600,000.00	634,000.00	54,815.00	8.65%
Non-Cap Imprv Other Than Bldgs.	672	3,362,338.63	3,751,560.80	1,550,731.98	41.34%
Cap Remodeling	681	10,152,342.27	10,578,204.48	428,609.37	4.05%
Non-Cap Remodlg/Renovations	682	14,079,388.69	13,550,723.13	3,005,253.41	22.18%
Dir Prch-Cap Remodeling	683	900,491.24	600,491.24	0.00	0.00%
Dir Purch-Non-Cap Remodlg	684	40,434.12	40,434.12	23,475.40	58.06%
Software >\$1000	691	445,978.36	472,578.36	438,091.44	92.70%
Software <\$1000	692	301,066.05	127,825.23	127,825.23	100.00%
CHARTER Cap TAX	795	0.00	918,097.68	341,186.73	37.16%
Total Gen Sup Svc		75,119,292.50	78,331,881.05	8,371,839.56	
<b>Xfer Of Funds</b>					
	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Xfer To Gen Fnd	910	4,875,000.00	4,875,000.00	1,595,534.00	32.73%
Xfer To Dbt Svc	920	6,805,051.73	6,805,051.73	2,129,744.52	31.30%
Total Xfer Of Funds		11,680,051.73	11,680,051.73	3,725,278.52	
Total EXPENDITURES		86,911,664.23	90,124,252.78	12,209,438.08	13.55%
<b>Fund Balance</b>					
	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2022	2750	7,171,287.94	5,256,988.39	72,646,401.46	
GRAND TOTAL		94,082,952.17	95,381,241.17	84,855,839.54	88.96%

**CLAY COUNTY SCHOOL BOARD**  
**SPECIAL REVENUE FUNDS - FOOD SERVICES**  
**STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS**  
**07/01/2021 Thru 02/28/2022**

**REVENUE AND TRANSFERS**

<b>Local Sources</b>					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	2,000.00	2,000.00	3,305.69	165.28%
Adult Breakfasts/Lunches	3453	5,000.00	1,800.00	124.00	6.89%
Student A La Carte	3454	1,226,800.00	1,225,000.00	810,387.57	66.15%
Miscellaneous Local Sources	3490	5,000.00	5,000.00	12,461.52	249.23%
<b>Total Local Sources</b>		<b>1,238,800.00</b>	<b>1,233,800.00</b>	<b>826,278.78</b>	

**Federal Thru Local and State**

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Lunch Reimbursement	3261	0.00	13,695,000.00	0.00	0.00%
School Breakfast Reimbursement	3262	0.00	2,612,500.00	0.00	0.00%
After School Snack Reimb	3263	0.00	20,000.00	12,647.00	63.24%
U S D A Donated Commodities	3265	1,298,000.00	1,298,000.00	0.00	0.00%
Cash in Lieu of Donated Foods	3266	0.00	5,000.00	0.00	0.00%
Summer Food Service Program	3267	16,327,500.00	0.00	12,537,919.47	NA
<b>Total Fed thru Local and State</b>		<b>17,625,500.00</b>	<b>17,630,500.00</b>	<b>12,550,566.47</b>	

**State Sources**

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Breakfast Supplement	3337	60,000.00	60,000.00	0.00	0.00%
School Lunch Supplement	3338	85,000.00	85,000.00	0.00	0.00%
<b>Total State Sources</b>		<b>145,000.00</b>	<b>145,000.00</b>	<b>0.00</b>	
<b>Total REVENUE AND TRANSFERS</b>		<b>19,009,300.00</b>	<b>19,009,300.00</b>	<b>13,376,845.25</b>	<b>70.37%</b>
Fund Balance July 1, 2021		7,061,026.92	7,061,026.92	7,061,026.92	
<b>GRAND TOTAL</b>		<b>26,070,326.92</b>	<b>26,070,326.92</b>	<b>20,437,872.17</b>	<b>78.40%</b>

**EXPENDITURES**

<b>Gen Sup Svc</b>					
	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Administrator	110	2,084,610.44	2,084,610.44	1,304,908.71	62.60%
Other Support	160	4,201,077.74	4,201,077.74	2,605,365.37	62.02%
COVID LEAVE OTHR	169	14,707.50	14,707.50	0.00	0.00%
Retirement	210	564,404.82	564,404.82	437,936.31	77.59%
Social Security	220	478,189.54	478,189.54	285,184.38	59.64%
Group Insurance	230	2,034,660.16	2,034,660.16	858,551.16	42.20%
Workmans Comp	240	73,932.41	73,932.41	53,688.52	72.62%
Prof Svcs - Substitutes	313	50,000.00	50,000.00	31,778.98	63.56%
Travel-In cnty	331	6,400.00	6,400.00	2,319.81	36.25%
Repairs And Maintenance	350	24,766.00	24,766.00	2,020.46	8.16%
Rentals	360	4,144.00	4,144.00	2,141.46	51.68%
Tech Rentals	369	34,323.00	34,323.00	33,262.00	96.91%
Stamps	371	19,100.00	19,100.00	9,000.00	47.12%
Cell Phones	378	1,000.00	1,000.00	248.61	24.86%
Tech Communication	379	0.00	0.00	0.00	0.00%
Refuse	381	0.00	0.00	0.00	0.00%
Othr Purch Svc	390	93,976.35	93,976.35	9,015.00	9.59%
Printing	391	5,000.00	5,000.00	4,895.06	97.90%
Bottled Gas	420	1,500.00	1,500.00	10.30	0.69%
Electricity	430	156,500.00	156,500.00	70,263.19	44.90%
Gasoline	450	4,600.00	4,600.00	2,211.00	48.07%
Diesel Fuel	460	3,600.00	3,600.00	2,239.00	62.19%
Supplies	510	685,000.00	791,500.00	499,288.59	63.08%
Toner/Type Fee	515	23,300.00	23,300.00	4,021.39	17.26%
Tech Supplies	519	800.00	800.00	145.40	18.18%
Oil & Grease	540	300.00	300.00	41.00	13.67%
Repair Parts	550	4,500.00	13,500.00	290.00	2.15%
Tires & Tubes	560	1,000.00	1,000.00	461.00	46.10%
Food	570	6,416,382.00	8,019,682.00	5,014,071.97	62.52%
Commodities	580	1,400,000.00	1,400,000.00	0.00	0.00%
AV Mat L/T \$1000	622	200.00	500.00	273.98	54.80%
Equip \$1000 Over	641	491,300.00	791,300.00	588,519.77	74.37%
Equip L/T \$1000	642	23,000.00	123,000.00	14,504.32	11.79%
Comp Hdw > \$1000	643	10,000.00	10,000.00	0.00	0.00%
Cptr Hdw <\$1000	644	21,000.00	21,000.00	8,886.62	42.32%
Tech Rel FFE<\$1000	649	2,500.00	2,500.00	760.32	30.41%
Vehicles	652	0.00	0.00	37,497.00	NA
Cap Remodlg	681	1,771,508.65	1,029,408.65	479,184.01	46.55%
Non-Cap Remodlg/Renovations	682	29,000.00	52,000.00	38,846.70	74.71%
Software >\$1000	691	2,000.00	2,000.00	0.00	0.00%
Dues And Fees	730	32,000.00	32,000.00	27,025.38	84.45%
Oth Pers Svcs	750	9,000.00	9,000.00	8,272.00	91.91%
Misc Ex/Ind Cst	792	225,000.00	225,000.00	154,018.23	68.45%
<b>Total Gen Sup Svc</b>		<b>21,004,282.61</b>	<b>22,404,282.61</b>	<b>12,591,147.00</b>	
<b>Total EXPENDITURES</b>		<b>21,004,282.61</b>	<b>22,404,282.61</b>	<b>12,591,147.00</b>	<b>56.20%</b>
Fund Balance June 30, 2022	2750	5,066,044.31	3,666,044.31	7,846,725.17	
<b>Total Fund Balance</b>		<b>5,066,044.31</b>	<b>3,666,044.31</b>	<b>7,846,725.17</b>	
<b>GRAND TOTAL</b>		<b>26,070,326.92</b>	<b>26,070,326.92</b>	<b>20,437,872.17</b>	<b>78.40%</b>



**CLAY COUNTY SCHOOL BOARD**  
**SPECIAL REVENUE FUNDS - OTHER**  
**STATEMENT OF REVENUE**  
**07/01/2021 thru 02/28/2022**

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Miscellaneous Federal Direct	3199	126,503.61	292,835.67	33,808.45	11.55%
<b>Federal Direct - Total</b>			<b>126,503.61</b>	<b>292,835.67</b>	<b>33,808.45</b>	
Federal Thru Local and State	Career And Technical Education	3201	375,459.19	425,287.19	152,420.17	35.84%
	Adult General Education	3221	263,087.77	263,087.77	123,492.74	46.94%
	English Literacy And Civics Ed	3222	50,781.96	50,781.96	30,579.69	60.22%
	Title II	3226	1,200,229.10	1,200,229.10	669,718.86	55.80%
	I D E A	3230	8,651,799.78	8,665,676.72	4,586,716.13	52.93%
	Title I - Elem & Secondary Ed	3240	5,095,805.54	5,385,805.54	2,851,486.48	52.94%
	Title III	3241	209,124.83	209,124.83	101,146.49	48.37%
	Twenty-First Century Schools	3242	958,412.11	958,412.11	441,092.44	46.02%
	Other Federal Thru State	3290	95,000.00	95,000.00	41,619.98	43.81%
<b>Federal Thru Local and State</b>			<b>16,899,700.28</b>	<b>17,253,405.22</b>	<b>8,998,272.98</b>	
Local Sources	Interest Incl Profit On Invest	3430	0.00	0.00	0.00	0.00%
<b>Local Sources - Total</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	
<b>Total</b>			<b>17,026,203.89</b>	<b>17,546,240.89</b>	<b>9,032,081.43</b>	<b>51.48%</b>

**CLAY COUNTY SCHOOL BOARD**  
**SPECIAL REVENUE FUNDS - OTHER**  
**STATEMENT OF EXPENDITURES AND TRANSFERS**  
**07/01/2021 thru 02/28/2022**

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Energy Services	Mat Supplies	Cap Outlay	Other Misc	Totals	% Of Budget
Basic FEFP K-12	5100	4,033,848.95	4,260,026.87	1,261,803.63	428,175.45	83,999.09	0.00	98,840.24	474,036.67	2,397.97	2,349,252.95	55.15%
Exceptional	5200	5,163,841.83	5,209,258.33	1,672,895.48	631,282.92	250,767.72	0.00	45,291.71	18,863.83	0.00	2,619,111.64	50.28%
Career Technical Education	5300	310,140.13	357,453.13	0.00	0.00	144.80	0.00	21,402.30	118,111.05	7,180.00	146,838.15	41.08%
Adult General	5400	127,042.83	152,943.84	27,538.81	15,092.08	234.28	0.00	973.96	3,933.41	21,710.91	69,483.45	45.43%
Other Instruction	5900	469,065.73	468,468.73	120,667.80	24,725.24	0.00	0.00	36,397.52	39,000.00	0.00	220,790.56	47.13%
Student Support Services	6100	1,528,290.04	1,540,415.12	591,562.80	206,686.52	30,220.80	0.00	21,528.28	0.00	850.00	850,848.40	55.24%
Instructional Media	6200	9,667.79	9,003.20	0.00	0.00	0.00	0.00	0.00	1,492.70	0.00	1,492.70	16.58%
Inst & Curric Dev Services	6300	1,976,897.90	1,919,673.07	921,604.03	276,689.76	26,261.73	0.00	1,031.21	5,786.21	5,193.50	1,236,566.44	64.42%
Inst Staff Training Services	6400	2,267,487.12	2,505,817.18	675,117.48	186,747.33	252,566.83	0.00	11,789.20	15,238.60	33,022.77	1,174,482.21	46.87%
Instruction Related Technology	6500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
General Administration	7200	609,170.74	611,670.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
School Administration	7300	94,582.00	149,582.00	45,524.32	9,663.30	0.00	0.00	0.00	0.00	285,144.93	285,144.93	46.62%
Facilities Acquisition and Construction	7400	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	55,187.62	36.89%
Food Services	7600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Central Services	7700	17,147.52	17,747.52	2,992.00	228.91	436.70	0.00	0.00	0.00	0.00	3,657.61	20.61%
Pupil Transportation Services	7800	419,021.31	344,184.89	8,518.15	1,587.02	455.00	8,664.60	0.00	0.00	0.00	19,224.77	5.59%
Operation Of Plant	7900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Maintenance Of Plant	8100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Administrative Technology Svcs	8200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Community Services	9100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
<b>Total Expense</b>		<b>17,026,203.89</b>	<b>17,546,240.89</b>	<b>5,328,224.38</b>	<b>1,780,888.53</b>	<b>645,086.95</b>	<b>8,664.60</b>	<b>237,254.42</b>	<b>676,462.47</b>	<b>355,500.08</b>	<b>9,032,081.43</b>	<b>51.48%</b>

**CLAY COUNTY SCHOOL BOARD**

**CARES ACT FUNDS - 44X**

**STATEMENT OF REVENUE**

**07/01/2021 thru 02/28/2022**

Acct #		Original Budget	Amended Budget	Cash Received	% OF COLL	
Fed thru Loc St	CARES ACT ESSER	3271	10,658,925.60	16,172,434.60	11,124,366.89	68.79%
Federal thru Local & State - Total			10,658,925.60	16,172,434.60	11,124,366.89	
Local Sources	Interest Incl Profit On Invest	3430	0.00	0.00	0.00%	
Local Sources - Total			0.00	0.00		
Revenue			10,658,925.60	16,172,434.60	11,124,366.89	68.79%
Grand Total			10,658,925.60	16,172,434.60	11,124,366.89	68.79%



# CLAY COUNTY SCHOOL BOARD

## CARES ACT FUNDS - 44X

### STATEMENT OF EXPENDITURES AND TRANSFERS

07/01/2021 thru 02/28/2022

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Energy Services	Mat Supplies	Cap Outlay	Other Misc.	Totals	% OF Budget
Basic FEFP K-12	5100	4,950,728.47	9,837,104.38	766,834.75	165,262.38	1,783,798.64	0.00	2,355,269.02	694,095.65	0.00	5,765,260.45	55.94%
Exceptional	5200	51,368.73	51,368.73	42,843.31	8,525.42	0.00	0.00	0.00	0.00	0.00	51,368.73	100.00%
Applied Technology	5300	12,864.40	12,864.40	3,533.76	721.51	0.00	0.00	6,817.52	999.87	0.00	12,072.46	93.84%
Other Instruction	5900	35,000.00	35,000.00	0.00	0.00	17,500.00	0.00	0.00	0.00	0.00	17,500.00	50.00%
Health Services	6100	232,840.49	340,639.48	6,719.48	1,333.06	0.00	0.00	7,310.31	114,771.00	0.00	130,133.85	38.20%
Instructional Media	6200	24,923.06	14,352.36	0.00	0.00	0.00	0.00	0.00	9,151.06	0.00	9,151.06	63.76%
Inst Staff Training Services	6400	1,151,208.47	1,332,779.58	87,533.27	13,415.90	935,709.04	0.00	23,534.00	17,401.36	0.00	1,077,593.57	80.85%
Instruction Related Technology	6500	654,342.33	654,342.33	0.00	0.00	0.00	0.00	0.00	654,342.33	0.00	654,342.33	100.00%
General Administration	7200	314,325.09	446,761.25	0.00	0.00	0.00	0.00	0.00	0.00	294,976.55	294,976.55	65.09%
Facilities Acquisition & Const	7400	764,726.60	843,476.60	0.00	0.00	0.00	0.00	0.00	764,726.60	0.00	764,726.60	90.66%
Other Central Services	7700	2,275,000.00	2,310,277.04	0.00	0.00	0.00	0.00	2,106,000.00	50,000.00	0.00	2,156,000.00	93.32%
Pupil Transportation Services	7800	49,790.25	142,680.95	41,426.50	8,363.75	0.00	0.00	0.00	0.00	0.00	49,790.25	34.90%
Operation Of Plant	7900	141,707.71	150,787.50	0.00	0.00	12,321.44	0.00	119,050.33	10,079.27	0.00	141,451.04	93.81%
Maintenance Of Plant	8100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
<b>Total Expense</b>		<b>10,658,925.60</b>	<b>16,172,434.60</b>	<b>948,891.07</b>	<b>197,622.02</b>	<b>2,749,329.12</b>	<b>0.00</b>	<b>4,617,981.18</b>	<b>2,315,566.95</b>	<b>294,976.55</b>	<b>11,124,366.89</b>	<b>58.79%</b>

