

School Board of Clay County

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

August 1, 2019 - Regular School Board Meeting

Date: Aug 01 2019 (6:00 p.m.)

Invocation (Rev. Dale Wiseman, Senior Pastor - Lacrosse Baptist Church)

Pledge of Allegiance

Call to Order

Student Showcase (None)

Recognitions and Awards

[1. 2019 Clay County District Schools Police Department \(CCDSPD\) Swearing-In Ceremony](#)

Presenters

School Showcase (None)

Presentations from the Audience (Public Comment)

Consent Agenda

Superintendent

[2. C1 - Minutes of School Board Workshop on June 17, 2019, Student Hearings and Regular Meeting on June 27, 2019, and Special Meeting on July 8, 2019.](#)

⌚ [June 17 Workshop.pdf](#)

⌚ [July 8 Special Meeting.pdf](#)

⌚ [2019 Jun 27 - Student Hearings Minutes.pdf \(Confidential\)](#)

⌚ [Jun 27 Regular Meeting.pdf](#)

Human Resources

[3. C2 - Personnel Consent Agenda](#)

⌚ [Personnel Consent Agenda 8 1 2019.pdf](#)

Instruction-Academic Services

[4. C3 - Approval of Out of County Student Travel - K-12 Academic](#)

⌚ [August 2019 - Student Travel.pdf](#)

[5. C4 - Agreement Between the School Board of Clay County and AMI Kids](#)

☞ [August 2019 - AMI Contract.pdf](#)

[6. C5 - Dual Enrollment Articulation Agreement Between the University of Florida Board of Trustees and the School Board of Clay County.](#)

☞ [August 2019 - UF Dual Enrollment Agreement.pdf](#)

[7. C6 - 2019-2020 Assessment Calendar Approval](#)

☞ [19-20 Testing Calendar.pdf](#)

[8. C7 - 2019-20 Dual Enrollment Articulation Agreement Between District School Board of Clay County and District Board of Trustees St. Johns River State College](#)

☞ [August 2019 - 2019-20 SJRSC Dual Enrollment Articulation.pdf](#)

[9. C8 - 2019-20 Collegiate High School Contract Between Clay County School Board and District Board of Trustees of St. Johns River State College](#)

☞ [August 2019 - 2019-20 SJRSC Collegiate Contract.pdf](#)

Instruction-Exceptional Student Education

[10. C9 - Interpreters Services Agreement 2019-20. Alonzo Sign Language Interpreting, LLC](#)

☞ [19 20 Alonzo Signed Contract for Board.pdf](#)

Instruction-Instructional Resources

[11. C10 - Advertise Adoption of the 2019-2020 Procedures Manual for Instructional Resources](#)

☞ [2019-2020 Procedures Manual for Instructional Resources NOTICE OF APPROVAL TO ADVERTISE SB Policy.docx.pdf](#)

☞ [Updates to 2019-20 IR Procedures Manual \(1\).pdf](#)

☞ [Redlined Copy Proposed 2019-2020 CCDS Instructional Resources Department Procedures Manual \(2\).pdf](#)

Instruction-Professional Development

[12. C11 - Professional Learning Catalog 2019-2020](#)

☞ [professional-learning-catalog-2019-20.pdf](#)

[13. C12 - College/University Agreements for Student Placement](#)

☞ [200019 Polk State College.pdf](#)

Instruction-Climate and Culture

[14. C13 - Mileage Paid to Parents and Group Homes](#)

☞ [19 20 Mileage Paid to Parents Agenda Attachement.pdf](#)

[15. C14 - Panorama Education Student Survey](#)

☞ [panorama \(1\).pdf](#)

☞ [claycounty+panorama-winter 2019_results-SEL_3-5.pdf](#)

☞ [Clay County - Board Deck.pdf](#)

☞ [claycounty+panorama-results-9c5444ad-feb5-475b-8cf5-ff462f262d24.pdf](#)

☞ [claycounty+panorama-results-223e46c1-421c-4532-bbe1-83f66d98621c \(1\).pdf](#)

☞ [claycounty+panorama-results.pdf](#)

16. C15 - Social Work Student Intern Agreements with Florida State University and University of North Florida

☞ [CCDS & FSU Internship Agreement.pdf](#)

☞ [CCDS & UNF Internship Agreement.pdf](#)

17. C16 - 2019-20 Mental Health Assistance Allocation Plan

☞ [MHAAP-Checklist.pdf](#)

☞ [MHAA-PlanTemplate.pdf](#)

☞ [MHAAP-CertForm.pdf](#)

☞ [2019-20 Mental Health Assistance Allocation Plan FINAL.pdf](#)

☞ [Example-CharterSchoolForm.pdf](#)

18. C17 - Advertisement and Notice of Public Hearing on revisions to School Board Policy 4.06.H., Homeless Students

☞ [checkllist with notes.pdf](#)

☞ [Revisions to Homeless Policy 4.06.pdf](#)

☞ [Notice of Intent to Advertise Public Hearing on 4.06 Homeless StudentsRTISE SB Policy.docx - Google Docs.pdf](#)

Business Affairs

19. C18 - Proposed Allocation Changes for 2019-2020

☞ [Allocation Summary - August 1, 2019.pdf](#)

Business Affairs-Property

20. C19 - Deletion of Certain Items Report - July, 2019

☞ [Deletion Report-July, 2019.pdf](#)

Operations

21. C20 - Response to Active Assailant Plan mandated by Senate Bill 7030 (CONFIDENTIAL)

☞ [Security & Response to Active Assailant Plan.pdf \(Confidential\)](#)

Operations-Facilities

22. C21 - Change Order #1 for Grove Park Elementary School Re-Roof of Buildings 8, 9A and 9B

☞ [ChgOrder1, GPE ReRoof Buildings 8 9A and 9B.pdf](#)

23. C22 - Change Order #1 for W.E. Cherry Elementary Re-Roof Buildings 1 and 2

☞ [ChgOrder1, WEC ReRoof Buildings 1 and 2.pdf](#)

24. C23 - County-Wide Civil Engineer Contract Award (2019/2020)

☞ [CW Civil Engineer Contract 2019.2020 with Michele Agee.pdf](#)

25. C24 - County-Wide Architect Contract Award (2019/2020)

☞ [CW Architect Contract 2019.2020 with Brian Boatright.pdf](#)

26. C25 - Pre-qualification of Contractors

☞ [Table for Board Backup Contractor Prequal, 8.1.19.pdf](#)

27. C26 - Continuing Services Construction Management Firm Contract Award (2019/2020)

- ☞ [Construction Manager Contract - Stellar 8.1.19.pdf](#)
- ☞ [Construction Manager Contract - Auld and White 8.1.19.pdf](#)
- ☞ [Construction Manager Contract - E. Vaughan Rivers, Inc. 8.1.19.pdf](#)

28. C27 - County-Wide Mechanical/Electrical Engineer Contract Renewal (2019/2020)

Adoption of Consent Agenda

29. Adoption of Consent Agenda

CCEA Update

CESPA Update

Superintendent's Update and Presentations

Discussion Agenda

School Board Member

30. D1 - Appoint one Board member and one citizen member to serve on the 2019 Value Adjustment Board (Mrs. Studdard)

Human Resources

31. D2 - Human Resources Special Action A

Instruction-Academic Services

32. D3 - Public Hearing to approve modifications to the 2018-2019 Student Progression Plan

- ☞ [Student Progression Plan 2019 - 2020 Redlined DRAFT.pdf](#)
- ☞ [Student Progression Plan 2019 - 2020 - DRAFT.pdf](#)
- ☞ [Rationale for 19-20 SPP Changes.pdf](#)
- ☞ [Student Progression Plan 2019-20 - NOTICE OF APPROVAL TO ADVERTISE - Google Docs.pdf](#)

Instruction-Instructional Resources

33. D4 - Public Hearing and Vote to Approve as Advertised the Adoption of Astronomy, Forensic, Marine and Physical Science Materials

- ☞ [QUOTE_ 2019-20 Science Adoption_ Astronomy, Forensic, Marine, Physical .pdf](#)
- ☞ [2019 Astronomy Adoption Results and Recommendation.pdf](#)
- ☞ [2019 Forensic Adoption Results and Recommendation.pdf](#)
- ☞ [2019 Marine Adoption Results and Recommendation.pdf](#)
- ☞ [2019 Physical Science Adoption Results and Recommendation.pdf](#)

Instruction-Climate and Culture

34. D5 - Public Hearing to approve the 2019-20 Student Handbook and Code of Student Conduct

- ☞ [2019_2020 Student Handbook_COSC_DRAFT crosswalk to 2018-29 material_18June2019.pdf](#)
- ☞ [2018-19 Code of Student Conduct_to 2019-20 Student Handbook Crosswalk.draft.pdf](#)

🔗 [2019-20 Infractoin Code Matrix.pdf](#)

🔗 [Student Handbook & Code of Student Conduct 2019-2020 - NOTICE OF APPROVAL TO ADVERTISE SB Policy.docx - Google Docs.pdf](#)

Operations

[35. D6 - Public Hearing to approve new School Board Policies, Police Department - Section IX \(General Orders 9.01 - 9.16\).](#)

🔗 [Clay County District School Police Department General Orders.pdf](#)

🔗 [Police Dept General Orders - NOTICE OF APPROVAL TO ADVERTISE SB Policy.docx - Google Docs.pdf](#)

School Board Attorney Remarks

School Board Member Remarks

Adjournment

DRAFT

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

2019 Clay County District Schools Police Department (CCDSPD) Swearing-In Ceremony

Description

As a brief introduction, Chief of Police, Kenneth Wagner, will review the training all of the officers have received since June 6, 2019, and speak about the average years of law enforcement experience the officers have as well as the combined years of law enforcement experience.

The Clay County District Schools Police Department (CCDSPD) swearing-in ceremony will afford the opportunity for the Chief Of Police to publicly introduce each Police Officer and allow a family member to pin his/her badge upon the officer's chest. The Officers as a group will take an oath to serve as School Resource Officers for Clay County District Schools.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations, michael.kemp@myoneclay.net;

Kenneth Wagner, Chief of Police, kenneth.wagner@myoneclay.net;

Financial Impact

Review Comments

Attachments

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C1 - Minutes of School Board Workshop on June 17, 2019, Student Hearings and Regular Meeting on June 27, 2019, and Special Meeting on July 8, 2019.

Description

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

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Approve minutes as submitted.

Contact

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

Financial Impact

None

Review Comments

Attachments

- 🔗 [June 17 Workshop.pdf](#)
- 🔗 [July 8 Special Meeting.pdf](#)
- 🔗 [2019 Jun 27 - Student Hearings Minutes.pdf \(Confidential\)](#)
- 🔗 [Jun 27 Regular Meeting.pdf](#)



School Board of Clay County

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

June 17, 2019 - School Board Workshop

Date: Jun 17 2019 (10:00 a.m.)

Invocation (Carol Studdard)

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

Workshop Items

1. Review Draft Agenda for Regular School Board Meeting on June 27, 2019

- 🔗 [1-June 27 Agenda Draft and Recognitions.pdf](#)
- 🔗 [2-Consent Items C1-C8.pdf](#)
- 🔗 [3-C8 Student Progression Plan 2019 - 2020 Watermark Redlined DRAFT.pdf](#)
- 🔗 [4-Consent Items C9-C19.pdf](#)
- 🔗 [5-C19 Police Department General Orders.pdf](#)
- 🔗 [6-Consent Items C20-C28.pdf](#)
- 🔗 [7-C23 SREF Inspections Elementary.pdf](#)
- 🔗 [8-C23 SREF Inspections High Schools, Junior High Schools and Ancillary.pdf](#)
- 🔗 [9-Discussion Items D1-D3.pdf](#)
- 🔗 [DRAFT Resolution Sales Tax Referendum.pdf](#)
- 🔗 [2019 2020 Student Handbook COSC DRAFT crosswalk to 2018-29 material 18June2019.pdf](#)

Minutes:

RECOGNITIONS:

- Recognize 2018-2019 Retirees - approximately 100 retirees; 21 have confirmed attendance;
- Recognize Social Studies Teachers of the year - no discussion;

CONSENT:

- C1 Minutes of previous meetings - no discussion;
- C2 Payment of Annual Dues for 2019-2020 to FADSS - no discussion;
- C3 Payment of Annual Dues for 2019-2020 to FSBA - no discussion;
- C4 Personnel Consent Agenda - routine actions;
- C5 Daily Hours for Teachers and Students for SY 2019-2020 - no major changes over last year;
- C6 Permission to Advertise Astronomy, Forensic, Marine and Physical Science Adoption - Electives only; 2 years ago the core curriculum was adopted;

- C7 K-12 Student Travel - routine;
- C8 Advertise Modifications to 2018-2019 Student Progression Plan - updates for 2019-2020;
- C9 Health-Tech Consultants Inc Letter of Agreement - to conduct the audit of 21st Century CCLC grant activities;
- C10 Agreement with Univ of West Florida - for placement of student interns;
- C11 Prposed Allocation Changes for 2019-2020 - Superintendent Davis reviewed the rationale for changes;
- C12 Budget Amendment Report for May 2019 - routine report;
- C13 Financial Reports for May 2019 - routine report;
- C14 Deletion of Certain Items Report for June 2019 - routine report;
- C15 Bid to be Awarded - custodial services for selected admin building; awarded to Great Faith Cleaning Service;
- C16 Interlocal with CCSO for Gasoline in Middleburg Area - fuel plus 3.45% admin fee charged to CCSO;
- C17 2019-2020 Safety Interlocal with GCS City/Police Dept - for dispatch and police for CEB and GCJ;
- C18 2019-2020 Safety Interlocal with Town of OP/Police Dept - for dispatch and police for GPE, OPE and OPJ;
- C19 Advertisement of new Board Policies, Police Department - Section IX - General Orders for CCDS Police Dept;
- C20 Change Order #1 (DP) for LJH Parking Lot Lighting Replacement - tax savings for direct purchase;
- C21 Change Order #1 (DP) for WJH Parking Lot Lighting Replacement - tax savings for direct purchase;
- C22 Pre-Qualification of Contractors - routine;
- C23 2018-2019 SREF Casualty, Safety, Sanitation, Relocatable, Fire Safety Inspection Report - annual inspection of each school/facility;
- C24 Advertisement of PH for Boundary Realignment at DOE, TES, OLJ, WJH - for new development/Oakland Hill; no current impact;
- C25 Change Order #1 (DP) for FIE Fire Alarm Replacement - tax savings for direct purchase;
- C26 Change Order #1 (DP) for PES Fire Alarm Replacement - tax savings for direct purchase;
- C27 Change Order #1 (DP) for OPE Fire Alarm Replacement - tax savings for direct purchase;
- C28 School Bus Replacement Lease/Purchase Agreement - to replace 100 buses; will improve services and cut maintenance costs;

DISCUSSION:

- D1 Resolution for Half-Cent Sales Tax (Submitted by Mrs. Kerekes) - a proposed resolution was distributed; Board members should forward input or questions to Mr. Bickner; Dr. Kemp was asked to present at the June 27th Regular meeting the PowerPoint that was used at the May 28th workshop on the projected growth in Clay County;
- D2 HR Special Actions - none at this time;
- D3 Advertise 2019-2020 Student Handbook & Code of Student Conduct - the 2019-2020 revised format/document was distributed; for comparison purposes, the Board was also provided copies of 2018-2019 language;

CLOSING COMMENTS:

Mary Bolla thanked her colleagues for the opportunity to attend the June 27th meeting via electronic media.

Superintendent Davis requested possible dates for the Board to meet in executive session to discuss collective bargaining. July 9-12 was identified and a specific date is to be confirmed;

Questions from the Audience (None)

Superintendent Comments

School Board Comments

Adjournment (11:27 a.m.)

Superintendent of Schools

School Board Chair



School Board of Clay County

Accounts Payable Conference Room located at the District Office, 814 Walnut Street, Green Cove Springs, FL 32043

July 8, 2019- School Board Special Meeting

Date: Jul 08 2019 (8:00 AM)

Invocation

Call to Order (8:03 a.m. - Present: Janice Kerekes, District 1; Carol Studdard, District 2; Tina Bullock, District 3; Mary Bolla, District 4 (present via electronic media); Ashley Gilhousen, District 5; and Superintendent Addison Davis.)

Agenda Items

1. Amended Resolution for Half-Cent Sales Tax

[Amended Resolution Sales Tax.pdf](#)

[2019 Jul 8 Necessity for Special Meeting.pdf](#)

[Executed Resolution 19-16 Amended.pdf](#)

Minutes:

Attorney Bruce Bickner stated that copies of the written notification and the reasons for finding a need for an emergency meeting as well as the procedures followed to publish to the community were available at the meeting, as required by F.S. 120.525(3)(c). Mr. Bickner explained that the Florida Office of Program Policy Analysis and Government Accountability (OPPAGA) requires notification in the Resolution of a date certain for the special election/referendum prior to action by them. November 5, 2019, was added as the date certain for the special election/referendum. Other than that, no other changes were made to the Resolution previously approved on June 27, 2019.

Immediately following the adjournment of the meeting, Mrs. Bolla, via telephone, gave her permission and asked that Mrs. Studdard sign her name to the revised Resolution

Motion

Motion to approve the amended resolution regarding a school capital outlay one-half cent discretionary sales surtax.

Vote Results (Approved)

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Nay

Mary Bolla

- Aye

Tina Bullock

- Aye

Presentations from the Audience (None)

Adjournment (8:06 a.m.)

School Board Chairman

DRAFT



School Board of Clay County

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

June 27, 2019 - Regular School Board Meeting

Date: Jun 27 2019 (6:00 p.m.)

Invocation (Dr. Charles Lever, Pastor - Orange Park United Methodist Church)

Pledge of Allegiance

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

Student Showcase (None)

Recognitions and Awards

[1. Recognize 2018-2019 Retirees](#)

 [2018-2019 Retirees.pdf](#)

Minutes:

Cathy Richardson, Director of Support Personnel Services, introduced retirees who were in attendance. The 99 employees retiring during the 2018-2019 school year collectively represent a total of 2,035 years of service in the district. See attached list for employee names.

[2. Recognize Social Studies Teachers of the Year](#)

Minutes:

Kelly Watt, the district's Social Studies Specialist, recognized the teachers who were selected as the Social Studies Teachers of the Year. See agenda item detail for the names and categories of the winners who will represent Clay County District Schools.

Presenters (None)

School Showcase (Argyle Elementary School - Angela Ward, Principal)

Presentations from the Audience (Public Comment)

[3. Public Comments](#)

Minutes:

James Otto addressed multiple topics primarily related to the Board of Clay County Commissioners.

Consent Agenda

Superintendent

[4. C1 - Minutes of School Board Workshop on May 28, 2019, Student Hearings and Regular Meeting of June 6, 2019](#)

[2019 May 28 Workshop.pdf](#)

[Student Hearings Jun 6.pdf \(Confidential\)](#)

[2019 June 6 Regular.pdf](#)

5. C2 - Payment of Annual Membership Dues for 2019-2020 to Florida Association of District School Superintendents

[FADSS Invoice.pdf](#)

School Board Member

6. C3 - Payment of Annual Membership Dues for 2019-2020 to Florida School Boards Association

[FSBA Invoice.pdf](#)

Human Resources

7. C4 - Personnel Consent Agenda

[Personnel Consent Agenda 6 27 2019.pdf](#)

Instruction-Academic Services

8. C5 - Daily Hours for Teachers and Students for School Year 2019-20

[School Hours 2019-20.pdf](#)

Instruction-Instructional Resources

9. C6 - Permission to Publish An Advertisement and Notice of Public Hearing for Astronomy, Forensic, Marine and Physical Science Adoption

[Astronomy Science Committee Scorecard.pdf](#)

[Forensic Science Pre-Selection Committee Rubric.pdf](#)

[Physical Science Committee Scorecard.pdf](#)

[Physical Teacher Feedback Scorecard.pdf](#)

[2019 Science Adoption -Pre-selection Committee Results - Astronomy, Forensic Marine and Physical.pdf](#)

[Astronomy Teacher Feedback Scorecard.pdf](#)

[Marine Science Committee Scorecard.pdf](#)

[Consensus Forensic.pdf](#)

[2019 Science Adoption Quotes.pdf](#)

[2018-19 Science Adoption District Committee Recommendations and Public Notice to Adopt.pdf](#)

Instruction-K-12 Academic

10. C7 - Approval of Out of County Student Travel - K-12 Academic

[July 2019 \(June 27, 2019\) - Student Travel.pdf](#)

11. C8 - Advertisement and Notice of Public Hearing on Modifications to the 2018-2019 Student Progression Plan

[Student Progression Plan 2019 - 2020 Redlined DRAFT.pdf](#)

[Student Progression Plan 2019 - 2020 - DRAFT.pdf](#)

[Rationale for 19-20 SPP Changes.pdf](#)

[Student Progression Plan 2019-20 - NOTICE OF APPROVAL TO ADVERTISE - Google Docs.pdf](#)

12. C9 - Health-Tech Consultants, Inc. - Letter of Agreement

[July 2019 \(June 27, 2019\) - Health Tech Consultants.pdf](#)

[Executed C9 Health-Tech Cons.pdf](#)

Instruction-Professional Development

[13. C10 - Agreement between Clay County District Schools and University of West Florida](#)

[University of West Florida Agreement.pdf](#)

[Executed C10 Agreement with UWF.pdf](#)

Business Affairs

[14. C11 - Proposed Allocation Changes for 2019-2020](#)

[Allocation Summary - June 27, 2019.pdf](#)

Business Affairs-Accounting

[15. C12 - Budget Amendment Report for May 2019](#)

[May 2019 Budget Amendment Report.pdf](#)

[16. C13 - Monthly Financial Reports for May, 2019](#)

[May 2019 Board Monthly Financial Report.pdf](#)

[May 2019 Board Monthly Property Report.pdf](#)

Business Affairs-Property

[17. C14 - Deletion of Certain Items Report - June, 2019](#)

[Deletion Report-June, 2019.pdf](#)

Business Affairs-Purchasing

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

Operations

[19. C16 - Interlocal Agreement with the Clay County Sheriff's Office for Low-Priced Gasoline in the Middleburg Area](#)

[Interlocal Agreement with the CC Sheriff for Fuel in Middleburg.pdf](#)

[20. C17 - 2019-2020 School Safety Interlocal Agreement among the School Board of Clay County, Florida; City of Green Cove Springs Florida; and Green Cove Springs Police Department.](#)

[SRO Interlocal Agreement with GCS.pdf](#)

[21. C18 - 2019-2020 School Safety Interlocal Agreement Among the School Board of Clay County, Florida; The Town of Orange Park, Florida; and the Town of Orange Park Police Department](#)

[INTERLOCAL AGREEMENT WITH OP AND OP POLICE DEPT..docx \(no red line\) 2 \(1\).pdf](#)

[22. C19 - Advertisement and Notice of Public Hearing on new School Board Policies, Police Department - Section IX \(General Orders 9.01 - 9.16\).](#)

[Clay County District School Police Department General Orders.pdf](#)

[Police Dept General Orders - NOTICE OF APPROVAL TO ADVERTISE SB Policy.docx - Google Docs.pdf](#)

Operations-Facilities

[23. C20 - Change Order #1 \(Direct Purchasing\) for Lakeside Junior High School Parking Lot Lighting Replacement](#)