**CLAY COUNTY SCHOOL BOARD**  
**SELF INSURANCE FUND**  
**STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS**  
**07/01/2021 Thru 02/28/2022**

**REVENUE AND TRANSFERS**

**Local Sources**

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	10,000.00	10,000.00	5,523.28	47.43%
Charges For Services	3481	2,029,153.00	2,029,153.00	1,706,480.15	71.78%
Total Local Sources		2,039,153.00	2,039,153.00	1,712,003.43	
Total REVENUE AND TRANSFERS		2,039,153.00	2,039,153.00	1,712,003.43	83.96%
Fund Balance July 1, 2021		6,687,460.12	6,687,460.12	6,687,460.12	
<b>GRAND TOTAL</b>		8,726,613.12	8,726,613.12	8,399,463.55	96.25%

**EXPENDITURES**

**Gen Sup Srvc**

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Workmans Comp	240	2,000,000.00	2,000,000.00	852,090.36	42.19%
Pro & Tech Serv	310	186,270.00	186,270.00	119,358.80	64.08%
Ins & Bond Prem	320	1,286,160.00	1,286,160.00	1,192,250.74	92.70%
Total Gen Sup Srvc		3,472,430.00	3,472,430.00	2,163,699.90	
Total EXPENDITURES		3,472,430.00	3,472,430.00	2,163,699.90	
Fund Balance June 30, 2022	2750	5,254,183.12	5,254,183.12	6,235,763.65	
Total Fund Balance		5,254,183.12	5,254,183.12	6,235,763.65	
<b>GRAND TOTAL</b>		8,726,613.12	8,726,613.12	8,399,463.55	96.25%



## FEBRUARY, 2022

	LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0020	FL YOUTH CHALLENGE ACADEMY	6,217.40								6,217.40
0021	GREEN COVE SPRINGS JUNIOR HIGH	314,080.83								314,080.83
0071	CHARLES E BENNETT ELEMENTARY	163,527.37								163,527.37
0111	BANNERMAN LEARNING CENTER	183,216.11							21,566.43	161,649.68
0113	AMI KIDS	7,461.21								7,461.21
0201	ORANGE PARK ELEMENTARY	133,148.21								133,148.21
0232	GROVE PARK ELEMENTARY	211,635.19								211,635.19
0241	W E CHERRY ELEMENTARY	183,637.40								183,637.40
0252	ORANGE PARK HIGH	1,214,952.81								1,214,952.81
0261	DOCTORS INLET ELEMENTARY	204,259.26								204,259.26
0271	MIDDLEBURG ELEMENTARY	202,355.14								202,355.14
0301	KEYSTONE HEIGHTS ELEMENTARY	293,675.26	11,336.15					1,219.97		303,791.44
0311	KEYSTONE HEIGHTS JR/SR HIGH	727,294.46							16,677.71	710,616.75
0331	S BRYAN JENNINGS ELEMENTARY	174,118.94								174,118.94
0341	CLAY HIGH SCHOOL	1,016,035.00								966,199.17
0351	LAKESIDE JUNIOR HIGH	387,563.66							49,835.83	385,368.66
0352	LAKESIDE ELEMENTARY	199,654.95							2,195.00	199,654.95
0361	ORANGE PARK JUNIOR HIGH	329,403.36								329,403.36
0371	WILKINSON JUNIOR HIGH	473,763.41								464,000.35
0381	MONTCLAIR ELEMENTARY	134,253.25							9,763.06	128,004.00
0391	MIDDLEBURG HIGH SCHOOL	1,259,941.61	2,614.33						6,249.25	1,262,555.94
0401	RIDGEVIEW ELEMENTARY	264,173.14					1,075.00			265,248.14
0411	CLAY HILL ELEMENTARY	268,583.71							4,551.34	264,032.37
0431	RIDGEVIEW HIGH SCHOOL	1,110,951.76								1,110,951.76
0451	LAKE ASBURY ELEMENTARY	184,774.02								184,774.02
0471	ROBERT M PATERSON ELEMENTARY	223,508.41							10,500.00	213,008.41
0481	LAKE ASBURY JUNIOR HIGH	578,163.01	5,603.27							583,766.28
0491	WILKINSON ELEMENTARY	328,365.63	18,257.84						1,223.00	345,400.47
0501	TYNES ELEMENTARY	235,903.19						1,075.00	2,756.00	232,072.19
0511	MCRAE ELEMENTARY	211,158.08								211,158.08
0521	FLEMING ISLAND ELEMENTARY	212,019.12								212,019.12
0531	THUNDERBOLT ELEMENTARY	241,084.08								241,084.08
0541	RIDEOUT ELEMENTARY	174,223.50								161,754.50
0551	FLEMING ISLAND HIGH SCHOOL	1,173,467.51	28,436.54						\$12,469.00	1,175,142.44
0571	SWIMMING PEN CREEK ELEMENTARY	171,922.53							26,761.61	154,030.69
0591	ARGYLE ELEMENTARY SCHOOL	160,071.83							17,891.84	160,071.83
0601	COPPERGATE ELEMENTARY	211,618.93								211,618.93
0611	OAKLEAF JUNIOR HIGH	506,401.39								506,401.39

## FEBRUARY, 2022

	LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0621	OAKLEAF VILLAGE ELEMENTARY	290,181.14								290,181.14
0631	SHADOWLAWN ELEMENTARY	239,383.48							6,937.31	232,446.17
0641	DISCOVERY OAKS ELEMENTARY	656,780.33								656,780.33
0651	PLANTATION OAKS ELEMENTARY	622,030.31								622,030.31
0661	OAKLEAF HIGH SCHOOL	1,473,890.74	33,740.96							1,507,631.70
0769	ST JOHNS COUNTRY DAY	11,345.00								11,345.00
1409	ANNUNCIATION CATHOLIC SCHOOL	1,059.00								1,059.00
7005	CLAY VIRTUAL ACADEMY	26,209.92								26,209.92
9000	SCHOOL BOARD	26,342.86								26,342.86
9002	CAREER & TECHNICAL EDUCATION	21,106.57								21,106.57
9003	INSTRUCTIONAL RESOURCES	44,428.95								44,428.95
9004	CLIMATE & CULTURE	81,497.50								81,497.50
9005	EXCEPTIONAL STUDENT EDUCATION	149,055.00								149,055.00
9006	DEPT OF ELEMENTARY EDUCATION	36,327.84	1,093.74						1,518.00	35,903.58
9007	K12 ACADEMIC SERVICES	11,622.35								11,622.35
9008	ADULT COMMUNITY EDUCATION	71,415.16								71,415.16
9009	PROFESSIONAL DEVELOPMENT	63,987.04								63,987.04
9010	TRANSPORTATION	553,670.83	3,068.00							556,738.83
9015	READING & EARLY LITERACY	13,511.29	3,281.22							16,792.51
9016	SUPERINTENDENT	40,675.76								40,675.76
9020	OPERATIONS	6,333.38	14,922.42							21,255.80
9021	MAINTENANCE DEPARTMENT	648,979.63								648,979.63
9022	SAFETY & SECURITY	129,388.27	6,155.00							135,543.27
9023	FACILITY PLANNING & CONSTRUCT	40,009.26								40,009.26
9024	CODE ENFORCEMENT	5,136.47								5,136.47
9025	SCHOOL POLICE DEPARTMENT	382,201.43								382,201.43
9030	PRINT CENTER	55,948.11								55,948.11
9040	INFORMATION & TECH SERVICES	1,574,055.27	6,364.39				1,219.97		13,394.79	1,568,244.84
9050	BUSINESS AFFAIRS DIVISION	116,687.12								116,687.12
9060	HUMAN RESOURCES	67,877.57								67,877.57
9106	TITLE 1	26,513.93	3,324.87							29,838.80
9110	FOOD & NUTRITION SERVICES	247,626.84								247,626.84
9111	CURRICULUM & INSTRUCTION	28,411.83								28,411.83
9113	TEACHER TRAINING CENTER FIIH	17,734.72								17,734.72
9114	TEACHER LEARNING CENTER OPHS	4,382.44								4,382.44
	TOTAL	21,862,392.01	138,198.73	0.00	0.00	0.00	2,294.97	2,294.97	204,290.17	21,796,300.57



## FEBRUARY, 2022

	LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0311	KEYSTONE HEIGHTS JR/SR HIGH	2,500.00								2,500.00
0341	CLAY HIGH SCHOOL	5,599.00								5,599.00
0501	TYNES ELEMENTARY	1,512.50								1,512.50
0541	RIDEOUT ELEMENTARY	7,605.95								7,605.95
0611	OAKLEAF JUNIOR HIGH	37,921.00								37,921.00
9005	EXCEPTIONAL STUDENT EDUCATION	1,105.82								1,105.82
9008	ADULT COMMUNITY EDUCATION	1,295.00								1,295.00
9010	TRANSPORTATION	38,383.84								38,383.84
9020	OPERATIONS	4,495.38								4,495.38
9021	MAINTENANCE	13,800.00								13,800.00
9022	SAFETY & SECURITY	80,245.40								80,245.40
9023	FACILITY PLANNING & CONSTRUCT	21,441.02								21,441.02
9040	INFORMATION & TECH SERVICES	5,089,922.63		1,826.42						5,091,749.05
9050	BUSINESS AFFAIRS	11,240.83								11,240.83
9110	FOOD & NUTRITION SERVICES	41,095.00								41,095.00
	TOTAL	5,358,163.37	0.00	1,826.42	0.00		0.00	0.00	0.00	5,359,989.79

# Clay County Public Schools Vehicles

Location Number	Begin Balance	New Purchase	Other	Monthly Deletions	Ending Balance
9010 TRANSPORTATION	31,459,134.92	0.00	0.00	0.00	31,459,134.92
	31,459,134.92	0.00	0.00	0.00	31,459,134.92

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# Clay County Public Schools Audio Visual

Location Number	Begin Balance	New Purchase	Other	Monthly Deletions	Ending Balance
0111 BANNERMAN LEARNING CENTER	2,402.11	0.00	0.00	0.00	2,402.11
0252 ORANGE PARK HIGH	11,164.04	0.00	0.00	0.00	11,164.04
0311 KEYSTONE HEIGHTS JR/SR HIGH	1,792.00	0.00	0.00	0.00	1,792.00
0341 CLAY HIGH SCHOOL	11,880.77	0.00	0.00	0.00	11,880.77
0361 ORANGE PARK JR HIGH	1,149.00	0.00	0.00	0.00	1,149.00
0391 MIDDLEBURG HIGH	15,208.40	0.00	0.00	0.00	15,208.40
0481 LAKE ASBURY JUNIOR HIGH SCHOOL	11,237.85	0.00	0.00	0.00	11,237.85
0551 FLEMING ISLAND HIGH SCHOOL	1,231.99	0.00	0.00	0.00	1,231.99
0661 OAKLEAF HIGH SCHOOL	6,221.21	0.00	0.00	0.00	6,221.21
	62,287.37	0.00	0.00	0.00	62,287.37

CONTRACT #	SUBMITTED BY	DEPT	COST	PO #	VENDOR
<u>210117</u>	B Montoro	9006	\$51,242.50	P2110205	Voyager Sopris Learning (LETRS)
<u>210123</u>	R Widdowson	9106	\$54,000.00	P2202974	Pear Deck
<u>210135</u>	K Lawrence	9004	Amendment for 9,000 +60,000 on 200146 = +30,000 on 210091 = Total \$99,000	P2101306	Family Services and Resources Center - Amendment 2
<u>210140</u>	B Ellis	9023	\$50,000.00	P2104418	North Florida Building Code Services - Amendment 1 Renew 210040
<u>210141</u>	K Lawrence	9005	\$50,000.00	P2202136	Family Services & Resource Center
<u>210144</u>	K Lawrence	9004	\$50,000.00	P2202135	First Coast Behavior Solutions
<u>210145</u>	B Montoro	9015	\$61,588.00	P2201445	Voyager Sopris Learning Inc. (LETRS)
<u>220010</u>	L Fogarty	9004	\$60,000.00	P2202137	Flagler Health

**\$50,000 - \$100,000 Contracts "Signed" by Superintendent for BAD monthly BOARD Financial Report**

CONTRACT #	SUBMITTED BY	DEPT	COST	PO #	VENDOR
<u>210129</u>	B Ellis	9023	\$53,305.92	P2202486	Dude Solutions - Capital Predictor Software {School Dude}
<u>220025</u>	M Sanders	9005	\$52,000.00	P2203541	First Coast Mobile Audiology
<u>220038</u>	M Sanders	9005	\$90,000.00	P2204339	Family Services & Resource Center
<u>220040</u>	E Caren	9040	\$93,818.76	P2204965	KnowBe4

**\$50,000 - \$100,000 Contracts "Signed" by Superintendent for BAD monthly BOARD Financial Report**

<u>220065</u>	K Lawrence	9252	Receiving \$1,039,784.	No PO This is SEDNET Income	Lutheran Services Florida (LSF Health Systems) - Amendment 104
<u>220086</u>	E Caren	9040	\$99,300.00	P2206875	Onix Networking / Bettercloud



## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### Title

C19 - Budget Amendment Report for February 28, 2022

#### Description

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board form are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes as outlined in the attached statements.

#### Gap Analysis

The monthly budget amendment show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

#### Previous Outcomes

Reported as per Florida State Board of Education Administrative Rule 6A-1.006.

#### Expected Outcomes

The monthly budget amendment is provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's budget.

#### Strategic Plan Goal

Goal: 2: Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

#### Recommendation

Approval of the Budget Amendments for February 2022 as presented.

#### Contact

Dr. Susan M. Legutko, Assistant Superintendent for Business Affairs

#### Financial Impact

See attached statements for a complete analysis of the financial impact.

#### Review Comments

#### Attachments

📎 [Budget Amendment February 2022.pdf](#)



## CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 F (904) 336-6536 W [oneclay.net](http://oneclay.net)

### SUPERINTENDENT OF SCHOOLS

David S. Broskie

### BOARD MEMBERS:

Janice Kerekes, District 1

Beth Clark, District 2

Tina Bullock, District 3

Mary Bolla, District 4

Ashley Gilhousen, District 5

### CLAY COUNTY SCHOOLS RESOLUTION TO AMEND DISTRICT BUDGET FISCAL YEAR 2021-2022 FOR MONTH ENDING February 28, 2022

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board form are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes outlined in the attached statements.

FUND	DESCRIPTION
GENERAL FUND (100)	THE GENERAL FUND IS THE LARGEST FUND WITHIN THE ACCOUNTING STRUCTURE OF THE SCHOOL DISTRICT. IT IS USED TO REPORT THE DISTRICT'S DAILY, MONTHLY AND ANNUAL FINANCIAL OPERATIONS OF THE SCHOOLS AND DISTRICT OFFICE.
GENERAL FUND VOTED MILLAGE (105)	THE VOTED MILLAGE FUND ARE FUNDS APPROVED BY THE CLAY COUNTY VOTERS TO SUPPORT SAFETY AND SECURITY AND OTHER OPERATIONAL EXPENDITURES.
DEBT SERVICE (2XX)	DEBT SERVICE FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED, OR ASSIGNED TO EXPENDITURES FOR THE DISTRICT'S PRINCIPAL AND INTEREST PAYMENTS FOR ITS OUTSTANDING DEBT.
CAPITAL PROJECTS FUND(3XX)	CAPITAL PROJECT FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED, OR ASSIGNED TO EXPENDITURES FOR MAJOR CAPITAL OUTLAYS, INCLUDING THE ACQUISITION OR CONSTRUCTION OF CAPITAL FACILITIES AND THEIR CAPITAL ASSETS.
SPECIAL REVENUE FOOD SERVICE (410)	SPECIAL REVENUE FUNDS, FOOD SERVICES ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC REVENUE SOURCES THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE FOOD SERVICES OPERATIONS.
SPECIAL REVENUE OTHER (420,441)	SPECIAL REVENUE FUNDS, OTHER ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC FEDERAL REVENUE SUCH AS TITLE I, TITLE II, TITLE III, CARES ACT FUNDING THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE SPECIFIC PROGRAM.