[CO1, LSJ Parking Lot Lighting Replacement.pdf](#)

[24. C21 - Change Order #1 \(Direct Purchasing\) for Wilkinson Junior High School Parking Lot Lighting Replacement](#)

☞ [CO1, WJH Parking Lot Lighting Replacement.pdf](#)

25. [C22 - Pre-qualification of Contractors](#)

☞ [Table for Board Backup Contractor Prequal, 6.27.19.pdf](#)

26. [C23 - 2018-2019 S.R.E.F. Casualty, Safety, Sanitation, Relocatable and Fire Safety Inspection Report](#)

☞ [20182019 SREF Inspections Elementary.pdf](#)

☞ [20182019 SREF Inspections High Schools, Junior High Schools and Ancillary.pdf](#)

27. [C24 - Approve advertisement of public hearing for Boundary Realignment at Discovery Oaks Elementary, Tynes Elementary, Oakleaf Junior High and Wilkinson Junior High Schools](#)

☞ [AdAttBndry OVE, TES, OLJ AND WJH 08012019.pdf](#)

☞ [Oakland Hill attend zone.pdf](#)

28. [C25 - Change Order #1 \(Direct Purchasing\) for Fleming Island Elementary School Fire Alarm Replacement](#)

☞ [CO 1 DP FIE Fire Alarm Replacement.pdf](#)

29. [C26 - Change Order #1 \(Direct Purchasing\) for Paterson Elementary School Fire Alarm Replacement](#)

☞ [CO 1 PES CO 1 DP PES Fire Alarm Replacement.pdf](#)

30. [C27 - Change Order #1 \(Direct Purchasing\) for Orange Park Elementary School Fire Alarm Replacement](#)

☞ [CO 1 DP OPE Fire Alarm Replacement.pdf](#)

31. [C28 - School Bus Replacement: Lease/Purchase Agreement to replace 100 school buses to improve service and stakeholder experience:](#)

☞ [Clay County Matthews Bus proposal.pdf](#)

Adoption of Consent Agenda

[32. Adoption of Consent Agenda](#)

Motion

Motion to approve

Vote Results (Approved)

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

CCEA Update (None)

CESPA Update (Teresa Dixon)

Superintendent's Update and Presentations (None)

Discussion Agenda

School Board Member

[33. D1 - Approve Resolution for Half-Cent Sales Tax \(Item submitted by Mrs. Kerekes\)](#)

[Resolution Calling for a Referendum on a Half-Cent Sales Tax.pdf](#)

[Presentation - 6-27-19.pdf](#)

[Executed 19-16 Half-Cent Sales Tax app 06.27.2019.pdf](#)

Minutes:

Using the attached PowerPoint, Dr. Susan Legutko, Assistant Superintendent for Business Affairs, reviewed the district's proposed budget and emphasized that all figures listed are tentative and subject to change. She reviewed funding sources and proposed expenditures, noting that 81% of operating funds directly support compensation and benefits to employees. The primary use of the one mill revenue is for Safety and Security and Dr. Legutko also noted that next year the district will receive no PECO dollars from the state for maintenance, renovations and/or repairs for existing facilities. The school district's portion of the BCC sales tax referendum sunsets on December 31st unless renewed by the Board of County Commissioners.

Dr. Michael Kemp, Assistant Superintendent for Operations, addressed deferred maintenance and facility needs. The average age of district facilities is 38 years old with 25% approaching 50 years or older. Currently, 24 other districts have successfully launched a half-cent sales tax effort. Dr. Kemp reviewed the "power of the penny" using an ED.F.I.R.S.T. (EDucation Facilities Infrastructure Restricted Sales Tax) campaign. A half-cent will generate approximately \$13,464,333 in one year.

Public Comments:

1. James Otto - supports
2. George Egan - supports
3. RT Glenn - supports
4. Lynn Sparks - supports
5. Rebecca Smith - supports
6. Mary Holtcamp - questions from the public
7. Angela Ledbetter - supports
8. Ken Willey - opposes
9. Christopher Trahan - supports
10. Victoria Kidwell - supports
11. Smitty Huffman - supports

Following public speakers, a short break was taken. The meeting resumed at 8:57 p.m. Mrs. Kerekes spoke first, stating this item will put the question to the voters. Unfunded mandates and cuts to public education dollars have necessitated the need for additional revenue sources. Mrs. Bullock and Mrs. Studdard also spoke in support of the sales tax. Mrs. Bolla and Mrs. Gilhousen expressed concern about taking the tax increase to a special referendum and favored holding off until the November 2020 general election. If approved, an oversight committee will monitor revenue received and expended to ensure public trust.

Motion

Motion to approve the Resolution regarding a school capital outlay one-half cent discretionary sales surtax

Minutes

With the approval of this motion, the Board also requested the Clay County Board of County Commissioners call a Special Referendum Election to submit the question to the voters of the county; authorized an expenditure of funds paid to the Clay County Supervisor of Elections to cover the cost of the special election; and directed the School Board Attorney and Superintendent to notify the Florida Office of Program Policy Analysis and Government Accountability of the action taken here tonight and immediately begin the required audit process.

Vote Results (Approved)

Motion: Janice Kerekes

Second: Tina Bullock

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

Human Resources

34. D2 - Human Resources Special Action A

🔗 [Special Action A 6 27 2019.pdf \(Confidential\)](#)

Motion

Motion to approve

Vote Results (Approved)

Motion: Janice Kerekes

Second: Ashley Gilhousen

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Instruction-Climate and Culture

35. D3 - Advertisement and Notice of Public Hearing on the 2019-20 Student Handbook and Code of Student Conduct

🔗 [2019 2020 Student Handbook COSC DRAFT crosswalk to 2018-29 material 18June2019.pdf](#)

🔗 [2018-19 Code of Student Conduct to 2019-20 Student Handbook Crosswalk.draft.pdf](#)

🔗 [2019-20 Infractoin Code Matrix.pdf](#)

🔗 [Student Handbook & Code of Student Conduct 2019-2020 - NOTICE OF APPROVAL TO ADVERTISE SB Policy.docx - Google Docs.pdf](#)

Motion

Motion to approve

Vote Results (Approved)

Motion: Janice Kerekes

Second: Mary Bolla

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

School Board Attorney Remarks

36. Comments

Minutes:

Mr. Bickner pointed out that in light of Mrs. Bolla's physical absence, as Chair, Mrs. Studdard was authorized to sign for Mrs. Bolla by permission if she so wished for her name to be included on the executed Resolution. Mrs. Bolla confirmed that she would like her signature to be added to the Resolution.

Mr. Bickner also stated that the employee in D2 has requested a hearing.

School Board Member Remarks

37. Comments

Minutes:

Positive comments were made about the approval of the Resolution asking for the half-cent sales tax. Board members wished everyone a happy and safe 4th of July.

Adjournment (9:39 p.m.)

Superintendent of Schools

School Board Chairman

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School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C2 - Personnel Consent Agenda

Description

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

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

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

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

Recommendation

To approve the Personnel Consent Agenda dated August 1, 2019.

Contact

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

Financial Impact

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

Review Comments

Attachments

📎 [Personnel Consent Agenda 8 1 2019.pdf](#)

2019-2020
DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA

August 1, 2019

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- | | | | |
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- | | | | |
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I. Administrative Actions**A. APPOINTMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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I. Administrative Actions**B. RE-APPOINTMENT**

<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**D. TRANSFER**

<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>
CHAPMAN, DEBBIE LYNN PES TEACHER, SC, FIFTH GR 10 MONTH	S. BRYAN JENNIN	Effective 2019-06-07 RESIGNATION
DENMARK, SARAH MIMBS DEAN-SH 10 MONTH	KEYSTONE HEIGHT	Effective 2019-06-07 RESIGNATION
JAMES, DUSTIN M OLJ MATH COACH, MIDDLE/JUNIOR 10 MONTH	OAKLEAF JUNIOR	Effective 2019-06-07 RESIGNATION
PETRELLI, TREENA MARIE TBE TEACHER, SC, FOURTH GR 10 MONTH	RIDEOUT ELEMENT	Effective 2019-07-02 RESIGNATION

I. Administrative Actions**F. SUPPLEMENT**

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

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
CHAPMAN, DEBBIE LYNN SBJ ASST PRINCIPAL EL 12 MO 12 MONTH	S. BRYAN JENNIN	Effective 2019-07-01 12 MONTH / Annual
COX, BRIAN GLEN BLC ASST PRINCIPAL SH 12 MONTH	BANNERMAN LEARN	Effective 2019-07-02 12 MONTH / Annual
DENMARK, SARAH MIMBS KHH ASST PRINCIPAL SH 12 MONTH	KEYSTONE HEIGHT	Effective 2019-07-01 12 MONTH / Annual
JAMES, DUSTIN M OLJ ASST PRINCIPAL JH 12 MO 12 MONTH	OAKLEAF JUNIOR	Effective 2019-07-01 12 MONTH / Annual
MESCALL, JOHN C ITS COOR, IT 12 MONTH	INFORMATION SER	Effective 2019-07-23 12 MONTH / Annual+PSC as Teacher, Admin only
PETRELLI, TREENA MARIE ROE ASST PRINCIPAL EL 12 MO 12 MONTH	RIDEOUT ELEMENT	Effective 2019-07-03 12 MONTH / Annual
SPASSOFF, MARIAH DAWN GPE ASST PRINCIPAL EL 12 MO 12 MONTH	GROVE PARK ELEM	Effective 2019-07-01 12 MONTH / Annual

I. Administrative Actions**B. RE-APPOINTMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
IANNONE, JAMIE MIKELLE SUPERVISOR SCH IMP/PD/ASSESS 12 MONTH	SCHOOL IMPROVEM	12 MONTH / Annual
RODRIGUEZ, KELENA DE JESUS FNS MANAGER FOOD SERVICES INTE CAFETERI	FOOD NUTRITION SERVICES	CAFETERI / Annual

I. Administrative Actions**C. RE-DESIGNATION**

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignments</u>
MCDONALD, HEATHER MARIE SUPV/COOR OTHER ED SERV 12 MONTH	STUDENT SERVICE	Effective 2019-07-01 / redesignated from / SUPV/COOR OTHER ED SERV 11MO / 11 MONTH
TUCKER, JANICE ELAINE OPJ ASST PRINCIPAL JH 12 MO 12 MONTH	ORANGE PARK JUN	Effective 2019-07-01 / redesignated from / OPJ ASST PRINCIPAL JH 11 MO / 11 MONTH

I. Administrative Actions**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
CHAMBERS, ALLISON AES MGR SELF CONTAINED I CAFETERI	ARGYLE ELEMENTA	Effective 2019-08-06 /transfer from / GPE MGR SELF CONTAINED I
MAINER, DIMITRA MARCIA CEB ASST PRINCIPAL EL 12 MO 12 MONTH	CHARLES E. BENN	Effective 2019-07-01 /transfer from / ROE ASST PRINCIPAL EL 12 MO
WOOD, TYLER A OHS ASST PRIN 12 MO SH 12 MONTH	OAKLEAF HIGH SC	Effective 2019-07-01 /transfer from / OPJ VICE PRINCIPAL JH 12 MO

I. Administrative Actions**E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
BRESSACK, ALICIA MARIA ITS COOR, IT 12 MONTH	INFORMATION SER	Effective 2019-07-22 RESIGNATION

I. Administrative Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	
0.5	BRENNAN, SARAH ELIZABETH PES ESE INTERVENTION FAC. SUPPLEME	PATERSON ELEMEN	Appointment
	DAILEY, ROGER J LJH SOCCER HEAD JH SUPPLEME	MIDDLEBURG HIGH	Appointment
	LEWIS, MATTHEW L CHS SOFTBALL FP HD SH SUPPLEME	CLAY HIGH	Appointment
0.5	SCHUMACHER, COURTNEY ANNE PES ESE INTERVENTION FAC. SUPPLEME	PATERSON ELEMEN	Appointment

II. Job Description Actions

NONE

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III. Instructional Actions**A. APPOINTMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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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>
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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	ADAMS, MICHAEL D OLJ TEACHER, SOC STUD, JH 10 MONTH	OAKLEAF JUNIOR	Effective 2019-06-07 RESIGNATION
	CROSE, BRIDGETTE ANN ELE TEACHER, CURRICULUM COACH 10 MONTH	INTRUCTIONAL-SE	Effective 2019-06-07 RESIGNATION
	DUKES, JULIE BROWN FIH TEACHER, DRAMA, SH 10 MONTH	FLEMING ISLAND	Effective 2019-06-07 RESIGNATION
	GRIFFIN, KASANA DEBORAH ESE BEHAVIOR SITE COACH 10 MONTH	MONTCLAIR ELEME	Effective 2019-06-07 RESIGNATION
	HOPSON, BOBBY A SPC TEACHER, EBD 10 MONTH	SWIMMING PEN CR	Effective 2019-06-07 CONCLUDE EMPLOYMENT
0.9	JORDAN, JAIMEE L CGE BEHAVIORAL HEALTH ASST 9 MON SU	COPPERGATE ELEM	Effective 2019-06-05 RESIGNATION
	LAFONTANT, ANDRE M OPJ TEACHER, VE/INCLUSION 10 MONTH	ORANGE PARK JUN	Effective 2019-06-07 RESIGNATION
	LAWRENCE, MATTHEW R CHS TEACHER, SOC STUD, SH 10 MONTH	CLAY HIGH	Effective 2019-06-07 RESIGNATION
	MCELROY, LAURA ELIZABETH MCE TEACHER, SC, FIFTH GR 10 MONTH	MONTCLAIR ELEME	Effective 2019-06-07 CONCLUDE EMPLOYMENT
	O NEAL, ASHLEY MAY HMR TCH, LANGUAGE ARTS, J LNG TRM	COUNTY-WIDE LEAVE	Effective 2019-06-07 CONCLUDE EMPLOYMENT
	PAPP, LENA T MRE TEACHER, PRE-K 10 MONTH	MCRAE ELEMENTAR	Effective 2019-06-07 RESIGNATION
	PRATT, SHANTILYA SHINERE MCE TEACHER, SC, THIRD GR 10 MONTH	MONTCLAIR ELEME	Effective 2019-06-07 RESIGNATION
	RODESNEY, ANTHONY F RVE TEACHER, GIFTED 10 MONTH	RIDGEVIEW ELEME	Effective 2019-06-07 RESIGNATION
0.9	SANCHEZ, NICOLE ELIZABETH TES BEHAVIORAL HEALTH ASST 9 MON SU	TYNES ELEMENTAR	Effective 2019-06-05 RESIGNATION
	TAVOLIERI, MICHELA LJH TEACHER, VISUALLY IMPAIRED 10 MONTH	LAKESIDE JUNIOR	Effective 2019-06-07 RESIGNATION

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	BALL, MARCUS STEPHEN OHS FOOTBALL ASST HS 25% SUPPLEME	OAKLEAF HIGH SC	Appointment

III. INSTRUCTIONAL ACTIONS

2018-2019

G. PENDING APPOINTMENTS

Name / Assignment

Site

Contract

NONE

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III. INSTRUCTIONAL ACTIONS 2018-2019

H. OUT OF FIELD

<u>Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
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NONE			
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III. Instructional Actions**A. APPOINTMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
BLANK, CARLEY M MHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	MIDDLEBURG HIGH	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
BLIESNER, ERIN S MCE TEACHER, SC, FOURTH GR 10 MONTH	MONTCLAIR ELEME	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
BRANCH, CHRISTIN DANIELLE TBE TEACHER, SC, FIRST GR 10 MONTH	THUNDERBOLT ELE	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
CASS, EVELYN MARIE RVE TEACHER, SC, SIXTH GR 10 MONTH	RIDGEVIEW ELEME	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
CLONCH, KAYLIN MARIE MHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	MIDDLEBURG HIGH	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
EZEDI, SHANNEL OPH COUNSELOR, SH 11 MO 11 MONTH	ORANGE PARK HIG	Effective 2019-07-22 11 MONTH / Instructional Probationary Annual
HARDY, ALEECE LACHELLE MBE TEACHER, SC, FIFTH GR 10 MONTH	MIDDLEBURG ELEM	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
HARVEY, JENNIFER J RVE TEACHER, EBD (OOF) 10 MONTH	RIDGEVIEW ELEME	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
HUNTER, JENNIFER E BLC TEACHER, LANGUAGE ARTS, SH 10 MONTH	BANNERMAN LEARN	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
JACKSON, MEAGAN R RHS TEACHER, AUTISM SPECTR DIS(OOF) 10 MONTH	RIDGEVIEW HIGH	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
JORDAN, JAIMEE L CGE TEACHER, EBD (OOF) 10 MONTH	COPPERGATE ELEM	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
KIRKLAND, KASSANDRA MARIE OPJ TEACHER, SCIENCE, JH 10 MONTH	ORANGE PARK JUN	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
MENZ, ALEXA N WJH TEACHER, LANGUAGE ARTS, JH 10 MONTH	WILKINSON JUNIO	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
MOTOLENICH, CATHERINE ANN DOE TEACHER, SC, SIXTH GR 10 MONTH	DISCOVERY OAKS ELEMENTARY	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
RITZMANN, ASHLEY SARAH SPC TEACHER, SC, FIRST GR 10 MONTH	SWIMMING PEN CR	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
SANCHEZ, NICOLE ELIZABETH TES TEACHER, SC, FIRST GR 10 MONTH	TYNES ELEMENTAR	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
SPANGLER, JAMMI V	KEYSTONE HEIGHT	Effective 2019-08-06

III. Instructional Actions**A. APPOINTMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
KHH TEACHER, SUPP FACIL 10 MONTH		10 MONTH / Instructional Probationary Annual
TURNER, EMMA LOUISE ROE TEACHER, SC, FIFTH GR 10 MONTH	RIDEOUT ELEMENT	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual
VILLMOW, BRITTNEY AMBER MBE TEACHER, SC, KINDERGARTEN 10 MONTH	MIDDLEBURG ELEM	Effective 2019-08-06 10 MONTH / Instructional Probationary Annual

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

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
CAREY, EMILY R BLC TEACHER, AUTISM SPECTR DIS 10 MONTH	BANNERMAN LEARN	10 MONTH / Annual
DALY, CHRISTOPHER EDWARD RHS TEACHER, IND 10 MONTH	RIDGEVIEW HIGH	10 MONTH / Professional Services
DAVIS, EMILY LAUREN POE TEACHER, VE/INCLUSION (OOF) 10 MONTH	PLANTATION OAKS	10 MONTH / Annual
FISHER, MELISSA BERNADINE OHS TEACHER, SOC STUD, SH 10 MONTH	OAKLEAF HIGH SC	10 MONTH / Annual
HERSEY, JEREMIAH A KHH TEACHER, MATHEMATICS, SR 10 MONTH	KEYSTONE HEIGHT	10 MONTH / Annual
JACKSON, MEREDITH SHAY MRE TEACHER, PRE-K 10 MONTH	MCRAE ELEMENTAR	10 MONTH / Annual
MALUCCI, COLLEEN ELIZABETH MHS TEACHER, VE/INCLUSION (OOF) 10 MONTH	MIDDLEBURG HIGH	10 MONTH / Annual
NICHOLS, JAMES DANIEL FIH TEACHER, SOC STUD, SH (OOF) 10 MONTH	FLEMING ISLAND	10 MONTH / Annual
RITZ, NORMAN JOHN OHS TEACHER, LANGUAGE ARTS, SH(OOF) 10 MONTH	OAKLEAF HIGH SC	10 MONTH / Annual
SCHWERTFAGER, TAMISHA HOLMES MBE TEACHER, VE/INCLUSION 10 MONTH	MIDDLEBURG ELEM	10 MONTH / Annual
TAYLOR, PAIGE ELIZABETH LAE TEACHER, AUTISM SPECTR DIS(OOF) 10 MONTH	LAKE ASBURY ELE	10 MONTH / Annual

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>
ALLEN, ASHLEY OVE TEACHER, SC, KINDERGARTEN 10 MONTH	OAKLEAF VILLAGE	Effective 2019-08-06 /transfer from / CEB TEACHER, SC, SECOND GR
ALLISON, CANDACE LEAH WES TEACHER, SC, FIFTH GR 10 MONTH	WILKINSON ELEME	Effective 2019-08-06 /transfer from / CHE TEACHER, VE/INCLUSION
BAKER, ROSALYN THOMAS LAJ TEACHER, VE/INCLUSION 10 MONTH	LAKE ASBURY JUN	Effective 2019-08-06 /transfer from / LJH TEACHER, VE/INCLUSION
BELL, KERRI A LAJ TEACHER, MATHEMATICS, JH 10 MONTH	LAKE ASBURY JUN	Effective 2019-08-06 /transfer from / LJH TEACHER, MATHEMATICS, JH
BERRY, DANIELLE POWERS CEB TEACHER, SC, FOURTH GR 10 MONTH	CHARLES E. BENN	Effective 2019-08-06 /transfer from / OVE TEACHER, SC, FOURTH GR
BUNN, LISA COHEN PES TEACHER, SC, SIXTH GR 10 MONTH	PATERSON ELEMEN	Effective 2019-08-06 /transfer from / LJH TEACHER, MATHEMATICS, JH
CAMPBELL, JESSICA MARIE LAE TEACHER, SC, KINDERGARTEN 10 MONTH	LAKE ASBURY ELE	Effective 2019-08-06 /transfer from / SBJ TEACHER, SC, SECOND GR
CREWS, LAURIENNE MARIE RHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	RIDGEVIEW HIGH	Effective 2019-08-06 /transfer from / LAJ TEACHER, LANGUAGE ARTS, JH
HUSKEY, AIMEE LEANNE FYA TEACHER, AGRICULTURE 10 MONTH	FL. YOUTH CHALL	Effective 2019-07-22 /transfer from / CHS TEACHER, AGRICULTURE
JOHNSON, AMY A CEB COUNSELOR, ELEM 10 MONTH	CHARLES E. BENN	Effective 2019-08-06 /transfer from / ROE COUNSELOR, ELEM
LARSON, MEGAN MARIE LAJ TEACHER, SCIENCE, JH 10 MONTH	LAKE ASBURY JUN	Effective 2019-08-06 /transfer from / WJH TEACHER, SCIENCE, JH
MILLER, TYLER ALLAN RHS TEACHER, AUTISM SPECTR DIS(OOF) 10 MONTH	RIDGEVIEW HIGH	Effective 2019-08-06 /transfer from / OPJ TEACHER, SOC STUD, JH / 10 MONTH
MOORE, SHARON HOWARD RHS TEACHER, SOC STUD, SH 10 MONTH	RIDGEVIEW HIGH	Effective 2019-08-06 /transfer from / LAJ TEACHER, GIFTED
MORGAN, MELINDA SUE K12 TEACHER, CURRICULUM COACH 10 MONTH	INSTRUCTIONAL-SE	Effective 2019-08-06 /transfer from / KHE TEACHER, CURRICULUM COACH
STEWART, HOLLY SHARY RHS TEACHER, VE/INCLUSION 10 MONTH	RIDGEVIEW HIGH	Effective 2019-08-06 /transfer from / LAJ TEACHER, MATHEMATICS, JH
ZANONE, JAMES DOUGLAS RHS TEACHER ESE APP TECH 10 MONTH	RIDGEVIEW HIGH	Effective 2019-08-06 /transfer from / CHS TEACHER, IND