# CLAY COUNTY DISTRICT SCHOOL

## RESOLUTION TO AMEND DISTRICT BUDGET

**FISCAL YEAR 2021-2022**

**GENERAL FUND**

**FUND 100**

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**DISCOVERING ENDLESS POSSIBILITIES**

*Clay County District Schools is an Equal Opportunity Employer.*



SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
GENERAL FUND REVENUE  
FUND 100  
Month Ending February 28, 2022

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
3120	Federal Impact Funds	\$550,000	\$550,000	\$0	\$550,000
3190	Other Federal Direct	\$374,578	\$374,578	\$0	\$374,578
3202	Medicaid	\$2,100,000	\$2,100,000	\$0	\$2,100,000
3273	ED Stabilization-VPK	\$10,500	\$173,386	\$20,000	\$193,386
3280	Federal Through Local Revenue	\$587,181	\$647,365	\$0	\$647,365
3310	Florida Educ Finance Program	\$199,788,388	\$199,788,388	(\$3,266,154)	\$196,522,234
3315	Workforce Development	\$495,645	\$495,645	\$0	\$495,645
3317	Workforce Performance Incentiv	\$0	\$6,000	\$0	\$6,000
3320	State Auto License CO and DS	\$22,000	\$22,000	\$0	\$22,000
3340	Other State Revenues	\$36,000	\$36,000	\$0	\$36,000
3350	Other Categorical	\$36,805,202	\$36,805,202	\$522,776	\$37,327,978
3370	VPK	\$505,000	\$505,000	\$0	\$505,000
3390	Miscellaneous State Revenues	\$824,057	\$1,090,289	\$0	\$1,090,289
3410	Taxes	\$59,019,012	\$59,019,012	\$0	\$59,019,012
3421	Tax Redemptions	\$1,000,000	\$1,000,000	\$0	\$1,000,000
3425	Rent	\$400,000	\$400,000	\$0	\$400,000
3430	Interest Incl Profit On Inves	\$130,000	\$130,000	\$0	\$130,000
3440	Gifts Grants & Bequests	\$199,650	\$238,281	\$23,823	\$262,104
3460	Student Fees	\$95,000	\$115,469	\$1,643	\$117,112
3470	Other Fees	\$590,000	\$386,544	\$2,611	\$389,155
3490	Misc Local Resources	\$2,580,136	\$2,673,658	\$51,895	\$2,725,554
3630	Transfer From Capital Projects	\$4,875,000	\$4,875,000	\$0	\$4,875,000
3733	Sale of Capital Asset	\$120,000	\$120,000	\$0	\$120,000
3740	Insurance Loss Recoveries	\$8,000	\$11,028	\$0	\$11,028
<b>Revenue - Totals</b>		<b>\$311,115,349</b>	<b>\$311,562,845</b>	<b>(\$2,643,406)</b>	<b>\$308,919,441</b>

SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR -2021-2022  
GENERAL FUND EXPENSES  
FUND 100  
Month Ending February 28, 2022

**5000 Instruction**

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
100	Salaries	\$138,144,374	\$138,425,249	(\$10,541,849)	\$127,883,400
200	Employee Benefits	\$42,682,243	\$42,747,022	\$12,533	\$42,759,556
300	Purchased Services	\$23,108,987	\$23,658,117	\$32,482	\$23,690,599
400	Energy Services	\$8,544	\$10,319	\$1,000	\$11,319
500	Material and Supplies	\$10,795,264	\$12,652,808	\$88,509	\$12,741,318
600	Capital Outlay	\$995,089	\$1,571,799	\$94,166	\$1,665,968
700	Other	\$958,178	\$3,210,118	\$198,946	\$3,409,065
<b>Total Expenses Function 5000</b>		<b>\$216,692,679</b>	<b>\$222,275,433</b>	<b>(\$10,114,213)</b>	<b>\$212,161,224</b>
<b>6100 Pupil Personnel Services</b>					
100	Salaries	\$11,708,998	\$11,958,854	\$44,898	\$12,003,752
200	Employee Benefits	\$3,761,121	\$3,815,420	\$16,292	\$3,831,713
300	Purchased Services	\$1,961,107	\$1,784,469	(\$38,578)	\$1,745,891
400	Energy Services	\$2,000	\$2,000	\$0	\$2,000
500	Material and Supplies	\$185,742	\$192,223	(\$1,038)	\$191,185
600	Capital Outlay	\$105,653	\$116,887	\$5,329	\$122,214
700	Other	\$4,234	\$3,934	\$2,400	\$6,334
<b>6140 Psychological Services</b>					
300	Purchased Services	\$0	\$0	\$0	\$0
<b>6150 Parent Involvement</b>					
100	Salaries	\$38,302	\$76,604	(\$38,302)	\$38,302
200	Employee Benefits	\$11,134	\$39,164	(\$11,134)	\$28,030
300	Purchased Services	\$1,500	\$2,001	\$0	\$2,001
500	Material and Supplies	\$4,000	\$7,285	\$0	\$7,285
600	Capital Outlay	\$0	\$312	\$0	\$312
700	Other	\$0	\$18,568	\$0	\$18,568
<b>6190 Guidance Administration</b>					
100	Salaries	\$110,800	\$110,800	\$0	\$110,800
200	Employee Benefits	\$34,488	\$34,488	\$0	\$34,488
<b>6200 Instructional Media</b>					
100	Salaries	\$3,133,054	\$3,137,382	\$0	\$3,137,382
200	Employee Benefits	\$1,095,089	\$1,096,010	\$0	\$1,096,010
300	Purchased Services	\$255,919	\$236,311	(\$6,642)	\$229,669
500	Material and Supplies	\$72,246	\$59,183	(\$4,073)	\$55,111
600	Capital Outlay	\$342,353	\$378,956	\$5,354	\$384,309
700	Other	\$1,925	\$2,850	\$75	\$2,925
<b>6300 Inst &amp; Curric Dev Services</b>					
100	Salaries	\$2,998,108	\$3,000,223	(\$3,053,428)	(\$53,205)
200	Employee Benefits	\$968,042	\$968,203	\$435	\$968,638
300	Purchased Services	\$265,544	\$266,174	(\$1,100)	\$265,074
400	Energy Services	\$500	\$500	\$0	\$500
500	Material and Supplies	\$64,632	\$66,912	\$10,150	\$77,062
600	Capital Outlay	\$71,653	\$78,692	(\$8,601)	\$70,092
700	Other	\$23,366	\$22,866	\$0	\$22,866
<b>6400 Inst Staff Training Services</b>					
100	Salaries	\$1,465,111	\$1,503,641	\$5,121	\$1,508,762
200	Employee Benefits	\$446,837	\$454,038	\$728	\$454,765



SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR -2021-2022  
GENERAL FUND EXPENSES  
FUND 100  
Month Ending February 28, 2022

**5000 Instruction**

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
300	Purchased Services	\$644,729	\$633,547	\$12,172	\$645,720
500	Material and Supplies	\$71,866	\$94,036	(\$500)	\$93,536
600	Capital Outlay	\$3,962	\$3,185	\$0	\$3,185
700	Other	\$79,816	\$85,353	(\$10,000)	\$75,353
<b>6500 Instruction Related Technology</b>					
100	Salaries	\$2,202,957	\$2,241,935	\$0	\$2,241,935
200	Employee Benefits	\$715,123	\$727,701	\$0	\$727,701
300	Purchased Services	\$1,757,056	\$1,781,056	(\$9,000)	\$1,772,056
500	Material and Supplies	\$68,708	\$76,371	\$0	\$76,371
600	Capital Outlay	\$328,484	\$239,482	(\$125)	\$239,357
<b>7100 Board</b>					
100	Salaries	\$383,538	\$383,538	\$0	\$383,538
200	Employee Benefits	\$149,260	\$149,260	\$0	\$149,260
300	Purchased Services	\$263,303	\$268,503	\$0	\$268,503
500	Material and Supplies	\$4,050	\$3,750	\$0	\$3,750
600	Capital Outlay	\$9,500	\$4,500	\$0	\$4,500
700	Other	\$26,000	\$26,100	\$0	\$26,100
<b>7200 General Administration</b>					
100	Salaries	\$273,448	\$273,448	\$0	\$273,448
200	Employee Benefits	\$119,419	\$119,419	\$0	\$119,419
300	Purchased Services	\$27,436	\$27,436	\$0	\$27,436
400	Energy Services	\$1,000	\$1,000	\$0	\$1,000
500	Material and Supplies	\$6,200	\$6,200	\$0	\$6,200
600	Capital Outlay	\$2,750	\$2,750	\$0	\$2,750
700	Other	\$17,000	\$17,000	\$0	\$17,000
<b>7300 School Administration</b>					
100	Salaries	\$12,558,754	\$12,578,727	\$4,264	\$12,582,992
200	Employee Benefits	\$4,030,438	\$4,034,984	(\$3,070)	\$4,031,914
300	Purchased Services	\$75,016	\$77,843	\$2,262	\$80,106
500	Material and Supplies	\$82,812	\$74,320	(\$3,219)	\$71,101
600	Capital Outlay	\$62,831	\$86,813	\$6,006	\$92,820
700	Other	\$22,631	\$24,904	\$1,926	\$26,830
<b>7400 Facilities Aquisition &amp; Const</b>					
100	Salaries	\$506,206	\$506,206	\$0	\$506,206
200	Employee Benefits	\$150,200	\$151,183	\$0	\$151,183
300	Purchased Services	\$702,081	\$660,435	\$65,090	\$725,525
400	Energy Services	\$4,100	\$4,100	(\$100)	\$4,000
500	Material and Supplies	\$21,801	\$22,521	\$0	\$22,521
600	Capital Outlay	\$1,948,826	\$1,998,659	(\$28,647)	\$1,970,013
700	Other	\$2,800	\$7,740	\$0	\$7,740
<b>7500 Fiscal Services</b>					
100	Salaries	\$1,004,466	\$1,004,466	\$0	\$1,004,466
200	Employee Benefits	\$275,175	\$275,175	\$0	\$275,175
300	Purchased Services	\$488,095	\$483,229	\$0	\$483,229
500	Material and Supplies	\$17,000	\$16,549	\$0	\$16,549
600	Capital Outlay	\$11,704	\$11,704	\$0	\$11,704



SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR -2021-2022  
GENERAL FUND EXPENSES  
FUND 100  
Month Ending February 28, 2022

**5000 Instruction**

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
700	Other	\$850	\$575	\$0	\$575
<b>7600 Food Services</b>					
100	Salaries	\$72,498	\$72,498	\$0	\$72,498
200	Employee Benefits	\$23,842	\$23,842	\$0	\$23,842
600	Capital Outlay	\$0	\$0	\$0	\$0
700	Other	\$0	\$0	\$0	\$0
<b>7700 Central Services</b>					
100	Salaries	\$2,264,370	\$2,310,891	\$2,904	\$2,313,795
200	Employee Benefits	\$778,739	\$792,045	\$264	\$792,309
300	Purchased Services	\$717,979	\$714,943	\$10,818	\$725,760
400	Energy Services	\$7,500	\$7,750	\$0	\$7,750
500	Material and Supplies	\$73,647	\$85,256	\$25	\$85,281
600	Capital Outlay	\$291,579	\$295,762	(\$1,000)	\$294,762
700	Other	\$67,600	\$71,732	\$0	\$71,732
<b>7800 Pupil Transportation Services</b>					
100	Salaries	\$7,020,931	\$7,021,153	(\$177)	\$7,020,976
200	Employee Benefits	\$2,615,148	\$2,615,489	\$0	\$2,615,489
300	Purchased Services	\$487,393	\$565,804	\$18,457	\$584,261
400	Energy Services	\$1,050,838	\$961,502	\$2,410	\$963,912
500	Material and Supplies	\$1,270,345	\$1,211,272	(\$23,630)	\$1,187,642
600	Capital Outlay	\$194,500	\$217,943	\$5,500	\$223,443
700	Other	\$185,051	\$185,001	\$0	\$185,001
<b>7900 Operation Of Plant</b>					
100	Salaries	\$6,059,900	\$6,084,985	\$0	\$6,084,985
200	Employee Benefits	\$2,697,896	\$2,706,257	\$0	\$2,706,257
300	Purchased Services	\$7,194,691	\$7,254,088	(\$26,727)	\$7,227,360
400	Energy Services	\$7,352,338	\$7,351,751	(\$1,862)	\$7,349,890
500	Material and Supplies	\$611,837	\$609,490	\$14,899	\$624,389
600	Capital Outlay	\$186,164	\$186,029	\$8,719	\$194,747
700	Other	\$500	\$527	\$21	\$549
<b>8100 Maintenance Of Plant</b>					
100	Salaries	\$3,155,857	\$3,155,857	\$0	\$3,155,857
200	Employee Benefits	\$1,294,967	\$1,294,967	\$0	\$1,294,967
300	Purchased Services	\$1,100,665	\$1,092,665	\$0	\$1,092,665
400	Energy Services	\$133,209	\$133,209	\$0	\$133,209
500	Material and Supplies	\$968,724	\$966,624	\$0	\$966,624
600	Capital Outlay	\$272,542	\$361,388	\$0	\$361,388
700	Other	\$15,000	\$15,000	\$0	\$15,000
<b>8200 Administrative Technology Svcs</b>					
100	Salaries	\$1,171,940	\$1,181,685	\$0	\$1,181,685
200	Employee Benefits	\$371,441	\$374,586	\$0	\$374,586
300	Purchased Services	\$128,194	\$128,244	\$103	\$128,347
400	Energy Services	\$7,000	\$7,000	\$0	\$7,000
500	Material and Supplies	\$8,400	\$8,350	\$0	\$8,350
600	Capital Outlay	\$306,515	\$306,515	\$0	\$306,515
700	Other	\$1,000	\$1,000	\$0	\$1,000

SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR -2021-2022  
GENERAL FUND EXPENSES  
FUND 100  
Month Ending February 28, 2022

**5000 Instruction**

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
<b>9100 Community Services</b>					
100	Salaries	\$310,013	\$312,921	\$9,827	\$322,747
200	Employee Benefits	\$156,536	\$157,115	\$1,773	\$158,888
300	Purchased Services	\$0	\$127	\$112	\$239
500	Material and Supplies	\$94,321	\$137,415	\$8,400	\$145,815
600	Capital Outlay	\$1,500	\$6,910	\$0	\$6,910
700	Other	\$31,050	\$31,120	\$0	\$31,120
<b>9200 Debt Service</b>					
700	Other	\$0	\$112,500	\$0	\$112,500
<b>Total Expenses Function 6000 to 9900</b>		<b>\$109,009,008</b>	<b>\$109,751,858</b>	<b>(\$3,004,219)</b>	<b>\$106,747,641</b>
<b>Total Expenses Function ALL</b>		<b>\$325,701,687</b>	<b>\$332,027,291</b>	<b>(\$13,118,432)</b>	<b>\$318,908,865</b>





# CLAY COUNTY DISTRICT SCHOOL

## RESOLUTION TO AMEND DISTRICT BUDGET

**FISCAL YEAR 2021-2022**  
**GENERAL FUND – ONE MILL**  
**FUND 105**

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**DISCOVERING ENDLESS POSSIBILITIES**