III. Instructional Actions**E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
DAY, JOCLYN ELAINE DOE TEACHER, VE/INCLUSION 10 MONTH	DISCOVERY OAKS ELEMENTARY	Effective 2020-06-05 CONCLUDE EMPLOYMENT
LOUDY, DEBORAH A RHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	RIDGEVIEW HIGH	Effective 2019-09-03 RETIREMENT

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III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	ACKERMAN, CHRISTINE DAWN LJH DEPT HD (3-5) SUPPLEME	LAKESIDE JUNIOR	Appointment
	ADAIR, KIMBERLY A SLE DEPT HD (3-5) SUPPLEME	SHADOWLAWN ELEM	Appointment
0.5	ADAMS, MICHAEL D OLJ DEPT HEAD (6-10) SUPPLEME	OAKLEAF JUNIOR	Resignation
	ADAMS, MICHAEL D OLJ FOOTBALL ASST JH 25% SUPPLEME	OAKLEAF JUNIOR	Resignation
	ADAMS, MICHAEL D OLJ FOOTBALL ASST JH 75% SUPPLEME	OAKLEAF JUNIOR	Resignation
0.5	ADDIE, NICOLE ELIZABETH OVE ESE INTERVENTION FAC. SUPPLEME	OAKLEAF VILLAGE	Appointment
	ADKISON, WENDI MARIE WES DEPT HD (3-5) SUPPLEME	WILKINSON ELEM	Appointment
0.5	AHRENS, AMY E OHS DEPT HEAD (11-16) SUPPLEME	OAKLEAF HIGH SC	Appointment
	ALTWATER, ALLISON GAIL OPE DEPT HD (3-5) SUPPLEME	ORANGE PARK ELE	Appointment
	AMMONS, STEPHANIE VIRGINIA WJH DEPT HEAD (6-10) SUPPLEME	WILKINSON JUNIO	Appointment
	ANDERSON, LENOIR DANA PES SAFETY PATROL SUPPLEME	PATERSON ELEMEN	Appointment
0.5	ANDRADE, MICHELLE C CHE SAFETY PATROL SUPPLEME	CLAY HILL ELEM	Appointment
0.5	ANSCHUETZ, KIMBERLY JOY LJH DEPT HEAD (6-10) SUPPLEME	LAKESIDE JUNIOR	Appointment
0.5	ANSCHUETZ, KIMBERLY JOY LJH WRESTLING HD JH SUPPLEME	LAKESIDE JUNIOR	Appointment
0.5	ARMOGAN, CARRIE LORRAINE SPC DEPT HD (3-5) SUPPLEME	SWIMMING PEN CR	Appointment
	ARNETT, KELLY ANN TBE DEPT HEAD (6-10) SUPPLEME	THUNDERBOLT ELE	Appointment
	ARTHURS, ALLISON L OPH CHORAL DIRECTOR SH/JH SUPPLEME	ORANGE PARK HIG	Appointment
	BACHMAYER, ABBY A OPE DEPT HD (3-5) SUPPLEME	ORANGE PARK ELE	Appointment
	BAILEY, DOROTHY V GPE DEPT HD (3-5)	GROVE PARK ELEM	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	BALLARD, MEGAN ELIZABETH SPC SAFETY PATROL SUPPLEME	SWIMMING PEN CR	Appointment
	BARENGO, RACHEL E CHE DEPT HD (3-5) SUPPLEME	CLAY HILL ELEME	Appointment
0.5	BARKER, BONNIE LYNN CVA DEPT HEAD (6-10) SUPPLEME	CLAY VIRTUAL AC	Appointment
	BARNARD, ROBIN LEE FIE DEPT HD (3-5) SUPPLEME	FLEMING ISLAND	Appointment
0.5	BARTEL, JODI ANN PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
0.5	BASSETT, JENNIFER HUBBARD TBE ELEM PERF/PROD SUPPLEME	THUNDERBOLT ELE	Appointment
	BENJAMIN, CRYSTAL SANDRA GPE DEPT HD (3-5) SUPPLEME	GROVE PARK ELEM	Appointment
	BERANIA, BERNARD J OPH ACADEMIC COACH, LOCAL SUPPLEME	ORANGE PARK HIG	Appointment
	BERLINICKE, DAVID WILLIAM KHH DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	BERLINICKE, DAVID WILLIAM KHH JUNIOR CLASS SPONSOR SUPPLEME	KEYSTONE HEIGHT	Appointment
	BICE, HEATHER MOULTON RHS CHORAL DIRECTOR SH/JH SUPPLEME	RIDGEVIEW HIGH	Appointment
0.5	BICE, HEATHER MOULTON RHS DEPT HEAD (6-10) SUPPLEME	RIDGEVIEW HIGH	Appointment
	BISHOP, DAVID HAROLD CVA DEPT HEAD (6-10) SUPPLEME	CLAY VIRTUAL AC	Appointment
0.5	BONHAM, STEPHANIE ROSEANNE PES DEPT HEAD (11-16) SUPPLEME	PATERSON ELEMEN	Appointment
	BONNETTE, MORGAN DANIELLE WEC DEPT HEAD (6-10) SUPPLEME	W.E. CHERRY ELE	Appointment
	BOOKSTORE, JOSHUA VINCENT CHS SOCCER HEAD SH SUPPLEME	CLAY HIGH	Appointment
	BOWEN, TRINI ELIZABETH CHS SOPHMORE CLASS SPON SUPPLEME	CLAY HIGH	Appointment
	BOWLES, CATHARINE	ORANGE PARK HIG	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	REBECCA OPH DEPT HEAD (11-16 SUPPLEME		
	BOYER, WALTER SCOTT LJH BAND DIR JH SUPPLEME	LAKESIDE JUNIOR	Appointment
	BOYER, WALTER SCOTT LJH BAND END OF YEAR 2 FEST SUPPLEME	LAKESIDE JUNIOR	Appointment
	BRADBURN, KYLE ADAM OHS FOOTBALL ASST HS 25% SUPPLEME	OAKLEAF HIGH SC	Appointment
	BRADBURN, KYLE ADAM OHS FOOTBALL ASST SH 75% SUPPLEME	OAKLEAF HIGH SC	Appointment
	BRADBURN, KYLE ADAM OHS WEIGHTLIFTING HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	BRADY, CHRISTINA MICHELE WEC DEPT HD (3-5) SUPPLEME	W.E. CHERRY ELE	Appointment
	BRAZELTON, DENNIS ALAN OHS SENIOR CLASS SPONSOR SUPPLEME	OAKLEAF HIGH SC	Appointment
	BRAZELTON, ROBIN RUTHELAIN CHS CHORAL DIRECTOR SH/JH SUPPLEME	CLAY HIGH	Appointment
	BREINDEL-HILL, JULIE ANN CHS JUNIOR CLASS SPONSOR SUPPLEME	CLAY HIGH	Appointment
	BRETZ, AMANDA MARIE SLE DEPT HD (3-5) SUPPLEME	SHADOWLAWN ELEM	Appointment
0.3	BRISCOE, JODI MICHELLE KHE DEPT HEAD 17-20 SUPPLEME	KEYSTONE HEIGHT	Appointment
	BROMMER, SHELBY LAUREN OPE SAFETY PATROL SUPPLEME	ORANGE PARK ELE	Appointment
	BROWN, ALAN MICHAEL OVE DEPT HEAD (6-10) SUPPLEME	OAKLEAF VILLAGE	Appointment
	BROWN, ANITA L MCE DEPT HEAD (6-10) SUPPLEME	MONTCLAIR ELEM	Appointment
	BROWN, DARIN PATRICK TES DEPT HEAD (6-10) SUPPLEME	TYNES ELEMENTAR	Appointment
	BROWN, LESLIE KAY MBE DEPT HD (3-5) SUPPLEME	MIDDLEBURG ELEM	Appointment
0.5	BROWN, MARTIN P RHS DEPT HEAD (6-10) SUPPLEME	RIDGEVIEW HIGH	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.3	BRUEY, JULIE W KHE DEPT HEAD 17-20 SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	BRYAN, JANICE C TBE DEPT HEAD (6-10) SUPPLEME	THUNDERBOLT ELE	Appointment
0.5	BUCHANAN, EMILY HALE KHE DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	BUMBUT, MARIANA RODICA BLC DEPT HEAD (11-16) SUPPLEME	BANNERMAN LEARN	Appointment
0.5	BUMPERS, SHERRY L LJH DISCRETIONARY SUPPLEME	LAKESIDE JUNIOR	Appointment
	BUONOPANE, KAREN MICHELLE RHS JUNIOR CLASS SPONSOR SUPPLEME	RIDGEVIEW HIGH	Appointment
	BURGESS, AMY K FIE DEPT HD (3-5) SUPPLEME	FLEMING ISLAND	Appointment
	BURGHART, JOSHUA KYLE OPH DEPT HEAD (11-16) SUPPLEME	ORANGE PARK HIG	Appointment
	BURKE, ERIC W OPJ DEPT HEAD (6-10) SUPPLEME	ORANGE PARK JUN	Appointment
0.5	BURRIS, ALYSSA NICHOLSON CHS STUDENT COUNCIL SH SUPPLEME	CLAY HIGH	Appointment
	BYERS, JENNIFER MICHELLE WJH DEPT HEAD (6-10) SUPPLEME	WILKINSON JUNIO	Appointment
	BYRD, KAITLYNN MARIE LAE ELEM PERF/PROD SUPPLEME	LAKE ASBURY ELE	Appointment
	BYRD, PRINCE D ROE ELEM PERF/PROD SUPPLEME	RIDEOUT ELEMENT	Appointment
	CAMBRON, MICHELLE SMITH TES DEPT HEAD (6-10) SUPPLEME	TYNES ELEMENTAR	Appointment
	CAMPBELL, ROBIN MARIE WJH DEPT HEAD (6-10) SUPPLEME	WILKINSON JUNIO	Appointment
0.5	CANDOW, MELISSA ANN LAE DEPT HD (3-5) SUPPLEME	LAKE ASBURY ELE	Appointment
0.5	CANNARELLA, CINNAMON LEIGH RHS DEPT HEAD 17-20 SUPPLEME	RIDGEVIEW HIGH	Appointment
2.0	CAPPER, PAYTON B KHH CROSS COUNTRY HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	CAPPER, PAYTON B KHH TENNIS HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	CAPPROTTI, RACHAEL MARIE DOE DEPT HD (3-5) SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
0.5	CARBERRY, DEBBIE LYN LAE DEPT HD (3-5) SUPPLEME	LAKE ASBURY ELE	Appointment
0.5	CARRIGAN, MEGAN K CEB DEPT HD (3-5) SUPPLEME	CHARLES E. BENN	Appointment
0.5	CARROLL, KELLY REBECCA LAE DEPT HD (3-5) SUPPLEME	LAKE ASBURY ELE	Appointment
	CARROLL, LINDSEY REBECCA WES DISCRETIONARY SUPPLEME	WILKINSON ELEM	Appointment
	CARROLL, VICTORIA MAE CHE DEPT HD (3-5) SUPPLEME	CLAY HILL ELEM	Appointment
0.5	CARSON, CAROL JOYCE KHE DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	CARTER, JESSICA DYKES KHE DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
	CARTER, JESSICA DYKES KHH BASKETBALL HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	CHAMBERS, JULIE ELIZABETH OHS CHEERLEADING JV SUPPLEME	KEYSTONE HEIGHT	Appointment
	CHANDLER, CAROLINE BIZIER RHS DISCRETIONARY SUPPLEME	RIDGEVIEW HIGH	Appointment
	CHANEY, ASHLEY CHRISTINE DOE DEPT HD (3-5) SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
0.5	CHEATWOOD, CYNTHIA KEECH OPJ DEPT HEAD (6-10) SUPPLEME	ORANGE PARK JUN	Appointment
	CHEATWOOD, CYNTHIA KEECH OPJ DISCRETIONARY SUPPLEME	ORANGE PARK JUN	Appointment
0.5	CHEATWOOD, CYNTHIA KEECH OPJ NATION JUNIOR HONOR SOC SUPPLEME	ORANGE PARK JUN	Appointment
	CHEESEMAN, JULIA MARIE OVE DEPT HEAD (6-10) SUPPLEME	OAKLEAF VILLAGE	Appointment
	CHRISTOPHER, NAKIA MONIQUE PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	CLARK, TREVOR M RHS DEPT HEAD (11-16 SUPPLEME	RIDGEVIEW HIGH	Appointment
	COBLEIGH, KAREN A LAE DEPT HD (3-5) SUPPLEME	LAKE ASBURY ELE	Appointment
	COFFEE, TIARA NICOLE SPC DISCRETIONARY SUPPLEME	SWIMMING PEN CR	Appointment
	COKER, JUSTIN HAYWARD KHH BAND DIR JH SUPPLEME	KEYSTONE HEIGHT	Appointment
	COKER, JUSTIN HAYWARD KHH BAND DIR SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	COKER, JUSTIN HAYWARD KHH BAND END OF YEAR 2 FEST SUPPLEME	KEYSTONE HEIGHT	Appointment
	COKER, JUSTIN HAYWARD KHH CHORAL DIRECTOR SH/JH SUPPLEME	KEYSTONE HEIGHT	Appointment
	COKER, JUSTIN HAYWARD KHH DRILL SPONSOR SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	COLON, ARNALDO J RHS BAND DIR SH SUPPLEME	RIDGEVIEW HIGH	Appointment
	COLON, ARNALDO J RHS DRILL SPONSOR SH SUPPLEME	RIDGEVIEW HIGH	Appointment
0.5	COLON, ERIN LEIGH DOE ESE INTERVENTION FAC. SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
	CONLEY, ANGELA RUTH WEC SAFETY PATROL SUPPLEME	W.E. CHERRY ELE	Appointment
0.5	CONRAD, MARLENA KAYE KHE SAFETY PATROL SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	CONROY, SEAN PATRICK OHS DEPT HEAD 17-20 SUPPLEME	OAKLEAF HIGH SC	Appointment
	CONROY, SEAN PATRICK OHS GOLF HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	CONROY, SEAN PATRICK OHS WRESTLING ASST SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	CONSIDINE, FRANCIS ROBERT OHS DRAMA SH SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	COOK, KIMBERLY M LAE DEPT HD (3-5) SUPPLEME	LAKE ASBURY ELE	Appointment
0.5	CORBY, LYNN ANN	LAKE ASBURY ELE	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	LAE DEPT HD (3-5) SUPPLEME		
	COURSEY, ALMA SEVILLA PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
	COURTNEY, ERICA JANE MBE DEPT HEAD (6-10) SUPPLEME	MIDDLEBURG ELEM	Appointment
0.5	COURTNEY, ERICA JANE MBE ESE INTERVENTION FAC. SUPPLEME	MIDDLEBURG ELEM	Appointment
	COWHERD, VALERIE HOPE SLE DEPT HEAD (6-10) SUPPLEME	SHADOWLAWN ELEM	Appointment
0.5	COX, MATTHEW L RHS DEPT HEAD 17-20 SUPPLEME	RIDGEVIEW HIGH	Appointment
	COX, REESHA C OPH DANCE TEAM SH SUPPLEME	ORANGE PARK HIG	Appointment
0.5	CRESWELL, JENNIFER ANN PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
	CREWS, REBECCA LADAWN OHS JUNIOR CLASS SPONSOR SUPPLEME	OAKLEAF HIGH SC	Appointment
	CROSBY, CASSIE LYN TES DISCRETIONARY SUPPLEME	TYNES ELEMENTAR	Appointment
	CROSBY, CASSIE LYN TES ELEM PERF/PROD SUPPLEME	TYNES ELEMENTAR	Appointment
	CROSBY, JAMES MICHAEL OPH DEPT HEAD (11-16) SUPPLEME	ORANGE PARK HIG	Appointment
	CUDA, KATHERINE ELIZABETH MCE ELEM PERF/PROD SUPPLEME	MONTCLAIR ELEME	Appointment
	CUMMINGS, TRACY OHS FRESHMAN CLASS SPONSOR SUPPLEME	OAKLEAF HIGH SC	Appointment
0.3	CUNNINGHAM, KELLY MARIE KHE DEPT HEAD 17-20 SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	CUNNINGHAM, KELLY MARIE KHE SAFETY PATROL SUPPLEME	KEYSTONE HEIGHT	Appointment
	DALLAS, LINDSEY LATRELLE LAE DEPT HEAD (6-10) SUPPLEME	LAKE ASBURY ELE	Appointment
	DALVA, JENNA R OPH JUNIOR CLASS SPONSOR SUPPLEME	ORANGE PARK HIG	Appointment
0.5	DAMPIER, ANNA REBECCA KHE ESE INTERVENTION FAC.	KEYSTONE HEIGHT	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	DAVIS, DONALD A LJH SOFTBALL FP HD JH SUPPLEME	LAKESIDE JUNIOR	Appointment
	DAVIS, LORI ANN CHS ANNUAL STAFF SH SUPPLEME	CLAY HIGH	Appointment
0.5	DAVIS, LORI ANN CHS DANCE TEAM SH SUPPLEME	CLAY HIGH	Appointment
	DEANGELO, DUSTIN D OHS TENNIS HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	DECHMAN, JANET ELISE CHE DEPT HD (3-5) SUPPLEME	CLAY HILL ELEME	Appointment
0.5	DELUCA, FALLON RENEE SPC DEPT HEAD (6-10) SUPPLEME	SWIMMING PEN CR	Appointment
0.5	DENMARK, CARRIE LANG KHE DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
	DEROUSIE, BETHANY LOIS RHS SCI FAIR COOR LOCAL SUPPLEME	RIDGEVIEW HIGH	Appointment
	DIBBLE, IAN C WES DEPT HEAD (6-10) SUPPLEME	WILKINSON ELEME	Appointment
0.5	DICKEY, SHERI LYNN RHS DEPT HEAD (11-16) SUPPLEME	RIDGEVIEW HIGH	Appointment
0.5	DICKEY, SHERI LYNN RHS SENIOR CLASS SPONSOR SUPPLEME	RIDGEVIEW HIGH	Appointment
	DICKINSON, CHARLES TODD KHH FOOTBALL HD HS 25% SUPPLEME	KEYSTONE HEIGHT	Appointment
	DICKINSON, CHARLES TODD KHH FOOTBALL HD SH 75% SUPPLEME	KEYSTONE HEIGHT	Appointment
	DICKINSON, CHARLES TODD KHH WEIGHTLIFTING HD JH SUPPLEME	KEYSTONE HEIGHT	Appointment
	DICKS, TERRI ANNE LAE DEPT HEAD (6-10) SUPPLEME	LAKE ASBURY ELE	Appointment
	DOANE, LANA D FIE DEPT HD (3-5) SUPPLEME	FLEMING ISLAND	Appointment
	DOMINEY, LORENA ORTIGUERRA DOE DISCRETIONARY SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
	DONALDSON, MICHELE KATHERINE WJH NATION JUNIOR HONOR	WILKINSON JUNIO	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SOC SUPPLEME		
	DOTY, ROBIN ELISABETH OPE DEPT HD (3-5) SUPPLEME	ORANGE PARK ELE	Appointment
	DOTY, ROBIN ELISABETH OPE TECH COACH ELEM SUPPLEME	ORANGE PARK ELE	Appointment
	DOUGHTY, STEVEN PAUL WJH ACADEMIC COACH, LOCAL SUPPLEME	WILKINSON JUNIO	Appointment
	DOUGHTY, STEVEN PAUL WJH CHORAL DIRECTOR SH/JH SUPPLEME	WILKINSON JUNIO	Appointment
	DOUGHTY, STEVEN PAUL WJH CHORUS DIR EOY 2 EVENTS SUPPLEME	WILKINSON JUNIO	Appointment
	DRYDEN, KATHARINE L SPC TECH COACH ELEM SUPPLEME	SWIMMING PEN CR	Appointment
0.5	DUCHEMIN, MICHELLE MICHAEL K12 MUSIC FESTIVAL COOR SUPPLEME	LAKESIDE JUNIOR	Appointment
	DUCHEMIN, MICHELLE MICHAEL LJH CHORAL DIRECTOR SH/JH SUPPLEME	LAKESIDE JUNIOR	Appointment
	DUCHEMIN, MICHELLE MICHAEL LJH CHORUS DIR EOY 2 EVENTS SUPPLEME	LAKESIDE JUNIOR	Appointment
0.5	DUCHEMIN, MICHELLE MICHAEL LJH DEPT HEAD (6-10) SUPPLEME	LAKESIDE JUNIOR	Appointment
	DUFFORD, BRENDA LEE DOE DEPT HEAD (6-10) SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
	DURIG, CARRIE K OPH ESE INTERVENTION FAC. SUPPLEME	ORANGE PARK HIG	Appointment
	DURIG, CARRIE K OPH FRESHMAN CLASS SPONSOR SUPPLEME	ORANGE PARK HIG	Appointment
	DUVALL, CHERYL ANNE WJH DEPT HEAD (6-10) SUPPLEME	WILKINSON JUNIO	Appointment
	DUVALL, CHERYL ANNE WJH MATH TEAM SPONSOR SUPPLEME	WILKINSON JUNIO	Appointment
	EATON, SAMANTHA JO WJH ACTIVITY PROG CO JH SUPPLEME	WILKINSON JUNIO	Appointment

III. Instructional Actions

F. SUPPLEMENT

Name/Assignment	Site	Supplement Action
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EATON, SAMANTHA JO
WJH DEPT HEAD (6-10)

WILKINSON JUNIO

Appointment

ELKINS, MINDY MICHELLE
KHH BASKETBALL HD JH
SUPPLEMENT

ELMORE, KEVIN BIELTIA
OPJ FOOTBALL HD JH 25%

ORANGE PARK HIG

Appointment

ELMORE, KEVIN BIELTIA
OPJ FOOTBALL HD JH 75%

ORANGE PARK HIG

Appointment

ELROD, MARY MCBATH
OVE DISCRETIONARY
SUPPLEMENT

OAKLEAF VILLAGE

Appointment

ENGLISH, MELISSA CHRISTINE
LAE DEPT HD (3-5)

LAKE ASBURY ELE

Appointment

ERVIN, MEGAN BLAKELY
FIE ESE INTERVENTION FAC.
SUPPLEMENT

FLEMING ISLAND

Appointment

EVATT, LORRAINE PHILLIPS
WES SAFETY PATROL
SUPPLEMENT

WILKINSON ELEM

Appointment

FEDOROWICH, LORI G
TBE DEPT HEAD (6-10)

THUNDERBOLT ELE

Appointment

FERGUSON, KATHY J
TBE DEPT HEAD (6-10)

THUNDERBOLT ELE

Appointment

FIELDS, KISHINNA T B
OPJ CHEERLEADING JH
SUPPLEMENT

ORANGE PARK JUN

Appointment

FIELDS, KYLE DOUGLAS
OHS FOOTBALL ASST HS 25%

OAKLEAF HIGH SC

Appointment

FIELDS, KYLE DOUGLAS
OHS FOOTBALL ASST SH 75%

OAKLEAF HIGH SC

Appointment

FILLINGANE, ELIZABETH
DULCIE
SUPPLEMENT

MIDDLEBURG ELEM

Appointment

FISH, DEBORAH DENISE
OPJ DEPT HEAD (6-10)