*Clay County District Schools is an Equal Opportunity Employer.*

SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
ONE MILL  
FUND 105

Month Ending February 28, 2022

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
<b>3400</b>	<b>Revenue from Local Sources</b>				
000	Revenue	\$13,817,993	\$13,817,993	\$0	\$13,817,993
<b>Total Revenue</b>		<b>\$13,817,993</b>	<b>\$13,817,993</b>	<b>\$0</b>	<b>\$13,817,993</b>
<b>7400</b>	<b>Facilities Aquisition &amp; Const</b>				
300	Purchased Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$0	\$0	\$0	\$0
600	Capital Outlay	\$5,197,232	\$5,197,232	\$0	\$5,197,232
<b>7700</b>	<b>Central Services</b>				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$3,000	\$3,000	\$0	\$3,000
<b>7800</b>	<b>Pupil Transportation Services</b>				
600	Capital Outlay	\$0	\$0	\$0	\$0
<b>7900</b>	<b>Operation Of Plant</b>				
100	Salaries	\$2,919,988	\$2,919,985	\$0	\$2,919,985
200	Employee Benefits	\$1,187,091	\$1,187,066	\$0	\$1,187,066
300	Purchased Services	\$749,106	\$749,107	(\$1,000)	\$748,107
400	Energy Services	\$62,000	\$62,000	\$0	\$62,000
500	Material and Supplies	\$88,915	\$88,914	\$1,100	\$90,014
600	Capital Outlay	\$325,306	\$325,306	(\$100)	\$325,206
700	Other	\$3,000	\$3,000	\$0	\$3,000
<b>8100</b>	<b>Maintenance Of Plant</b>				
100	Salaries	\$107,016	\$107,016	\$0	\$107,016
200	Employee Benefits	\$34,879	\$34,879	\$0	\$34,879
<b>Total Expenses</b>		<b>\$10,677,533</b>	<b>\$10,677,504</b>	<b>\$0</b>	<b>\$10,677,504</b>



# CLAY COUNTY DISTRICT SCHOOL

## RESOLUTION TO AMEND DISTRICT BUDGET

**FISCAL YEAR 2021-2022**

**DEBT SERVICE**

**FUND 2XX**

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**DISCOVERING ENDLESS POSSIBILITIES**

*Clay County District Schools is an Equal Opportunity Employer.*

SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
DEBT SERVICE  
FUND 2XX  
Month Ending February 28, 2022

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
210	3320	State Auto License CO and DS	000	Revenue	\$58,826	\$58,826	\$0	\$58,826
222	3340	Other State Revenues	000	Revenue	\$223,250	\$223,250	\$0	\$223,250
	3430	Interest Incl Profit On Inves	000	Revenue	\$617	\$617	\$0	\$617
290	3430	Interest Incl Profit On Inves	000	Revenue	\$81	\$81	\$0	\$81
	3630	Transfer From Capital Projects	000	Revenue	\$365,908	\$365,908	\$0	\$365,908
292	3430	Interest Incl Profit On Inves	000	Revenue	\$157	\$157	\$0	\$157
	3630	Transfer From Capital Projects	000	Revenue	\$3,940,863	\$3,940,863	\$0	\$3,940,863
293	3430	Interest Incl Profit On Inves	000	Revenue	\$30	\$30	\$0	\$30
	3630	Transfer From Capital Projects	000	Revenue	\$881,602	\$881,602	\$0	\$881,602
299	3630	Transfer From Capital Projects	000	Revenue	\$1,616,679	\$1,616,679	\$0	\$1,616,679
<b>Total Revenue</b>					<b>\$7,088,013</b>	<b>\$7,088,013</b>	<b>\$0</b>	<b>\$7,088,013</b>

210	9200	Debt Service	710	Redemption of Principal	\$58,450	\$58,450	\$0	\$58,450
			730	Dues and Fees	\$1,100	\$1,100	\$0	\$1,100
222	9200	Debt Service	710	Redemption of Principal	\$215,999	\$215,999	\$0	\$215,999
			730	Dues and Fees	\$0	\$0	\$0	\$0
290	9200	Debt Service	710	Redemption of Principal	\$360,908	\$360,908	\$0	\$360,908
			730	Dues and Fees	\$7,726	\$7,726	\$0	\$7,726
292	9200	Debt Service	710	Redemption of Principal	\$3,935,863	\$3,935,863	\$0	\$3,935,863
			730	Dues and Fees	\$5,000	\$5,000	\$0	\$5,000
293	9200	Debt Service	710	Redemption of Principal	\$876,602	\$876,602	\$0	\$876,602
			730	Dues and Fees	\$5,000	\$5,000	\$0	\$5,000
298	9200	Debt Service	730	Dues and Fees	\$0	\$0	\$0	\$0
299	9200	Debt Service	710	Redemption of Principal	\$1,615,559	\$1,615,559	\$0	\$1,615,559
			730	Dues and Fees	\$0	\$0	\$0	\$0
<b>Total Expenses</b>					<b>\$7,082,207</b>	<b>\$7,082,207</b>	<b>\$0</b>	<b>\$7,082,207</b>



# CLAY COUNTY DISTRICT SCHOOL

## RESOLUTION TO AMEND DISTRICT BUDGET

### FISCAL YEAR 2021-2022 CAPITAL PROJECTS FUND 3XX

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**DISCOVERING ENDLESS POSSIBILITIES**

*Clay County District Schools is an Equal Opportunity Employer.*



SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
CAPITAL PROJECTS  
FUND 3XX  
Month Ending February 28, 2022

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
340	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
360	3320	State Auto License CO and DS	000	Revenue	\$1,300,000	\$1,300,000	\$0	\$1,300,000
370	3410	Taxes	000	Revenue	\$20,292,325	\$21,590,614	\$0	\$21,590,614
	3421	Tax Redemptions	000	Revenue	\$0	\$0	\$0	\$0
	3430	Interest Incl Profit On Inves	000	Revenue	\$2,000	\$2,000	\$0	\$2,000
	3733	Sale of Capital Asset	000	Revenue	\$50,000	\$50,000	\$0	\$50,000
380	3430	Interest Incl Profit On Inves	000	Revenue	\$1,000	\$1,000	\$0	\$1,000
	3490	Misc Local Resources	000	Revenue	\$9,500,000	\$9,500,000	\$0	\$9,500,000
391	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
392	3430	Interest Incl Profit On Inves	000	Revenue	\$2,700	\$2,700	\$0	\$2,700
394	3390	Miscellaneous State Revenues	000	Revenue	\$0	\$0	\$0	\$0
	3397	Charter School Capital Outlay	000	Revenue	\$796,000	\$796,000	\$0	\$796,000
	3430	Interest Incl Profit On Inves	000	Revenue	\$375	\$375	\$0	\$375
395	3390	Miscellaneous State Revenues	000	Revenue	\$46,500	\$46,500	\$0	\$46,500
	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
396	3410	Taxes	000	Revenue	\$14,000,000	\$14,000,000	\$0	\$14,000,000
	3430	Interest Incl Profit On Inves	000	Revenue	\$1,000	\$1,000	\$0	\$1,000
398	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
399	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
<b>Total Revenue</b>					<b>\$45,991,900</b>	<b>\$47,290,189</b>	<b>\$0</b>	<b>\$47,290,189</b>
340	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	\$0	\$0	\$0	\$0
			680	Remodeling and Renovations	\$0	\$0	\$0	\$0
360	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	\$2,967,195	\$2,967,195	\$0	\$2,967,195
			640	Furniture Fixtures & Equipment	\$0	\$0	\$0	\$0
			680	Remodeling and Renovations	\$0	\$0	\$0	\$0
	9200	Debt Service	730	Dues and Fees	\$0	\$0	\$0	\$0
370	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	\$12,562,900	\$14,372,408	\$0	\$14,372,408
			690	Computer Software	\$0	\$0	\$0	\$0
			640	Furniture Fixtures & Equipment	\$142,854	\$242,854	\$0	\$242,854
			670	Improvements other than Bldg	\$3,111,219	\$3,309,719	(\$1,575)	\$3,308,144
			660	Land	\$1,625,000	\$1,625,000	\$0	\$1,625,000
			650	Motor Vehicles	\$0	\$0	\$0	\$0
			680	Remodeling and Renovations	\$14,339,987	\$14,056,346	\$1,576	\$14,057,921
	7800	Pupil Transportation Services	650	Motor Vehicles	\$166,255	\$166,255	\$0	\$166,255
			680	Remodeling and Renovations	\$400,000	\$400,000	\$0	\$400,000
	7900	Operation Of Plant	680	Remodeling and Renovations	\$0	\$0	\$0	\$0
	9200	Debt Service	710	Redemption of Principal	\$112,320	\$112,320	\$0	\$112,320
	9700	Transfer Of Funds	920	Transfers to Debt Service Fund	\$1,976,467	\$1,976,467	\$0	\$1,976,467
			910	Transfers to General Fund	\$4,286,792	\$4,286,792	\$0	\$4,286,792
380	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	\$17,500,766	\$18,472,889	\$0	\$18,472,889
			640	Furniture Fixtures & Equipment	\$66,545	\$123,545	\$0	\$123,545
			680	Remodeling and Renovations	\$0	\$0	\$0	\$0
	9700	Transfer Of Funds	920	Transfers to Debt Service Fund	\$4,828,585	\$4,828,585	\$0	\$4,828,585
392	7400	Facilities Aquisition & Const	620	Audiovisual Materials	\$0	\$0	\$0	\$0
			630	Buildings and Fixed Equip	\$0	\$0	\$0	\$0
			690	Computer Software	\$747,044	\$600,404	\$0	\$600,404
			640	Furniture Fixtures & Equipment	\$814,282	\$724,736	\$0	\$724,736
			650	Motor Vehicles	\$161,455	\$165,797	\$0	\$165,797
			390	Other Purchased Services	\$0	\$65,909	\$0	\$65,909
			680	Remodeling and Renovations	\$0	\$0	\$0	\$0
			360	Rentals	\$0	\$165,936	\$0	\$165,936
	9200	Debt Service	710	Redemption of Principal	\$0	\$0	\$0	\$0
393	7400	Facilities Aquisition & Const	680	Remodeling and Renovations	\$0	\$0	\$0	\$0
394	9700	Transfer Of Funds	910	Transfers to General Fund	\$588,208	\$588,208	\$0	\$588,208
395	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	\$350,476	\$350,476	\$0	\$350,476
396	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	\$9,230,000	\$8,332,743	\$232,697	\$8,565,440
			670	Improvements other than Bldg	\$470,000	\$600,000	\$0	\$600,000
			790	Miscellaneous	\$0	\$918,098	\$0	\$918,098
			680	Remodeling and Renovations	\$9,800,000	\$10,008,257	(\$232,697)	\$9,775,560
398	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	\$0	\$0	\$0	\$0
			680	Remodeling and Renovations	\$243,182	\$243,182	\$0	\$243,182
399	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	\$30,644	\$50,316	\$76,625	\$126,942

	680	Remodeling and Renovations	\$389,487	\$369,815	(\$76,625)	\$293,190
<b>Total Expenses</b>			<b>\$86,911,664</b>	<b>\$90,124,253</b>	<b>\$1</b>	<b>\$90,124,253</b>

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# CLAY COUNTY DISTRICT SCHOOL

## RESOLUTION TO AMEND DISTRICT BUDGET

**FISCAL YEAR 2021-2022**

**SPECIAL REVENUE – FOOD SERVICE**

**FUND 410**

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**DISCOVERING ENDLESS POSSIBILITIES**

*Clay County District Schools is an Equal Opportunity Employer.*



SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
SPECIAL REVENUE FOOD SERVICE  
FUND 410  
Month Ending February 28, 2022

Func	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
<b>National School Lunch Act</b>						
3260	000	Revenue	\$17,630,500	\$17,630,500	\$0	\$17,630,500
<b>Categorical State Sources</b>						
3330	000	Revenue	\$145,000	\$145,000	\$0	\$145,000
<b>Interest Incl Profit On Inves</b>						
3430	000	Revenue	\$2,000	\$2,000	\$0	\$2,000
<b>Food Services</b>						
3450	000	Revenue	\$1,226,800	\$1,226,800	\$0	\$1,226,800
<b>Misc Local Resources</b>						
3490	000	Revenue	\$5,000	\$5,000	\$0	\$5,000
<b>Total Revenue</b>			<b>\$19,009,300</b>	<b>\$19,009,300</b>	<b>\$0</b>	<b>\$19,009,300</b>
<b>Basic FEFP K-12</b>						
5100	100	Salaries	\$0	\$0	\$0	\$0
	200	Employee Benefits	\$0	\$0	\$0	\$0
<b>Food Services</b>						
7600	100	Salaries	\$6,300,396	\$6,300,396	\$0	\$6,300,396
	200	Employee Benefits	\$3,151,187	\$3,151,187	\$0	\$3,151,187
	300	Purchased Services	\$238,709	\$238,709	\$0	\$238,709
	400	Energy Services	\$166,200	\$166,200	\$0	\$166,200
	500	Material and Supplies	\$8,531,282	\$10,003,482	\$246,600	\$10,250,082
	600	Capital Outlay	\$2,350,509	\$2,278,309	(\$246,600)	\$2,031,709
	700	Other	\$266,000	\$266,000	\$0	\$266,000
<b>Central Services</b>						
7700	100	Salaries	\$0	\$0	\$0	\$0
	200	Employee Benefits	\$0	\$0	\$0	\$0
<b>Operation Of Plant</b>						
7900	100	Salaries	\$0	\$0	\$0	\$0
	200	Employee Benefits	\$0	\$0	\$0	\$0
<b>Total Expenses</b>			<b>\$21,004,283</b>	<b>\$22,404,283</b>	<b>\$0</b>	<b>\$22,404,283</b>



# CLAY COUNTY DISTRICT SCHOOL

## RESOLUTION TO AMEND DISTRICT BUDGET

**FISCAL YEAR 2021-2022**  
**SPECIAL REVENUE – OTHER**  
**FUND 42X**

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**DISCOVERING ENDLESS POSSIBILITIES**

*Clay County District Schools is an Equal Opportunity Employer.*

SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
SPECIAL REVENUE OTHER  
FUND 42X  
Month Ending February 28, 2022

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
<b>3201</b>	<b>Vocational Ed</b>				
3201	Revenue	\$375,459	\$425,287	\$0	\$425,287
<b>3220</b>	<b>Workforce Investment Act</b>				
3220	Revenue	\$313,870	\$313,870	\$0	\$313,870
<b>3226</b>	<b>Eisenhower Math And Science</b>				
3226	Revenue	\$1,200,229	\$1,200,229	\$0	\$1,200,229
<b>3230</b>	<b>I.D.E.A.</b>				
3230	Revenue	\$8,651,800	\$8,665,677	\$0	\$8,665,677
<b>3240</b>	<b>Title I - Elem &amp; Secondary Edu</b>				
3240	Revenue	\$6,263,343	\$6,553,342	\$0	\$6,553,342
<b>3290</b>	<b>Other Federal Thru State</b>				
3290	Revenue	\$95,000	\$95,000	\$0	\$95,000
<b>3190</b>	<b>Other Federal Direct</b>				
3190	Revenue	\$126,504	\$126,504	\$166,332	\$292,836
<b>3430</b>	<b>Interest Incl Profit On Inves</b>				
3430	Revenue	\$0	\$0	\$0	\$0
<b>Total Revenue</b>		<b>\$17,026,205</b>	<b>\$17,379,909</b>	<b>\$166,332</b>	<b>\$17,546,241</b>
<b>5000</b>	<b>Instruction</b>				
100	Salaries	\$5,599,896	\$5,606,078	\$1,851	\$5,607,929
200	Employee Benefits	\$2,052,936	\$2,090,762	\$637	\$2,091,399
300	Purchased Services	\$983,942	\$929,453	(\$4,006)	\$925,447
400	Energy Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$731,867	\$793,585	\$91,288	\$884,872
600	Capital Outlay	\$676,208	\$827,929	\$48,806	\$876,735
700	Other	\$59,099	\$60,779	\$1,000	\$61,779
<b>6100</b>	<b>Student Personnel Services</b>				
100	Salaries	\$981,385	\$970,377	\$2,176	\$972,553
200	Employee Benefits	\$356,280	\$364,225	\$1,756	\$365,981
300	Purchased Services	\$4,800	\$5,912	\$5,300	\$11,212
500	Material and Supplies	\$0	\$65	\$0	\$65
600	Capital Outlay	\$0	\$0	\$0	\$0
700	Other	\$0	\$0	\$1,500	\$1,500
<b>6110</b>	<b>Social Work</b>				
200	Employee Benefits	\$18,803	\$18,421	\$0	\$18,421
300	Purchased Services	\$612	\$0	\$540	\$540
700	Other	\$0	\$0	\$0	\$0
<b>6120</b>	<b>Guidance Services</b>				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
<b>6130</b>	<b>Health Services</b>				
100	Salaries	\$0	\$0	\$0	\$0



SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
SPECIAL REVENUE OTHER  
FUND 42X  
Month Ending February 28, 2022

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$0	\$0	\$0	\$0
600	Capital Outlay	\$0	\$0	\$0	\$0
<b>6150</b>	<b>Parent Involvement</b>				
100	Salaries	\$17,000	\$17,000	\$0	\$17,000
200	Employee Benefits	\$4,746	\$4,746	\$0	\$4,746
300	Purchased Services	\$108,510	\$109,038	(\$1,065)	\$107,973
500	Material and Supplies	\$32,163	\$34,019	\$2,413	\$36,432
600	Capital Outlay	\$0	\$0	\$0	\$0
700	Other	\$4,000	\$4,000	\$0	\$4,000
<b>6200</b>	<b>Instructional Media</b>				
500	Material and Supplies	\$0	\$0	\$0	\$0
600	Capital Outlay	\$9,668	\$9,003	\$0	\$9,003
<b>6300</b>	<b>Inst &amp; Curric Dev Services</b>				
100	Salaries	\$1,470,369	\$1,434,624	\$0	\$1,434,624
200	Employee Benefits	\$439,380	\$413,208	\$0	\$413,208
300	Purchased Services	\$43,930	\$51,205	\$0	\$51,205
500	Material and Supplies	\$4,587	\$4,001	\$0	\$4,001
600	Capital Outlay	\$5,283	\$5,786	\$0	\$5,786
700	Other	\$13,350	\$13,350	(\$2,500)	\$10,850
<b>6400</b>	<b>Inst Staff Training Services</b>				
100	Salaries	\$1,148,414	\$1,348,914	\$12,279	\$1,361,193
200	Employee Benefits	\$324,573	\$382,034	\$4,008	\$386,041
300	Purchased Services	\$633,726	\$589,743	\$13,271	\$603,014
500	Material and Supplies	\$56,444	\$50,457	(\$1,740)	\$48,717
600	Capital Outlay	\$17,239	\$17,239	\$0	\$17,239
700	Other	\$87,093	\$89,617	(\$1)	\$89,616
<b>6500</b>	<b>Instruction Related Technology</b>				
300	Purchased Services	\$0	\$0	\$0	\$0
600	Capital Outlay	\$0	\$0	\$0	\$0
<b>7200</b>	<b>General Administration</b>				
700	Other	\$609,171	\$611,670	\$0	\$611,670
<b>7300</b>	<b>School Administration</b>				
100	Salaries	\$70,335	\$121,428	\$0	\$121,428
200	Employee Benefits	\$24,247	\$28,154	\$0	\$28,154
<b>7400</b>	<b>Facilities Aquisition &amp; Const</b>				
600	Capital Outlay	\$0	\$0	\$0	\$0
<b>7600</b>	<b>Food Services</b>				
100	Salaries	\$0	\$0	\$0	\$0
<b>7700</b>	<b>Central Services</b>				
100	Salaries	\$14,400	\$14,400	\$0	\$14,400
200	Employee Benefits	\$2,748	\$2,748	\$0	\$2,748
300	Purchased Services	\$0	\$600	\$0	\$600

SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
SPECIAL REVENUE OTHER  
FUND 42X  
Month Ending February 28, 2022

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
<b>7800</b>	<b>Pupil Transportation Services</b>				
100	Salaries	\$44,213	\$44,213	\$0	\$44,213
200	Employee Benefits	\$9,076	\$9,076	\$0	\$9,076
300	Purchased Services	\$52,102	\$53,102	\$0	\$53,102
400	Energy Services	\$313,630	\$248,979	(\$11,185)	\$237,794
<b>7900</b>	<b>Operation Of Plant</b>				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$0	\$0	\$0	\$0
600	Capital Outlay	\$0	\$0	\$0	\$0
<b>8100</b>	<b>Maintenance Of Plant</b>				
500	Material and Supplies	\$0	\$0	\$0	\$0
<b>8200</b>	<b>Administrative Technology Svcs</b>				
300	Purchased Services	\$0	\$0	\$0	\$0
<b>9100</b>	<b>Community Services</b>				
500	Material and Supplies	\$0	\$0	\$0	\$0
<b>Total Expenses</b>		<b>\$17,026,225</b>	<b>\$17,379,940</b>	<b>\$166,328</b>	<b>\$17,546,266</b>



# CLAY COUNTY DISTRICT SCHOOL

## RESOLUTION TO AMEND DISTRICT BUDGET

### FISCAL YEAR 2021-2022 SPECIAL REVENUE FEDERAL CARES ACT FUNDING FUND 44X

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**DISCOVERING ENDLESS POSSIBILITIES**

*Clay County District Schools is an Equal Opportunity Employer.*



SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
SPECIAL REVENUE OTHER  
FUND 44X  
Month Ending February 28, 2022

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
<b>3271</b>	<b>CARES Act ESSER</b>				
3271	Revenue	\$10,658,926	\$16,172,435	\$0	\$16,172,435
<b>3430</b>	<b>Interest Incl Profit On Inves</b>				
3430	Revenue	\$0	\$0	\$0	\$0
<b>Total Revenue</b>		<b>\$10,658,926</b>	<b>\$16,172,435</b>	<b>\$0</b>	<b>\$16,172,435</b>
<b>5000</b>	<b>Instruction</b>				
100	Salaries	\$765,880	\$3,552,896	\$0	\$3,552,896
200	Employee Benefits	\$210,230	\$612,471	\$0	\$612,471
300	Purchased Services	\$2,132,928	\$2,512,296	\$2,000	\$2,514,296
500	Material and Supplies	\$1,925,073	\$2,555,675	\$4,000	\$2,559,676
600	Capital Outlay	\$15,857	\$697,007	\$0	\$697,007
<b>6100</b>	<b>Student Personnel Services</b>				
100	Salaries	\$4,126	\$85,999	\$0	\$85,999
200	Employee Benefits	\$820	\$17,109	\$0	\$17,109
300	Purchased Services	\$0	\$9,538	\$0	\$9,538
600	Capital Outlay	\$211,990	\$211,990	\$0	\$211,990
<b>6130</b>	<b>Health Services</b>				
500	Material and Supplies	\$7,310	\$7,310	\$0	\$7,310
600	Capital Outlay	\$2,781	\$2,781	\$0	\$2,781
<b>6150</b>	<b>Parent Involvement</b>				
500	Material and Supplies	\$5,912	\$5,912	\$0	\$5,912
<b>6200</b>	<b>Instructional Media</b>				
600	Capital Outlay	\$24,923	\$14,352	\$0	\$14,352
<b>6400</b>	<b>Inst Staff Training Services</b>				
100	Salaries	\$112,002	\$107,284	\$0	\$107,284
200	Employee Benefits	\$24,050	\$23,067	\$0	\$23,067
300	Purchased Services	\$973,712	\$1,147,547	\$5,400	\$1,152,947
500	Material and Supplies	\$23,993	\$32,052	\$0	\$32,052
600	Capital Outlay	\$17,453	\$17,430	\$0	\$17,430
<b>6500</b>	<b>Instruction Related Technology</b>				
600	Capital Outlay	\$654,342	\$654,342	\$0	\$654,342
<b>7200</b>	<b>General Administration</b>				
700	Other	\$314,325	\$446,761	\$0	\$446,761
<b>7400</b>	<b>Facilities Aquisition &amp; Const</b>				
600	Capital Outlay	\$764,727	\$843,477	\$0	\$843,477
<b>7700</b>	<b>Central Services</b>				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
500	Material and Supplies	\$2,275,000	\$2,260,277	\$0	\$2,260,277
600	Capital Outlay	\$0	\$50,000	\$0	\$50,000
<b>7800</b>	<b>Pupil Transportation Services</b>				
100	Salaries	\$41,427	\$111,427	\$0	\$111,427
200	Employee Benefits	\$8,364	\$22,294	\$0	\$22,294
400	Energy Services	\$0	\$20,361	(\$11,400)	\$8,961

SCHOOL BOARD OF CLAY COUNTY  
RESOLUTION TO AMEND DISTRICT BUDGET  
FISCAL YEAR 2021-2022  
SPECIAL REVENUE OTHER  
FUND 44X

Month Ending February 28, 2022

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
<b>7900</b>	<b>Operation Of Plant</b>				
300	Purchased Services	\$9,972	\$20,617	\$0	\$20,617
500	Material and Supplies	\$124,603	\$120,090	\$0	\$120,090
600	Capital Outlay	\$7,135	\$10,079	\$0	\$10,079
<b>8100</b>	<b>Maintenance Of Plant</b>				
300	Purchased Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$0	\$0	\$0	\$0
<b>Total Expenses</b>		<b>\$10,658,935</b>	<b>\$16,172,441</b>	<b>\$0</b>	<b>\$16,172,442</b>

DRAFT



## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### Title

C20 - Renewal of Employee Benefits for 2022-2023

#### Description

The Clay County School Board offers insurance benefits to all eligible employees and retirees annually as required by State and Federal Law. The Insurance Benefit Renewal document outlines the renewal process for all employee benefits for the 2022-2023 plan year (October 1 -September 30).

#### Gap Analysis

In conjunction with the Third-party administrator, the District and Insurance Coordinator met with all relevant vendors to negotiate 2022-2023 employee benefit renewals. UnitedHealthcare presented a flat renewal and no plan design changes. Lincoln our life and disability carrier presented a flat renewal with no plan design changes with a rate hold through September 30, 2025. Kemper, our medical gap carrier, renewed with no increase in premiums and no plan design changes. AFLAC our voluntary workplace vendor renewed with no increase in premiums and no plan design changes. Humana, our vision carrier and Delta Dental rates are in a rate hold through September 30, 2023.

#### Previous Outcomes

Employee Benefits are part of the collective bargaining process, which is negotiated through the District Insurance Committee. The Board has maintained an Employee Benefits package that has complied with Florida Statutes and the Affordable Care Act, based on the Insurance Committee's recommendations.

Insurance Plan	2021-2022*	2022-2023	Estimated Cost Difference
AFLAC (A&I, Critical Illness and Whole Life)	\$1,140,633.50	\$1,140,633.50	\$0.00
Lincoln (Life and Disability)	\$1,349,088.40	\$1,349,088.40	\$0.00
Kemper Gap	\$252,730.50	\$252,730.50	\$0.00
United Healthcare	\$32,251,494.00	\$32,251,494.00	\$0.00

\*Premiums shown are an estimate since the plan year premium payment is not complete.

#### Expected Outcomes

The Board to approve the Employee Benefits Package per the Insurance Committees recommendation. The district will continue to maintain a fully insured Employee Benefits Package as required by Florida Statutes and The Affordable Care Act.

#### Strategic Plan Goal

The district ensures fiscal responsibility & equitable distribution of resources.

**Recommendation**

That the Clay County School Board approve the renewal of Plan A Medical, Medical Gap, Group Term Life & AD&D, Supplemental Life & AD&D, Short and Long Term Disability, Dental, Vision, Accident and Injury Policy, Critical Illness, Whole Life, Flexible Spending Account, Health Savings Account and Plan B Coverages (Employees with no Medical Insurance), for the plan year October 1, 2022, through September 30, 2023.

**Contact**

Dr. Susan Legutko, Assistant Superintendent of Business Affairs, (904) 336-6721, Susan.Legutko@myoneclay.net

**Financial Impact**

AFLAC, Kemper, Lincoln and UnitedHealthcare renewing at no increase over the current cost and no plan design changes. All per pay period rates are subject to collective bargaining.

**Review Comments****Attachments**

🔗 [CCDS School Board Workshop Meeting 2022 Renewal.pdf](#)

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# School Board of Clay County Workshop

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2022-2023 BENEFIT RENEWAL RECOMMENDATIONS

MARCH 29, 2022



# Agenda

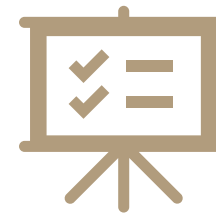
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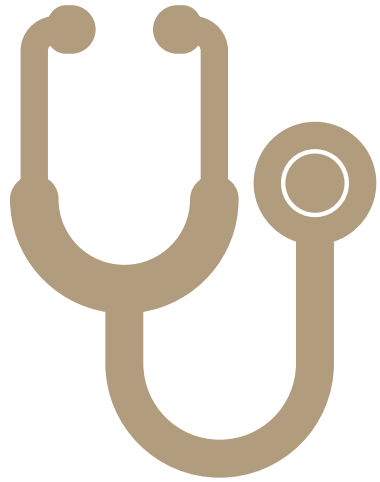
Medical Claims  
Experience



Medical Renewal



2022 Renewal  
Summary and History



# Medical Claims Experience

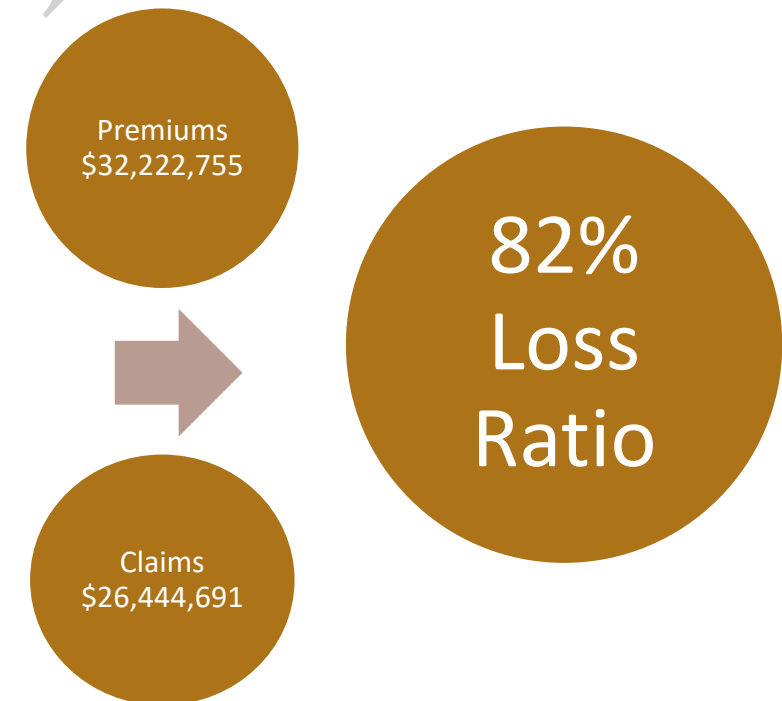
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# Health Claims Experience

Cumulative monthly claims experience per employee per month (PEPM) for medical and prescription as compared to the prior plan year



Premiums paid between November 2020 and October 2021 compared to the claims paid by the plan.