ORANGE PARK JUN

Appointment

FLACK, DORREEN D
WES DEPT HEAD (6-10)

WILKINSON ELEM

Appointment

FLAGG, PAMELA REGINA
BLC DEPT HEAD 21+
SUPPLEMENT

BANNERMAN LEARN

Appointment

FLAGG, PAMELA REGINA
BLC ESE INTERVENTION FAC.
SUPPLEMENT

BANNERMAN LEARN

Appointment

FOLEY, DONNA MARIE
RIDGEVIEW HIGH
Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	RHS DEPT HEAD (11-16) SUPPLEME		
0.5	FOWLER, JEFFREY ROBERT WJH DEPT HEAD (6-10) SUPPLEME	WILKINSON JUNIO	Appointment
	FREEZE, ANN MARGARET OVE DEPT HEAD (6-10) SUPPLEME	OAKLEAF VILLAGE	Appointment
	FRY, PAUL G KHH TRACK ASST SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	FUTCH, KAREN ANN ESE DEPT HEAD 17-20 SUPPLEME	FLEMING ISLAND	Appointment
0.5	GABB, DANIELLE MICHELE TBE DEPT HEAD (6-10) SUPPLEME	THUNDERBOLT ELE	Appointment
	GANN, ASHLEY NICHOLE WES DEPT HEAD (6-10) SUPPLEME	WILKINSON ELEME	Appointment
	GARIS, FRANCIS JOSEPH OHS FOOTBALL HD HS 25% SUPPLEME	OAKLEAF HIGH SC	Appointment
	GARIS, FRANCIS JOSEPH OHS FOOTBALL HD SH 75% SUPPLEME	OAKLEAF HIGH SC	Appointment
	GEESER, MELANIE L OPE DEPT HD (3-5) SUPPLEME	ORANGE PARK ELE	Appointment
	GEIGER, KRISTEN JANE FIE DEPT HD (3-5) SUPPLEME	FLEMING ISLAND	Appointment
0.5	GELEGAN, AMANDA MARIE SPC DEPT HEAD (6-10) SUPPLEME	SWIMMING PEN CR	Appointment
	GEORGE, AMANDA DAWN OPH SCI FAIR COOR LOCAL SUPPLEME	ORANGE PARK HIG	Appointment
	GERRA, RENESSA L WEC DEPT HD (3-5) SUPPLEME	W.E. CHERRY ELE	Appointment
	GIANNINI, KAREN ANN MCE DEPT HD (3-5) SUPPLEME	MONTCLAIR ELEME	Appointment
	GILLENWATERS, TODD M KHH FLAG FOOTBALL HD SH/JH SUPPLEME	KEYSTONE HEIGHT	Appointment
	GILLENWATERS, TODD M KHH TENNIS HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	GILLIS, DEVAN DANIELLE GPE DEPT HD (3-5) SUPPLEME	GROVE PARK ELEM	Appointment
	GLIDDEN, KARLA ANN FIE DEPT HEAD (6-10) SUPPLEME	FLEMING ISLAND	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	GLOVER, KAREN MARIE OPH ANNUAL STAFF SH SUPPLEME	ORANGE PARK HIG	Appointment
	GLOVER, KAREN MARIE OPH DEPT HEAD (11-16 SUPPLEME	ORANGE PARK HIG	Appointment
	GODDARD, CHRISTOPHER DANIEL OPJ ACTIVITY PROG CO JH SUPPLEME	ORANGE PARK JUN	Appointment
	GODDARD, CHRISTOPHER DANIEL OPJ SOCCER HEAD JH SUPPLEME	ORANGE PARK JUN	Appointment
	GODDARD, CHRISTOPHER DANIEL OPJ TRACK HD JH SUPPLEME	ORANGE PARK JUN	Appointment
	GODDARD, CHRISTOPHER DANIEL OPJ VOLLEYBALL HD JH SUPPLEME	ORANGE PARK JUN	Appointment
	GODWIN, JENNIFER JOYCE GPE DEPT HD (3-5) SUPPLEME	GROVE PARK ELEM	Appointment
0.5	GONZALEZ, CARLOS J ORTIZ RHS SENIOR CLASS SPONSOR SUPPLEME	RIDGEVIEW HIGH	Appointment
0.5	GOODMAN, KAITLYN DENNETTE OPJ ACADEMIC COACH, LOCAL SUPPLEME	ORANGE PARK JUN	Appointment
	GOODMAN, KAITLYN DENNETTE OPJ SOCCER HEAD JH SUPPLEME	ORANGE PARK JUN	Appointment
	GOUIN, SHARI RENEE WJH DEPT HEAD (6-10) SUPPLEME	WILKINSON JUNIO	Appointment
	GRAHAM, PAULA MARIE CEB DEPT HD (3-5) SUPPLEME	CHARLES E. BENN	Appointment
0.5	GREEN, DONALD CHRISTON CHS DRILL SPONSOR SH SUPPLEME	CLAY HIGH	Appointment
	GUGEL, CHRISTOPHER MICHAEL OHS BAND DIR SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	GUNSAULUS SR, WILLIAM CALVIN LJH BASEBALL HEAD JH SUPPLEME	LAKESIDE JUNIOR	Appointment
	HAGER, JOSHUA C SLE DEPT HEAD (6-10) SUPPLEME	SHADOWLAWN ELEM	Appointment
	HAIR, GLENN P	ORANGE PARK JUN	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	OPJ DEPT HD (3-5) SUPPLEME		
	HALE, PHYLLIS GENE FIE DISCRETIONARY SUPPLEME	FLEMING ISLAND	Appointment
0.5	HAMILTON, ILLISA J FIE DEPT HEAD (11-16) SUPPLEME	FLEMING ISLAND	Appointment
	HARRIS, CHRISTOPHER CHARLES OPE DEPT HD (3-5) SUPPLEME	ORANGE PARK ELE	Appointment
	HARRIS, DANIAL J CHS DEPT HEAD (11-16) SUPPLEME	CLAY HIGH	Appointment
	HARRIS, MESHELL ROBERSON DOE DEPT HEAD (6-10) SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
	HARTLEY, MICHAEL LAWRENCE KHH BASEBALL ASST SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	HARTMAN, RONALD LARRY KHH DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
	HARTMAN, RONALD LARRY KHH GOLF HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	HARTMAN, RONALD LARRY KHH SCI FAIR COOR LOCAL SUPPLEME	KEYSTONE HEIGHT	Appointment
	HARTSHORN, BRENDA J MCE TECH COACH ELEM SUPPLEME	MONTCLAIR ELEM	Appointment
0.5	HARVEY, DIANE P OHS DEPT HEAD 21+ SUPPLEME	OAKLEAF HIGH SC	Appointment
	HAVENER, BRIA NOEL CHS DEPT HD (3-5) SUPPLEME	CLAY HIGH	Appointment
	HAWKINS, KAREN MARIE ROE DEPT HD (3-5) SUPPLEME	RIDEOUT ELEMENT	Appointment
0.5	HAYES, CAITLYN E OPJ DEPT HEAD (6-10) SUPPLEME	ORANGE PARK JUN	Appointment
	HAYES, CAITLYN E OPJ TRACK HD JH SUPPLEME	ORANGE PARK JUN	Appointment
	HAYES, CAITLYN E OPJ VOLLEYBALL HD JH SUPPLEME	ORANGE PARK JUN	Appointment
	HENDERSON, JAMES W OHS CROSS COUNTRY HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	HENDERSON, JAMES W	OAKLEAF HIGH SC	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	OHS DEPT HEAD (11-16) SUPPLEME		
0.5	HERNANDEZ, ARLENE MARIE TBE DEPT HD (3-5) SUPPLEME	THUNDERBOLT ELE	Appointment
0.5	HERNANDEZ, ARLENE MARIE TBE SAFETY PATROL SUPPLEME	THUNDERBOLT ELE	Appointment
	HERSEY, JEREMIAH A KHH BASKETBALL HD JH SUPPLEME	KEYSTONE HEIGHT	Appointment
	HESTERMAN, DONNA LEE CHS DEPT HEAD (6-10) SUPPLEME	CLAY HIGH	Appointment
	HICKS, ASHLEY LYNN DOE DEPT HD (3-5) SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
	HILDEBRANDT, JUNE R MCE DEPT HD (3-5) SUPPLEME	MONTCLAIR ELEM	Appointment
	HILL, WILLIAM HUNTER CHS FOOTBALL ASST HS 25% SUPPLEME	CLAY HIGH	Appointment
	HILL, WILLIAM HUNTER CHS FOOTBALL ASST SH 75% SUPPLEME	CLAY HIGH	Appointment
	HILL, WILLIAM HUNTER CHS WRESTLING SUPPLEME	CLAY HIGH	Appointment
	HILLIS, SHANNON LEIGH SLE DEPT HD (3-5) SUPPLEME	SHADOWLAWN ELEM	Appointment
0.5	HISCOX, JULIE ANN LJH DEPT HEAD (6-10) SUPPLEME	LAKESIDE JUNIOR	Appointment
0.5	HODGDEN, JEANNE M TBE DEPT HD (3-5) SUPPLEME	THUNDERBOLT ELE	Appointment
	HOLCOMBE, COURTNEY GRAYCE SPC DEPT HD (3-5) SUPPLEME	SWIMMING PEN CR	Appointment
	HOLCOMBE, COURTNEY GRAYCE SPC ELEM PERF/PROD SUPPLEME	SWIMMING PEN CR	Appointment
0.5	HOLLINGER, LORRAINE PARETTI PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
0.3	HOLMGREN, RACHEL ANN LJH NATION JUNIOR HONOR SOC SUPPLEME	LAKESIDE JUNIOR	Appointment
	HOUSTON, TWILA J SLE TECH COACH ELEM	SHADOWLAWN ELEM	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	HOWARD, BO BRIAN OHS FOOTBALL ASST HS 25% SUPPLEME	OAKLEAF HIGH SC	Appointment
	HOWARD, BO BRIAN OHS FOOTBALL ASST SH 75% SUPPLEME	OAKLEAF HIGH SC	Appointment
	HOWELL, JAMES LOUIS OPH DEPT HD (3-5) SUPPLEME	ORANGE PARK HIG	Appointment
0.5	HOWINGTON, ELBA MARGARITA LJH DEPT HEAD (6-10) SUPPLEME	LAKESIDE JUNIOR	Appointment
	HOWINGTON, ELBA MARGARITA LJH MATH TEAM SPONSOR SUPPLEME	LAKESIDE JUNIOR	Appointment
	HRADIL, TIFFANY LEE ELE MATH FIELD DAY COOR SUPPLEME	INSTRUCTIONAL P	Appointment
	HULETT, FREDRICK J OHS SOCCER HEAD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	HULL, TONYA A CHS DEPT HEAD (6-10) SUPPLEME	CLAY HIGH	Appointment
	HULL, TONYA A CHS ESE INTERVENTION FAC. SUPPLEME	CLAY HIGH	Appointment
	HURLOCK, LISA MARIE OVE DEPT HEAD (6-10) SUPPLEME	OAKLEAF VILLAGE	Appointment
	ISOM, SHANNON DIONNE OPJ ANNUAL STAFF JH SUPPLEME	ORANGE PARK JUN	Appointment
	ISOM, SHANNON DIONNE OPJ DISCRETIONARY SUPPLEME	ORANGE PARK JUN	Appointment
	JACKSON, SALLY ANN KHH ANNUAL STAFF SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	JACKSON, SALLY ANN KHH DRAMA SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	JACKSON, SALLY ANN KHH SOPHMORE CLASS SPON SUPPLEME	KEYSTONE HEIGHT	Appointment
	JEFFERSON, JUSTINA ERICA GPE DEPT HD (3-5) SUPPLEME	GROVE PARK ELEM	Appointment
	JENKINS, FRANK ALBERT OHS BASKETBALL HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	JENKINS, FRANK ALBERT OHS TRACK ASST SH	OAKLEAF HIGH SC	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	JOHNS, BENJAMIN G CHE ELEM PERF/PROD SUPPLEME	CLAY HILL ELEME	Appointment