# Premium vs Claims Incurred with premium over 12 months

Year/Month	Members	Subscribers	Premium	Premium PMPM	Medical Payments	Capitation Payments	Managed Pharmacy Payments	Total Payments	Claims to Premium Ratio
2019-11	3,979	2,823	\$2,532,842	\$636.55	\$1,261,778	\$59,418	\$489,829	\$1,811,026	72%
2019-12	3,990	2,825	\$2,534,637	\$635.25	\$1,609,877	\$59,418	\$545,185	\$2,214,481	87%
2020-01	3,977	2,821	\$2,531,048	\$636.42	\$1,571,946	\$59,269	\$522,932	\$2,154,147	85%
2020-02	3,959	2,805	\$2,516,692	\$635.69	\$1,491,356	\$59,072	\$462,662	\$2,013,089	80%
2020-03	3,962	2,811	\$2,522,076	\$636.57	\$988,091	\$59,101	\$607,823	\$1,655,015	66%
2020-04	3,951	2,813	\$2,523,870	\$638.79	\$738,996	\$58,982	\$524,767	\$1,322,745	52%
2020-05	3,955	2,813	\$2,523,870	\$638.15	\$1,347,124	\$59,027	\$581,613	\$1,987,764	79%
2020-06	3,951	2,812	\$2,522,973	\$638.57	\$1,538,708	\$58,997	\$543,177	\$2,140,882	85%
2020-07	3,945	2,809	\$2,520,281	\$638.85	\$1,672,308	\$59,229	\$584,127	\$2,315,664	92%
2020-08	3,950	2,813	\$2,685,433	\$679.86	\$1,254,057	\$59,314	\$580,319	\$1,893,691	70.5%
2020-09	3,955	2,815	\$2,689,835	\$680.11	\$1,250,129	\$59,419	\$577,563	\$1,887,111	70.2%
2020-10	3,941	2,797	\$2,680,314	\$680.11	\$1,249,157	\$59,134	\$523,835	\$1,832,126	68.4%
2020-11	3,958	2,815	\$2,690,384	\$679.73	\$1,373,215	\$59,394	\$457,596	\$1,890,205	70.3%
2020-12	3,942	2,810	\$2,679,509	\$679.73	\$1,552,558	\$59,184	\$614,807	\$2,226,549	83.1%
2021-01	3,942	2,820	\$2,679,509	\$679.73	\$1,090,368	\$68,297	\$593,458	\$1,752,124	65.4%
2021-02	3,933	2,812	\$2,673,391	\$679.73	\$1,034,754	\$68,068	\$494,654	\$1,597,476	59.8%
2021-03	3,933	2,811	\$2,673,391	\$679.73	\$1,078,518	\$68,085	\$574,329	\$1,720,932	64.4%
2021-04	3,937	2,822	\$2,676,110	\$679.73	\$1,273,395	\$68,068	\$595,578	\$1,937,041	72.4%
2021-05	3,944	2,830	\$2,680,868	\$679.73	\$1,198,844	\$68,258	\$626,530	\$1,893,632	70.6%
2021-06	3,951	2,830	\$2,685,626	\$679.73	\$2,002,767	\$68,362	\$606,255	\$2,677,383	99.7%
2021-07	3,962	2,832	\$2,693,103	\$679.73	\$1,745,611	\$68,535	\$686,220	\$2,500,366	92.8%
2021-08	3,969	2,841	\$2,697,861	\$679.73	\$1,998,777	\$68,812	\$695,381	\$2,762,970	102.4%
2021-09	3,976	2,841	\$2,702,619	\$679.73	\$2,317,999	\$68,933	\$647,560	\$3,034,492	112.3%
2021-10	3,958	2,811	\$2,690,384	\$679.73	\$1,697,428	\$68,500	\$685,593	\$2,451,522	91.1%
Prior			\$30,783,871					\$23,227,741	75.6%
Current			\$32,222,755					\$26,444,692	82.0%

## High Cost Claimants

There were 95 claimants with over \$50,000 in claims for the period October 1, 2020 and September 30, 2021, paid through November 30, 2021. In consideration of privacy, details have been omitted.

Claimant	Medical Paid	Rx Paid	Total Paid	Diagnosis	Open/Closed
1	\$491,818.26	\$15,247.54	\$507,065.80	MAINTENANCE CHEMOTHERAPY; RADIATION	CLOSED
2	\$452,105.42	\$1,918.09	\$454,023.51	DEFICIENCY AND OTHER ANEMIA	OPEN
3	\$234,433.79	\$84,758.76	\$319,192.55	MULTIPLE MYELOMA	OPEN
4	\$266,778.04	\$4,458.05	\$271,236.09	CHRONIC KIDNEY DISEASE	OPEN
5	\$248,894.10	\$3,747.95	\$252,642.05	SEPTICEMIA (EXCEPT IN LABOR)	OPEN
6	\$225,913.18	\$2,576.89	\$228,490.07	CANCER OF PANCREAS	OPEN
7	\$215,519.78	\$3,577.39	\$219,097.17	MAINTENANCE CHEMOTHERAPY; RADIATION	OPEN
8	\$213,041.21	\$1,395.63	\$214,436.84	CANCER OF LIVER AND INTRAHEPAT	OPEN
9	\$208,900.22	\$3,044.95	\$211,945.17	CARDIAC DYSRHYTHMIAS	OPEN
10	\$19,850.72	\$189,977.23	\$209,827.95	CYSTIC FIBROSIS	OPEN
11	\$188,040.75	\$536.21	\$188,576.96	OTHER NERVOUS SYSTEM DISORDERS	OPEN
12	\$184,721.34	\$2,299.50	\$187,020.84	CARDIAC ARREST AND VENTRICULAR	OPEN
13	\$18,388.52	\$167,349.74	\$185,738.26	OTHER SCREENING FOR SUSPECTED	CLOSED
14	\$176,013.61	\$1,373.16	\$177,386.77	CANCER OF RECTUM AND ANUS	OPEN
15	\$22,985.05	\$148,996.51	\$171,981.56	REGIONAL ENTERITIS AND ULCERAT	CLOSED
16	\$3,036.55	\$153,944.69	\$156,981.24	OTHER NUTRITIONAL; ENDOCRINE	OPEN
17	\$12,538.58	\$144,024.73	\$156,563.31	CANCER OF BREAST	OPEN
18	\$150,424.48	\$4,990.64	\$155,415.12	SEPTICEMIA (EXCEPT IN LABOR)	OPEN
19	\$149,147.77	\$5,328.28	\$154,476.05	VIRAL INFECTION	CLOSED
20	\$151,856.75	\$1.73	\$151,858.48	SEPTICEMIA (EXCEPT IN LABOR)	OPEN
21	\$26,612.01	\$124,512.28	\$151,124.29	COAGULATION AND HEMORRHAGIC DI	OPEN
22	\$141,533.21	\$5,969.57	\$147,502.78	SEPTICEMIA (EXCEPT IN LABOR)	CLOSED
23	\$143,062.21	\$543.29	\$143,605.50	SEPTICEMIA (EXCEPT IN LABOR)	CLOSED
24	\$91,209.02	\$44,122.70	\$135,331.72	SPONDYLOSIS; INTERVERTEBRAL DI	OPEN
25	\$133,317.12	\$198.13	\$133,515.25	OTHER AND UNSPECIFIED BENIGN N	OPEN
26	\$132,660.29	\$831.31	\$133,491.60	PARKINSON'S DISEASE	OPEN
27	\$2,576.37	\$130,539.80	\$133,116.17	DIABETES MELLITUS WITHOUT COMP	OPEN
28	\$132,682.73	\$62.23	\$132,744.96	VIRAL INFECTION	CLOSED
29	\$123,144.65	\$5,782.81	\$128,927.46	INTRACRANIAL INJURY	OPEN
30	\$127,347.48	\$51.05	\$127,398.53	VIRAL INFECTION	CLOSED



## High Cost Claimants (Continued)

There were 95 claimants with over \$50,000 in claims for the period October 1, 2020 and September 30, 2021, paid through November 30, 2021. In consideration of privacy, details have been omitted.

Claimant	Medical Paid	Rx Paid	Total Paid	Diagnosis	Open/Closed
31	\$125,640.88	\$697.00	\$126,337.88	IMMUNITY DISORDERS	OPEN
32	\$121,639.51	\$2,383.37	\$124,022.88	LATE EFFECTS OF CEREBROVASCULA	OPEN
33	\$104,937.78	\$191.64	\$105,129.42	OTHER NUTRITIONAL; ENDOCRINE	OPEN
34	\$103,100.22	\$1,452.72	\$104,552.94	OTHER ACQUIRED DEFORMITIES	OPEN
35	\$38,073.42	\$63,249.61	\$101,323.03	REGIONAL ENTERITIS AND ULCERAT	OPEN
36	\$9,514.57	\$91,648.51	\$101,163.08	CANCER OF BREAST	OPEN
37	\$98,479.86	\$2,240.22	\$100,720.08	OTHER CONGENITAL ANOMALIES	OPEN
38	\$94,471.57	\$5,363.08	\$99,834.65	VIRAL INFECTION	CLOSED
39	\$98,741.57	\$505.51	\$99,247.08	ESOPHAGEAL DISORDERS	CLOSED
40	\$98,858.51	\$301.36	\$99,159.87	SPONDYLOSIS; INTERVERTEBRAL DI	CLOSED
41	\$21,814.68	\$75,635.97	\$97,450.65	REGIONAL ENTERITIS AND ULCERAT	OPEN
42	\$91,496.95	\$397.40	\$91,894.35	OTHER DISEASES OF BLADDER AND	CLOSED
43	\$58,787.28	\$32,117.61	\$90,904.89	REGIONAL ENTERITIS AND ULCERAT	OPEN
44	\$86,451.00	\$63.22	\$86,514.22	CARDIAC DYSRHYTHMIAS	OPEN
45	\$67,222.03	\$18,225.48	\$85,447.51	VIRAL INFECTION	CLOSED
46	\$81,110.96	\$1,722.08	\$82,833.04	CRUSHING INJURY OR INTERNAL IN	CLOSED
47	\$80,710.63	\$1,187.87	\$81,898.50	CANCER OF BREAST	OPEN
48	\$81,330.63	\$484.87	\$81,815.50	FRACTURE OF LOWER LIMB	OPEN
49	\$73,695.60	\$7,024.59	\$80,720.19	CARDIAC DYSRHYTHMIAS	CLOSED
50	\$74,246.04	\$5,254.64	\$79,500.68	SPONDYLOSIS; INTERVERTEBRAL DI	OPEN
51	\$78,864.56	\$304.85	\$79,169.41	MULTIPLE SCLEROSIS	CLOSED
52	\$534.89	\$77,492.26	\$78,027.15	MULTIPLE SCLEROSIS	OPEN
53	\$64,141.32	\$13,296.60	\$77,437.92	OTHER AFTERCARE	OPEN
54	\$75,950.30	\$787.68	\$76,737.98	OTHER BONE DISEASE AND MUSCULO	OPEN
55	\$3,911.68	\$72,269.86	\$76,181.54	OTHER BONE DISEASE AND MUSCULO	OPEN
56	\$74,487.02	\$861.38	\$75,348.40	DIVERTICULOSIS AND DIVERTICULI	OPEN
57	\$9,719.28	\$63,702.57	\$73,421.85	ENDOMETRIOSIS	OPEN
58	\$2,501.28	\$70,234.90	\$72,736.18	CARDIAC AND CIRCULATORY CONGEN	OPEN
59	\$66,698.60	\$5,282.10	\$71,980.70	CANCER OF BREAST	OPEN
60	\$71,160.86	\$328.12	\$71,488.98	MULTIPLE SCLEROSIS	CLOSED
61	\$850.12	\$69,786.66	\$70,636.78	INFLAM CONDITION OF SKIN	OPEN
62	\$35,658.10	\$34,695.66	\$70,353.76	INTRACRANIAL INJURY	CLOSED
63	\$64,296.14	\$5,709.99	\$70,006.13	VIRAL INFECTION	OPEN

## High Cost Claimants (Continued)

There were 95 claimants with over \$50,000 in claims for the period October 1, 2020 and September 30, 2021, paid through November 30, 2021. In consideration of privacy, details have been omitted.

Claimant	Medical Paid	Rx Paid	Total Paid	Diagnosis	Open/Closed
64	\$1,591.06	\$67,247.97	\$68,839.03	OTHER ENDOCRINE DISORDERS	OPEN
65	\$11,089.11	\$57,386.42	\$68,475.53	SPONDYLOSIS; INTERVERTEBRAL DI	OPEN
66	\$68,046.10	\$183.16	\$68,229.26	OTHER COMPLICATIONS OF BIRTH	OPEN
67	\$1,272.99	\$66,652.05	\$67,925.04	INFLAM CONDITION OF SKIN	OPEN
68	\$59,729.40	\$7,728.76	\$67,458.16	OTHER CONNECTIVE TISSUE DISEASE	OPEN
69	\$1,393.32	\$64,540.80	\$65,934.12	OTHER SCREENING FOR SUSPECTED	OPEN
70	\$65,093.17	\$504.78	\$65,597.95	VIRAL INFECTION	OPEN
71	\$65,082.04	\$252.63	\$65,334.67	VIRAL INFECTION	OPEN
72	\$1,631.77	\$63,551.04	\$65,182.81	OTHER SCREENING FOR SUSPECTED	OPEN
73	\$63,888.61	\$220.93	\$64,109.54	CANCER OF BREAST	OPEN
74	\$63,501.09	\$279.39	\$63,780.48	ABDOMINAL HERNIA	CLOSED
75	\$60,171.44	\$1,568.61	\$61,740.05	OTHER CNS INFECTION AND POLIOM	OPEN
76	\$58,422.34	\$1,122.69	\$59,545.03	CANCER OF BREAST	OPEN
77	\$59,303.80	\$214.27	\$59,518.07	MULTIPLE MYELOMA	OPEN
78	\$57,212.70	\$2,207.37	\$59,420.07	CANCER OF COLON	OPEN
79	\$31,383.23	\$27,835.81	\$59,219.04	OTHER DIAGNOSIS	OPEN
80	\$1,372.08	\$57,715.90	\$59,087.98	UNKNOWN DIAGNOSIS	OPEN
81	\$3,783.46	\$55,249.13	\$59,032.59	RHEUMATOID ARTHRITIS AND RELAT	OPEN
82	\$16,663.93	\$42,344.40	\$59,008.33	RHEUMATOID ARTHRITIS AND RELAT	OPEN
83	\$57,861.93	\$871.59	\$58,733.52	COMPLICATIONS OF SURGICAL PROC	OPEN
84	\$47,144.17	\$11,315.84	\$58,460.01	OVARIAN CYST	OPEN
85	\$55,180.56	\$1,507.46	\$56,688.02	ACUTE CEREBROVASCULAR DISEASE	CLOSED
86	\$17,370.31	\$39,316.87	\$56,687.18	DIABETES MELLITUS WITH COMPLIC	OPEN
87	\$13,971.72	\$42,489.24	\$56,460.96	NONSPECIFIC CHEST PAIN	CLOSED
88	\$55,236.41	\$118.14	\$55,354.55	CANCER OF UTERUS	OPEN
89	\$2,241.54	\$53,044.44	\$55,285.98	REGIONAL ENTERITIS AND ULCERAT	OPEN
90	\$52,696.34	\$2,401.72	\$55,098.06	HEPATITIS	OPEN
91	\$48,459.18	\$6,621.72	\$55,080.90	VIRAL INFECTION	OPEN
92	\$48,143.20	\$6,237.99	\$54,381.19	CARDIAC DYSRHYTHMIAS	OPEN
93	\$4,736.01	\$46,406.13	\$51,142.14	INFLAMMATORY DISEASES OF FEMAL	OPEN
94	\$48,615.84	\$2,098.27	\$50,714.11	VIRAL INFECTION	OPEN
95	\$43,941.51	\$6,629.06	\$50,570.57	OSTEOARTHRITIS	OPEN
	\$8,033,881.41	\$2,712,924.80	\$10,746,806.21		
Claims Above Pooling Point (\$300,000):			\$380,281.86		
Net HCC Paid:			\$10,366,524.35		

# Top Prescription by Paid Amount

## 12 Months Incurred through October 2021

**The following are the top ten prescriptions in order of highest cost.  
The portion paid by the member is also included.**

Rank	Drug Name	Therapeutic Class	Total Paid	Number of Claimants
1	HUMIRA(CF) PEN	ANTIARTHRITICS	\$678,774	18
2	STELARA	MISCELLANEOUS	\$420,652	6
3	JARDIANCE	DIABETIC THERAPY	\$293,505	70
4	TRULICITY	DIABETIC THERAPY	\$280,649	41
5	OZEMPIC	DIABETIC THERAPY	\$261,470	44
6	IBRANCE	ANTINEOPLASTICS	\$236,694	2
7	TRIKAFTA	MISCELLANEOUS	\$180,493	1
8	DOJOLVI	ELECTROLYTES & MISCELLANEOUS NUTRIENTS	\$153,880	1
9	LANTUS SOLOSTAR	DIABETIC THERAPY	\$121,978	40
10	PROMACTA	HEMOSTATICS	\$121,350	1
			<b>\$2,749,444</b>	<b>224</b>

# Top Therapeutic Class by Paid Amount

## 12 Months Incurred through October 2021

**The following are the top ten therapeutic classes of prescriptions in order of the highest cost.**

Rank	Therapeutic Class	Total Paid	Total Net Paid Per Rx	Number of Claimants
1	DIABETIC THERAPY	\$1,807,380	\$434	370
2	ANTIARTHRITICS	\$1,163,530	\$538	739
3	MISCELLANEOUS	\$968,441	\$733	332
4	BRONCHIAL DILATORS	\$357,062	\$130	581
5	ANTINEOPLASTICS	\$323,029	\$833	86
6	ALL OTHER DERMATOLOGICALS	\$257,604	\$998	150
7	ANTICOAGULANTS	\$164,405	\$230	122
8	ELECTROLYTES & MISCELLANEOUS NUTRIENTS	\$160,290	\$725	49
9	BIOLOGICALS	\$159,487	\$47	1,857
10	NON-OPIOID ANALGESICS	\$153,905	\$179	206
		<b>\$5,515,134</b>	<b>\$4,847</b>	<b>4,492</b>

# Top Diagnosis by Paid Amount

12 Months Incurred through October 2021

**The following are the top ten diagnosis in order of highest cost.**

Rank	Diagnosis Category	Current Total Paid	Number of Claimants
1	INFECTIOUS & PARASITIC DISEASE	\$3,075,835	2020
2	NEOPLASMS	\$2,297,213	646
3	CIRCULATORY SYSTEM	\$1,856,087	958
4	OTHER CONDITIONS	\$1,745,511	2729
5	MUSCULO CNCTV TISSUE	\$1,482,553	1120
6	DIGESTIVE SYSTEM	\$1,128,577	511
7	INJURY AND POISONING	\$974,729	484
8	GENITOURINARY SYSTEM	\$942,191	905
9	NERVOUS SYS SENSE ORGANS	\$836,981	881
10	PREGNANCY CHILDBIRTH PUERP	\$755,331	186
		<b>\$15,095,008</b>	<b>10440</b>



# Medical Renewal

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# Renewing Current Plans

## Flat – Down from a 21% Increase

Clay County District Schools  
10/1/2022

Clay County District Schools 10/1/2022		Choice HSP HDHP AHJT-M rx 570 HSA-M			United Healthcare Choice Legacy HMO BWLJ-M Rx 570-M			Choice Plus PPO BWSN-M Rx D01-M			United Healthcare Choice Legacy HMO BWLJ-M Rx 570-M			Choice Plus PPO BWSN-M Rx D01-M								
		Current									Renewal = 0% compared to Formula Renewal: 21.07%											
IN NETWORK																						
Deductible (CYD): (Ind / Fam)			\$4,000 / \$8,000			\$5,000 / \$10,000				\$3,000 / \$6,000				\$4,000 / \$8,000				\$5,000 / \$10,000				\$3,000 / \$6,000
Deductible Applies to OOP Max?			Yes			Yes				Yes				Yes				Yes				Yes
Coinsurance: Carrier / Member			80% / 20%			70% / 30%				80% / 20%				80% / 20%				70% / 30%				80% / 20%
Physician Services: PCP / Specialist			CYD + 20%			\$45 / \$75				\$40 / \$60				CYD + 20%				\$45 / \$75				\$40 / \$60
Inpatient Hospital Services			CYD + 20%			\$100 Copay + 30%				CYD + 20%				CYD + 20%				\$100 Copay + 30%				CYD + 20%
Provider Services in Hospital and ER			CYD + 20%			CYD + 30%				CYD + 20%				CYD + 20%				CYD + 30%				CYD + 20%
Independent Diagnostic Lab/X-Ray/AIS			CYD + 20%			\$0 / \$0 / \$300				\$0 / \$0 / \$300				CYD + 20%				\$0 / \$0 / \$300				\$0 / \$0 / \$300
Outpatient - Freestanding Facility			CYD + 20%			\$250				\$0 / \$0 / \$300				CYD + 20%				\$250				\$0 / \$0 / \$300
Outpatient - Hospital			CYD + 20%			CYD + 30%				CYD + 20%				CYD + 20%				CYD + 30%				CYD + 20%
Emergency Room Services			CYD + 20%			\$500				\$500				CYD + 20%				\$500				\$500
Urgent Care Services			CYD + 20%			\$70				\$50				CYD + 20%				\$70				\$50
Prescription Drugs - Generic			CYD + \$10			\$10				\$10				CYD + \$10				\$10				\$10
Prescription Drugs - Brand			CYD + \$50			\$35				\$45				CYD + \$50				\$35				\$45
Prescription Drugs - Specialty			CYD + \$80			\$70				\$85				CYD + \$80				\$70				\$85
Prescription Drugs - 90 day Mail Order			2.5x copay			2.5x copay				2.5x copay				2.5x copay				2.5x copay				2.5x copay
Mental Health (Inpatient / Outpatient)			CYD + 20%			\$0				CYD + 20% / \$60				CYD + 20%				\$0				CYD + 20% / \$60
Out of Pocket Maximum (Ind / Fam)			\$6,650 / \$13,300			\$7,350 / \$14,700				\$6,000 / \$12,000				\$6,650 / \$13,300				\$7,350 / \$14,700				\$6,000 / \$12,000
OUT OF NETWORK																						
Deductible (Individual / Family)			No Coverage			No Coverage				\$6,000 / \$12,000				No Coverage				No Coverage				\$6,000 / \$12,000
Coinsurance: Carrier / Member								50% / 50%				50% / 50%										
Inpatient Hospital Services								CYD + 50%				CYD + 50%										
Outpatient Surgery								CYD + 50%				CYD + 50%										
Out of Pocket Maximum (Ind / Fam)								\$12,000 / \$24,000				\$12,000 / \$24,000										
RATING ANALYSIS		EEs	Monthly Rates	EEs	Monthly Rates	EEs	Monthly Rates	EEs	Monthly Rates	EEs	Monthly Rates	EEs	Monthly Rates									
Employee Only	544	\$669.96	1425	\$813.45	219	\$939.21	544	\$669.96	1425	\$813.45	219	\$939.21										
Employee + Spouse	48	\$1,217.09	211	\$1,571.76	19	\$1,814.75	48	\$1,217.09	211	\$1,571.76	19	\$1,814.75										
Employee + Child(ren)	47	\$1,161.24	86	\$1,499.44	9	\$1,731.18	47	\$1,161.24	86	\$1,499.44	9	\$1,731.18										
Full Family	82	\$1,595.23	249	\$2,059.76	12	\$2,378.09	82	\$1,595.23	249	\$2,059.76	12	\$2,378.09										
Total Monthly Premium	721	\$3,025,202.39	1971		259		721	\$3,025,202.39	1971		259											
Total Annual Premium		\$36,302,428.68						\$36,302,428.68														
Gross Increase/Decrease from Current								0%														



# 2022 Renewal Summary + History

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# Overview of Insurance Renewals & Committee Recommendations

*No Premium Change on All Lines – Insurance Committee Voted on Renewing all Lines as Presented*

Benefit Plan	Carrier	2022 Renewals	Status
Medical Plans	UnitedHealthcare	<ul style="list-style-type: none"><li>UHC showed an initial 21.07% increase from renewal formula</li><li><b>Final: 0% Renewal Increase</b></li></ul>	<ul style="list-style-type: none"><li>Up for Renewal</li></ul>
Life	Lincoln Financial Group	<ul style="list-style-type: none"><li><b>0%</b> Renewal Increase + rate hold through 9/30/2025</li></ul>	<ul style="list-style-type: none"><li>Up for Renewal</li></ul>
Long Term Disability			
Short Term Disability			
Medical Gap Plan	Kemper	<ul style="list-style-type: none"><li><b>0%</b> Renewal Increase</li></ul>	<ul style="list-style-type: none"><li>Up for Renewal</li></ul>
Accident and Injury Plan	Aflac	<ul style="list-style-type: none"><li><b>0%</b> Renewal Increase</li></ul>	<ul style="list-style-type: none"><li>Up for Renewal</li></ul>
Critical Illness			
Whole Life			
Lines in Rate Hold			
Vision	Humana	Humana Vision rates are in a rate hold through 9/30/2023	No Action
Dental	Delta Dental	Delta Dental rates are in a rate hold through 9/30/2023	No Action

# Historical Medical Renewals and Plan Design Changes

Plan Year	Initial Renewal	Negotiated (no changes)	Final Blended	Renewal Actions Taken
2022 - 2023	21.07%	0%	0%	<ul style="list-style-type: none"> <li>Renewal is accepted at 0% Increase with zero changes to plans.</li> </ul>
2021 - 2022	16.4%	0%	0%	<ul style="list-style-type: none"> <li>Renewal is accepted at 0% Increase with zero changes to plans.</li> </ul>
2020 - 2021	23.56%	5.9%	5.9%	<ul style="list-style-type: none"> <li>Renewal was accepted at 5.9% increase due to CCDS' partnership and commitment based on previous years' plan design changes and wellness initiatives, improved claims and gradually lower loss ratio, UHC's strong book of business.</li> </ul>
2019 – 2020	19.5%	19.5%	19.5%	<ul style="list-style-type: none"> <li>Renewal was accepted at 19.5% with the additional funding secured to move to a tier-based contribution strategy and to make the Choice HSP Employee Only Plan no cost.</li> </ul>
2018 – 2019	29.32%	28.00%	11.08%	<ul style="list-style-type: none"> <li>Initial renewal was presented at 29.32% and was negotiated down to 28% due to our high loss ratio</li> <li>Changes to the HMO and Choice HSP plans were made to minimize the premium increase                             <ul style="list-style-type: none"> <li>HMO – Increased Deductible from \$3k/\$6k to \$5k/\$10k &amp; copays from \$35/\$65 to \$45/\$75</li> <li>Choice HSP – Increased Deductible from \$1.5k/\$3k to \$4k/\$8k.</li> </ul> </li> </ul>
2017 – 2018	10.0%	10.0%	10.0%	<ul style="list-style-type: none"> <li>Year 1 renewal cap at 10% from UHC.</li> </ul>
2016 – 2017	Marketed plan design prior to receiving initial renewal		-10.9%	<ul style="list-style-type: none"> <li>Conducted medical RFP and moved to UHC based on results and quoted plans/premiums.</li> </ul>
2015 – 2016	13.8%	10.25%	9%	<ul style="list-style-type: none"> <li>Initial renewal in February at 13.8% with final negotiated renewal in May</li> </ul>
2014 – 2015	15.7%	12.5%	7.7%	<ul style="list-style-type: none"> <li>Medical renewal without rate guarantee specified in 2013 RFP was 19.4%</li> <li>Initially delivered at 15.7% increase (Rate cap 12% + 3.7% ACA fees)</li> <li>Aon negotiated to 12.5% with ACA fees; second look in May</li> <li>Final renewal with claims through April resulted in 9% increase with no changes to plan design</li> <li>Defined Board subsidy continued in 2014/15 plan year</li> </ul>
2013 – 2014	Marketed plan design prior to receiving initial renewal	9%	6%	<ul style="list-style-type: none"> <li>Medical Marketing for carrier change – Florida Blue awarded</li> <li>HMO (3% increase) and PPO (14% increase) replaced Aetna POS</li> <li>No change to District subsidy</li> <li>Began cost share for Employee Only coverage</li> </ul>
2012 – 2013	13-15%	2.5%	2.5%	<ul style="list-style-type: none"> <li>Projected increase of 13-15%.</li> <li>Aetna made a business decision - Rate pass for POS + HCR impact                             <ul style="list-style-type: none"> <li>Adding gatekeeper referral requirement</li> <li>Charged 2.5% for PPACA compliance impact</li> <li>No change to employee contributions</li> </ul> </li> </ul>
2011 – 2012	13.1%	8.5%	0.3%	<ul style="list-style-type: none"> <li>Review of over 15 Plan Alternatives &amp; 7 contribution models</li> <li>Moved from three (3) medical options to one Choice POS</li> <li>Reduced cost for Employee Only coverage to \$0</li> </ul>



Thank you!



## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

**Title**

C21 - Deletion of Certain Items Report - March, 2022

**Description**

The items listed have been surveyed by the Coordinator of Property Control, at the request of the Cost Center Property Manager, and the recommended disposition is noted. These items are either obsolete, unusable or beyond economical repair. These items should be removed from active inventory and disposed of in the manner indicated. Deletions are for property items received in the month of February, 2022.

**Gap Analysis**

N/A

**Previous Outcomes**

Property Records followed State mandate on trackable assets, Chapter 274.05.

**Expected Outcomes**

Tangible Personal Property shall be controlled and supervised from acquisition through transfer or disposal. Disposal of property shall be in accordance with Section 274.05, Florida Statutes. All deletions of items with a value of \$1,000.00 or more will be approved by The School Board of Clay County prior to disposition - School Board Policy Section 5.03C.

**Strategic Plan Goal**

Goal 2: Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

**Recommendation**

Approve Deletion of Certain Items Report - March, 2022 as submitted.

**Contact**

Dr. Susan Legutko,  
Assistant Superintendent for Business Affairs  
(904)-336-6721  
susan.legutko@myoneclay.net

**Financial Impact**

Provides additional storage space and eliminates the need to account for unusable property. Reduces the dollar value of Tangible Personal Property.

**Review Comments****Attachments**

📎 [Deletion Report-March, 2022.pdf](#)

Clay County Public Schools  
Monthly Deletion Report  
For Month Ending: 03/31/2022

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>	<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>	
<b>LCTN 0021 GREEN COVE SPRINGS JUNIOR HIGH</b>							
Junk/Parts	00072345	COPIER:MINOLTA CS-PRO EQ2030	Furniture,Fixtures & Equipment	06/29/2000	03/01/2022	1,688.00	1,688.00
						<b>1,688.00</b>	<b>1,688.00</b>
<b>LCTN 0071 CHARLES E BENNETT ELEMENTARY</b>							
Junk/Parts	00097971	DEFIBRILLATOR:HEARTSTART FRX-P	Furniture,Fixtures & Equipment	01/08/2009	03/01/2022	1,150.00	1,150.00
Junk/Parts	15000503	C/M/K - APPLE IMAC 21.5 " MF88	Furniture,Fixtures & Equipment	10/09/2014	03/01/2022	1,168.00	1,168.00
						<b>2,318.00</b>	<b>2,318.00</b>
<b>LCTN 0252 ORANGE PARK HIGH</b>							
Junk/Parts	00073230	SCANNER: PORTABLE PHD	Furniture,Fixtures & Equipment	04/12/2001	03/01/2022	1,449.64	1,449.64
Junk/Parts	16000389	SCANNER: WIRELESS FOLLETT 7100	Furniture,Fixtures & Equipment	01/28/2016	03/01/2022	1,202.97	1,202.97
						<b>2,652.61</b>	<b>2,652.61</b>
<b>LCTN 0311 KEYSTONE HEIGHTS JR/SR HIGH</b>							
Junk/Parts	SW004862	TNT LOAD BALANCING	Computer Software	08/12/2004	03/01/2022	2,500.00	0.00
						<b>2,500.00</b>	<b>0.00</b>
<b>LCTN 0391 MIDDLEBURG HIGH</b>							
Junk/Parts	00041812	DESK CHARGE 7 SECTIONS	Furniture,Fixtures & Equipment	08/14/1986	03/01/2022	3,115.00	3,115.00
						<b>3,115.00</b>	<b>3,115.00</b>
<b>LCTN 0431 RIDGEVIEW HIGH SCHOOL</b>							
Junk/Parts	00094332	SMARTBOARD: 77 " W/FLOOR STAND	Furniture,Fixtures & Equipment	09/13/2007	03/01/2022	1,540.99	1,540.99
Junk/Parts	00095171	SMARTBOARD: 77 " W/FLOOR STAND	Furniture,Fixtures & Equipment	12/13/2007	03/01/2022	1,877.00	1,877.00
Junk/Parts	00096188	SMARTBOARD: 77 " W/FLOOR STAND	Furniture,Fixtures & Equipment	12/18/2008	03/01/2022	1,877.00	1,877.00
Junk/Parts	00096189	SMARTBOARD: 77 " W/FLOOR STAND	Furniture,Fixtures & Equipment	12/18/2008	03/01/2022	1,877.00	1,877.00
						<b>7,171.99</b>	<b>7,171.99</b>
<b>LCTN 0501 TYNES ELEMENTARY</b>							
Junk/Parts	SW002161	S.T.A.R. LICENSE KIT - MAC	Computer Software	04/24/1997	03/01/2022	1,512.50	0.00
						<b>1,512.50</b>	<b>0.00</b>
<b>LCTN 9008 ADULT COMMUNITY EDUCATION</b>							
Junk/Parts	10000015	DUPLICATOR - RICOH PRIPORT DX4	Furniture,Fixtures & Equipment	09/10/2009	03/01/2022	3,314.00	3,314.00
						<b>3,314.00</b>	<b>3,314.00</b>
<b>LCTN 9023 FACILITY PLANNING &amp; CONSTRUCT</b>							
Junk/Parts	10000007	DISK: AUTOCAD LT 2010 - 10 USE	Computer Software	09/24/2009	03/01/2022	8,356.02	0.00

Clay County Public Schools  
Monthly Deletion Report  
For Month Ending: 03/31/2022

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>		<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>
Junk/Parts	SW005121	LICENSE: SCHOOLSITE 9 REDISTRI	Computer Software	02/12/2009	03/01/2022	13,085.00	0.00
						<b>21,441.02</b>	<b>0.00</b>
<b>LCTN 9040 INFORMATION AND TECH SERVICES</b>							
Junk/Parts	09000697	LICENSE - EZ DOCS/400 FORMS DE	Computer Software	05/14/2009	03/01/2022	2,080.00	0.00
Junk/Parts	09000698	LICENSE - EZ PAYMANAGER	Computer Software	05/14/2009	03/01/2022	2,198.00	0.00
Junk/Parts	09000699	LICENSE - EZ PDF MODULE	Computer Software	05/14/2009	03/01/2022	1,380.00	0.00
Junk/Parts	09000792	VIRTUAL SOFTWARE: CENTER MANAG	Computer Software	07/23/2009	03/01/2022	101,528.00	0.00
Junk/Parts	10000248	VIRTUAL: ORION APM MODULE AL50	Computer Software	01/14/2010	03/01/2022	2,995.00	0.00
Junk/Parts	10000250	VIRTUAL: ENGINEER S TOOLSET *	Computer Software	01/14/2010	03/01/2022	1,390.00	0.00
Junk/Parts	12000220	LICENSE: FOCUS (STUDENT ONLY)	Computer Software	10/27/2011	03/01/2022	518,000.00	0.00
Junk/Parts	16000061	LICENSE: LMS SCHOOL SOFTWARE L	Computer Software	11/12/2015	03/01/2022	70,038.00	0.00
Junk/Parts	SW000433	COBOL/SOFTWARE DEVELOPMENT BOX	Computer Software	07/09/1991	03/01/2022	4,851.00	0.00
Junk/Parts	SW000434	TOOLS/APP/DEV DEVELOPMENT #09	Computer Software	07/09/1991	03/01/2022	4,851.00	0.00
Junk/Parts	SW000435	QUERY/SOFTWARE DEVELOPMENT 090	Computer Software	06/01/1991	03/01/2022	3,983.00	0.00
Junk/Parts	SW000436	TERMS/DISTRICT PRODUCTION BOX	Computer Software	06/01/1991	03/01/2022	50,670.00	0.00
Junk/Parts	SW002090	DISC AUTOHOST BASE SYSTEMS	Computer Software	05/23/1995	03/01/2022	1,495.00	0.00
Junk/Parts	SW002094	RPG COMPILER/HC BASIC	Computer Software	08/21/1995	03/01/2022	6,620.00	0.00
Junk/Parts	SW003998	DISC TERMS FINANCIAL/HUMAN	Computer Software	04/21/1998	03/01/2022	69,700.00	0.00
Junk/Parts	SW004001	DISC TEXTBOOK/INVENTORY SYS	Computer Software	04/20/1998	03/01/2022	22,425.00	0.00
Junk/Parts	SW004002	CLIENT ACCESS/PRODUCTION BOX	Computer Software	06/30/1998	03/01/2022	21,942.25	0.00
Junk/Parts	SW004003	DISC CLIENT ACCESS UPGRADE	Computer Software	06/30/1998	03/01/2022	4,649.50	0.00
Junk/Parts	SW004653	DISC FINANCIAL/HUMAN CCSB #0	Computer Software	04/21/1998	03/01/2022	69,700.00	0.00
Junk/Parts	SW004666	SOFTWARE/WORKORDER SYSTEM, IC	Computer Software	03/17/1999	03/01/2022	15,700.00	0.00
Junk/Parts	SW004667	SOFTWARE/QUERY & DB2 QUERY MGR	Computer Software	02/03/1999	03/01/2022	1,360.00	0.00
Junk/Parts	SW004669	SOFTWARE/PREVENTATIVE MAINTENA	Computer Software	03/17/1999	03/01/2022	12,075.00	0.00
Junk/Parts	SW004784	SOFTWARE: OPITVIEW WEB BROWSER	Computer Software	08/25/2005	03/01/2022	10,000.00	0.00
Junk/Parts	SW004960	LICENSE: EZ PAYMANAGER/400 CHE	Computer Software	12/14/2006	03/01/2022	2,938.17	0.00
Junk/Parts	SW004962	LICENSE: EZ MAIL MODULE	Computer Software	12/14/2006	03/01/2022	2,278.17	0.00
Junk/Parts	SW004963	LICENSE: EZEDOCS 400 FAX MODUL	Computer Software	12/14/2006	03/01/2022	2,278.16	0.00
Junk/Parts	SW004965	LICENSE: DOCUMENT DESIGNS (3)	Computer Software	12/14/2006	03/01/2022	3,585.00	0.00
						<b>1,010,710.25</b>	<b>0.00</b>
<b>LCTN 9106 TITLE 1</b>							
Junk/Parts	15100219	LAPTOP: DELL LATITUDE 5000 STA	Furniture,Fixtures & Equipment	12/11/2014	03/01/2022	1,091.96	1,091.96

Clay County Public Schools  
Monthly Deletion Report  
For Month Ending: 03/31/2022

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>	<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>	
					1,091.96	1,091.96	
<u>LCTN</u>	9110	FOOD & NUTRITION SERVICES					
Junk/Parts	18000473	WEBSITE: SCHOOL NUTRITION/FITN	Computer Software	06/30/2018	03/01/2022	1,995.00	0.00
					1,995.00	0.00	
Total Furniture		Total Vehicles	Total Audio Visual	Total Software	Totals for Deletion Report		
21,351.56		0.00	0.00	1,038,158.77	1,059,510.33	21,351.56	

Note: FEBRUARY 2022 DELETIONS

Disposal Method Descriptions:

JUNK/PARTS - Part(s) of an asset are used and remainder of part(s) are sold, recycled or disposed  
 TRADE-IN - Vendor issues a credit towards a new purchase  
 THEFT/VANDALISM - Items stolen or broken (police report attached)  
 MISSING - Items lost and are not found during property inventory (Annually)  
 SURPLUS SALE - Items that are outdated, not working or obsolete. Items are either sold, recycled or disposed  
 ENTERED IN ERROR- Not used

TRANSFER/DONATION - From Clay County District to an Outside Agency (Approved by Board or Superintendent)  
 DESTROYED - Fire/Natural Disaster, etc.  
 THRESHOLD (ex. \$750 TO \$1000)

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### Title

C22 - BID Renewal

#### Description

Renew BID as required per FS 287, DOE 6A-1.012 and School Board Policy

a. Relocation of Portable Classrooms and Sheds - Countywide Bid #18-F-230: Contract Period is May 1, 2022 through April 30, 2025. The contract period is for three (3) years and is the final renewal option.

#### Gap Analysis

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

#### Previous Outcomes

Original Bid was Board approved and has been used successfully during the past term to provide quality services and products to the district.

#### Expected Outcomes

Upon approval by the Board; we expect the contractors and vendors to continue providing quality services and products at the same terms and conditions as when the original Bid were awarded.

#### Strategic Plan Goal

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

#### Recommendation

Extend renewal as follows:

a. Relocation of Portable Classrooms and Sheds - Countywide Bid #18-F-230:

-AJS Building Moving & Leveling, Inc., 17333 Squirrel Prairie Road, Brooksville, FL 34604

#### Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

#### Financial Impact

a. Relocation of Portable Classrooms and Sheds - Countywide Bid #18-F-230: The total estimated expenditure for the final 3 year contract renewal is \$210,000. Estimated annual spend of \$70,000 for 2022-23, \$70,000 for 2023-24, and \$70,000 for 2024-25 from General Revenue.

#### Review Comments

#### Attachments



## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### **Title**

C23 - BID to be Awarded

#### **Description**

Award BID as required per FS 287, DOE 6A-1.012 and School Board Policy

a. Ramp Systems and Stair Systems - County Wide Bid #22-F-236: Contract Period is for one (1) year from June 1, 2022 through May 31, 2023 with the option to renew for three (3) additional one-year contract periods upon mutual agreement, in writing. Bid established for the purchase, delivery and/or installation of RAMP SYSTEMS AND STAIR SYSTEMS COUNTY WIDE, as needed for various schools and departments. Two bids were submitted and evaluated by the Purchasing Department. Both bids were determined by Facility Planning & Construction as qualified to do the work specified. The vendors awarded are the lowest, responsive and responsible bids.

b. Flooring Services - County Wide Bid #22-MA-322: Contract period is for one (1) year from June 1, 2022 through May 31, 2023 with the option to renew for three (3) additional one-year contract periods upon mutual agreement, in writing. Bid established for the purchase, delivery and installation of flooring: carpet, VCT, sheet vinyl and vinyl base as needed throughout the District. One bid was submitted and evaluated by the Purchasing Department. The bid submitted was determined by the Maintenance Department as qualified to do the work specified. The vendor awarded is the sole responsive and responsible bid.

#### **Gap Analysis**

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional.

#### **Previous Outcomes**

Prior Board-approved bid will be expiring soon, and it has been used successfully during the past term providing quality services to the District.

#### **Expected Outcomes**

Upon approval by the Board, we expect the vendor to provide quality services and products at the terms and conditions listed in the Bid.

#### **Strategic Plan Goal**

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

#### **Recommendation**

Award BID as follows:

a. Ramp Systems and Stair Systems - County Wide Bid #22-F-236:

-Leesburg Concrete Company Inc., 1335 Thomas Ave., Leesburg, FL 34748

-G & A Manufacturing, Inc., 6587 State Road 21, Keystone Heights, FL3265

b. Flooring Services - County Wide Bid #22-MA-322:

-Teal Tile & Carpet Inc., P.O. Box D, Starke, FL 32091

#### **Contact**

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

#### **Financial Impact**

a. Ramp Systems and Stair Systems - County Wide Bid #22-F-236: The total annual spend is estimated at \$150,000.00 from General Revenue.

b. Flooring Services - County Wide Bid #22-MA-322: The total annual spend is estimated as \$500,000.00 from General and Capital Revenue.

#### **Review Comments**

DRAFT

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### **Title**

C24 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Orange Park High School Stadium Repair/Replacement

#### **Description**

Each phase or combination of phases is submitted to the School Board for review and approval. The plans have received staff review and are complete to Schematic/Preliminary/Final (Phase I, II, and III) stage.

#### **Gap Analysis**

N/A

#### **Previous Outcomes**

Individual departments have the opportunity to express needs during plan review in order to design a project that will meet user's expectations.

#### **Expected Outcomes**

Schematic, Preliminary and Final Plan review allows for participation from a variety of departments to ensure any program changes are incorporated into the design.

#### **Strategic Plan Goal**

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

#### **Recommendation**

Approve Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for the Orange Park High School Stadium Repair/Replacement.

#### **Contact**

Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,  
Michael Kemp, Director of Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

#### **Financial Impact**

As budgeted in the Educational Facilities Plan for \$2,500,000.00. The architect's cost estimate is \$2,954,500.00. As a result of unprecedented construction market conditions associated with the pandemic, this project will be reviewed by the Facility Planning & Construction department after bid opening to determine funding availability and project feasibility.

#### **Review Comments**

#### **Attachments**

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

#### **Title**

C25 - Pre-Qualification of Contractors

#### **Description**

Section 1013.46 of Florida Statutes requires School Boards to pre-qualify contractors prior to their being able to bid on construction projects for the district. The rules for pre-qualification are stipulated in the State Requirements for Educational Facilities (SREF). The attached list identifies the contractors to be approved this month. As this is an annual requirement, the attached list may contain both new contractors and contractors seeking to renew their pre-qualification status. Per Florida Statutes, only those contractors currently pre-qualified at the time of bidding may bid on a School Board construction project.

#### **Gap Analysis**

Contractor Pre-Qualification is an annual requirement.

#### **Previous Outcomes**

CCDS complies with contractor pre-qualification as required by Florida Statutes and SREF (State Requirements for Educational Facilities).

#### **Expected Outcomes**

CCDS will remain in compliance by certifying the contractors recommended for pre-qualification meet the requirements of Section 1013.46 FS, the State Requirements for Educational Facilities (SREF) and School Board Policy.

#### **Strategic Plan Goal**

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

#### **Recommendation**

Approve the attached Contractor Pre-qualification list.

#### **Contact**

Dr. Michael Kemp, Director of Facility Planning and Construction, (904) 336-6824, michael.kemp@myoneclay.net

Mrs. Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

#### **Financial Impact**

None.

#### **Review Comments**

#### **Attachments**

📎 [Table for Board Backup Contractor Prequal, 4.7.22.pdf](#)

## SBCC PRE-QUALIFIED CONTRACTORS

The following contractors are being submitted to the School Board for Contractor Pre-Qualification approval having met all requirements of Chapter 1013.46 F. S., as determined by the Pre-Qualification Committee consisting of Michael Kemp, Phil Hans, Bertie Staefe, Chris Deely-Isais and Beth Clark. The pre-qualification certification is valid for one year from the end of the month in which Board approval is obtained.

COMPANY	TRADE CATEGORY	BOND LIMIT	EXPIRATION DATE
Culpepper Construction Company, Inc.	General Contractor	\$100,000,000.00	April 30, 2023
Jeff's Excavating, Inc.	Underground Utility & Excavation Contractor	\$300,000.00	April 30, 2023
National Building Contractors, Inc.	General and Roofing Contractor	\$10,000,000.00	April 30, 2023

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

**Title**

D1 - Human Resources Special Action A

**Description**

Florida Statutes (F.S. 1012.22(1)(9f), 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.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

N/A

**Strategic Plan Goal**

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

**Recommendation**

Approve the action as presented.

**Contact**

Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701 Brenda.Troutman@myoneclay.net

**Financial Impact**

None

**Review Comments****Attachments**

## School Board of Clay County

### April 7, 2022 - Regular School Board Meeting

**Title**

D2 - Human Resources Special Action B

**Description**

Florida Statutes (F.S. 1012.22(1)(9f), 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.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

N/A

**Strategic Plan Goal**

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

**Recommendation**

Approve the action as presented.

**Contact**

Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701 Brenda.Troutman@myoneclay.net

**Financial Impact**

None

**Review Comments****Attachments**