	JOHNS, TABBATHA JAN RHS FRESHMAN CLASS SPONSOR SUPPLEME	RIDGEVIEW HIGH	Appointment
	JOHNSON, AMY A ROE ESE INTERVENTION FAC. SUPPLEME	CHARLES E. BENN	Resignation
0.5	JOHNSON, JACKI JEWELL OHS DEPT HEAD (11-16) SUPPLEME	OAKLEAF HIGH SC	Appointment
	JOHNSON, TABITHA J OPJ DEPT HEAD (11-16) SUPPLEME	ORANGE PARK JUN	Appointment
0.5	JOHNSON, TRACE MORGAN RHS SOPHMORE CLASS SPON SUPPLEME	RIDGEVIEW HIGH	Appointment
	JOHNSTON, HEATHER WELL CEB DEPT HD (3-5) SUPPLEME	CHARLES E. BENN	Appointment
0.5	JONES, JENNIFER BRINKLEY KHE DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	JONES, JONATHAN CHARLES LJH DEPT HEAD (6-10) SUPPLEME	LAKESIDE JUNIOR	Appointment
0.5	JONES, SELINA CAROL KHE DEPT HD (3-5) SUPPLEME	KEYSTONE HEIGHT	Appointment
	JORDAN, JEFFREY FRANK LJH FOOTBALL ASST JH 25% SUPPLEME	LAKESIDE JUNIOR	Appointment
	JORDAN, JEFFREY FRANK LJH FOOTBALL ASST JH 75% SUPPLEME	LAKESIDE JUNIOR	Appointment
	JORDAN, JEFFREY FRANK LJH WRESTLING HD JH SUPPLEME	LAKESIDE JUNIOR	Appointment
	JUMP, CHRISTINE SANDERS OPH DRAMA SH SUPPLEME	ORANGE PARK HIG	Appointment
	JUMP, CHRISTINE SANDERS OPH SOPHMORE CLASS SPON SUPPLEME	ORANGE PARK HIG	Appointment
0.5	KAPEGHIAN, SUSAN ANN BLC DEPT HEAD (11-16) SUPPLEME	BANNERMAN LEARN	Appointment
	KAUFMAN, DANIEL ROBERT DOE SAFETY PATROL SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
0.5	KAY, JODY A RHS DEPT HEAD (6-10) SUPPLEME	RIDGEVIEW HIGH	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	KEELEY, LEAH DIANE CEB DISCRETIONARY SUPPLEME	CHARLES E. BENN	Appointment
	KELLER, RODNEY SCOTT CHS FOOTBALL ASST HS 25% SUPPLEME	CLAY HIGH	Appointment
	KELLER, RODNEY SCOTT CHS FOOTBALL ASST SH 75% SUPPLEME	CLAY HIGH	Appointment
2.0	KELLER, RODNEY SCOTT CHS WEIGHTLIFTING HD SH SUPPLEME	CLAY HIGH	Appointment
	KENNARD, KYLE ANDREW CHS FOOTBALL ASST HS 25% SUPPLEME	CLAY HIGH	Appointment
	KENNARD, KYLE ANDREW CHS FOOTBALL ASST SH 75% SUPPLEME	CLAY HIGH	Appointment
	KENNARD, WHITNEY BROOKE GPE ESE INTERVENTION FAC. SUPPLEME	GROVE PARK ELEM	Appointment
	KENT, CHERYL ALIENE OPH DEPT HD (3-5) SUPPLEME	ORANGE PARK HIG	Appointment
	KENT, CHERYL ALIENE OPH NATIONA HONOR SOCIETY SUPPLEME	ORANGE PARK HIG	Appointment
	KEYS-RUSSELL, JENNIFER DAWN OVE DEPT HEAD (6-10) SUPPLEME	OAKLEAF VILLAGE	Appointment
	KILPATRICK, COURTNEY MICHELLE GPE DEPT HD (3-5) SUPPLEME	GROVE PARK ELEM	Appointment
	KING, DAWN MARIE MBE DEPT HD (3-5) SUPPLEME	MIDDLEBURG ELEM	Appointment
0.5	KNABB, ELIZABETH M KHE DEPT HD (3-5) SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	KNAFELC, SANDRA L PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
0.5	KOCH, BETHANY KATHLEEN OHS NATIONA HONOR SOCIETY SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	KOEHLER, STEFANIE LYNN RHS DEPT HEAD (11-16) SUPPLEME	RIDGEVIEW HIGH	Appointment
	KRUCK, REBECCA DIANE OHS STUDENT COUNCIL SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	LABERIS, KEZIA LYNN	OAKLEAF HIGH SC	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	OHS DEPT HEAD (11-16 SUPPLEME		
0.5	LACEY, MEGHANN M SPC DEPT HEAD (6-10) SUPPLEME	SWIMMING PEN CR	Appointment
0.5	LACOMBE, ANASTACIA SUZANNE RHS DEPT HEAD (11-16) SUPPLEME	RIDGEVIEW HIGH	Appointment
	LAFONTANT, FLORENCE GLADYS RHS DEPT HEAD (6-10) SUPPLEME	RIDGEVIEW HIGH	Appointment
	LAFONTANT, FLORENCE GLADYS RHS ESE INTERVENTION FAC. SUPPLEME	RIDGEVIEW HIGH	Appointment
	LANNOM, CHRISTOPHER PHILLIP OHS BASEBALL HEAD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	LAURENT, ROGER KHH SOCCER HEAD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	LEE, KIMBERLY ANN TBE DEPT HEAD (6-10) SUPPLEME	THUNDERBOLT ELE	Appointment
	LEONE, CASEY L DOE TECH COACH ELEM SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
	LESTRANGE, PAULAMAE FISH CHE ESE INTERVENTION FAC. SUPPLEME	CLAY HILL ELEM	Appointment
	LICH, RODNEY WAYNE CHS GOLF HD SH SUPPLEME	CLAY HIGH	Appointment
	LICH, RODNEY WAYNE CHS TENNIS HD SH SUPPLEME	CLAY HIGH	Appointment
	LINDSEY, ANGIE DAWN OPE ELEM PERF/PROD SUPPLEME	ORANGE PARK ELE	Appointment
0.5	LINEHAN, PATRICIA ANN OHS DEPT HEAD 21+ SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	LOGUE, MONICA A CVA DEPT HEAD (6-10) SUPPLEME	CLAY VIRTUAL AC	Appointment
0.5	LONGO, MICHELE MARIE DOE ESE INTERVENTION FAC. SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
0.5	LOONEY, KERRI RENEE LAE DEPT HEAD (11-16) SUPPLEME	LAKE ASBURY ELE	Appointment
	LOONEY, KERRI RENEE LAE ESE INTERVENTION FAC.	LAKE ASBURY ELE	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	LOOSE, CYNTHIA L KHH VOLLEYBALL HD JV SUPPLEME	KEYSTONE HEIGHT	Appointment
	LOVE, ANGELA LEIGH LAE DISCRETIONARY SUPPLEME	LAKE ASBURY ELE	Appointment
	LOWERY, LANTZ LAVON KHH ACADEMIC COACH, LOCAL SUPPLEME	KEYSTONE HEIGHT	Appointment
	LOWERY, LANTZ LAVON KHH FOOTBALL HD JV 25% SUPPLEME	KEYSTONE HEIGHT	Appointment
	LOWERY, LANTZ LAVON KHH FOOTBALL HD JV 75% SUPPLEME	KEYSTONE HEIGHT	Appointment
	LOWERY, LANTZ LAVON KHH WEIGHTLIFTING HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	LUNDY, KIMBERLY ANN OVE ESE INTERVENTION FAC. SUPPLEME	OAKLEAF VILLAGE	Appointment
	LUSK, ALLISON M OPE DEPT HD (3-5) SUPPLEME	ORANGE PARK ELE	Appointment
	LYONS, CLINTON D LJH FLAG FOOTBALL HD SH/JH SUPPLEME	FLEMING ISLAND	Appointment
	LYONS, CLINTON D LJH SOCCER HEAD JH SUPPLEME	FLEMING ISLAND	Appointment
0.5	MACPHERSON, SAMANTHA RENE TES DEPT HEAD (6-10) 12 MONTH	TYNES ELEMENTAR	Appointment
	MALLARD, CATHARINE JUDD CHS DEPT HD (3-5) SUPPLEME	CLAY HIGH	Appointment
	MALY, RICHARD LEE LJH ACADEMIC COACH, LOCAL SUPPLEME	LAKESIDE JUNIOR	Appointment
	MALY, RICHARD LEE LJH TRACK ASST JH SUPPLEME	LAKESIDE JUNIOR	Appointment
	MANN, KIMBERLY LYNN KHH DEPT HEAD (11-16) SUPPLEME	KEYSTONE HEIGHT	Appointment
	MANN, MELISSA KHE ELEM PERF/PROD SUPPLEME	KEYSTONE HEIGHT	Appointment
	MANZI, COURTNEY JO GPE DEPT HD (3-5) SUPPLEME	GROVE PARK ELEM	Appointment
	MANZI, COURTNEY JO GPE SAFETY PATROL SUPPLEME	GROVE PARK ELEM	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	MARQUART, JESSICA ANN KHH DEPT HD (3-5) SUPPLEME	KEYSTONE HEIGHT	Appointment
	MARQUART, JESSICA ANN KHH SOFTBALL FP HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	MARSHALL, RICHARD BRANDON KHH FOOTBALL ASST HS 25% SUPPLEME	KEYSTONE HEIGHT	Appointment
	MARSHALL, RICHARD BRANDON KHH FOOTBALL ASST SH 75% SUPPLEME	KEYSTONE HEIGHT	Appointment
	MARSHALL, RICHARD BRANDON KHH WRESTLING HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	MARTIN, GREGORY WILLIAM OHS ACADEMIC COACH, LOCAL SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	MARTIN, GREGORY WILLIAM OHS DEPT HEAD 17-20 SUPPLEME	OAKLEAF HIGH SC	Appointment
	MARTIN, GREGORY WILLIAM OHS TENNIS HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	MARTINI, JAMES DYRELL OPH DEPT HD (3-5) SUPPLEME	ORANGE PARK HIG	Appointment
	MASSEY, BRIAN THOMAS WES TECH COACH ELEM SUPPLEME	WILKINSON ELEME	Appointment
0.5	MASTANTUNO, SARAH LAUREN TBE DEPT HEAD (6-10) SUPPLEME	THUNDERBOLT ELE	Appointment
	MATTOX, JESSE A KHH BASEBALL HEAD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	MATTOX, JESSE A KHH FOOTBALL ASST HS 25% SUPPLEME	KEYSTONE HEIGHT	Appointment
	MATTOX, JESSE A KHH FOOTBALL ASST SH 75% SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	MATZ, MELISSA ANNE LJH DEPT HEAD (6-10) SUPPLEME	LAKESIDE JUNIOR	Appointment
	MAY, GAYLE D WJH SCI FAIR COOR LOCAL SUPPLEME	WILKINSON JUNIO	Appointment
	MAYFIELD, AMY YOUNG TES DEPT HEAD (6-10) SUPPLEME	TYNES ELEMENTAR	Appointment
0.5	MCCALL, MARIAN JUSTINA KHE DEPT HD (3-5)	KEYSTONE HEIGHT	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.5	MCCARTHY, KAREN M FIE DEPT HEAD (11-16) SUPPLEME	FLEMING ISLAND	Appointment
0.3	MCCORDUCK, KERRY L LJH NATION JUNIOR HONOR SOC SUPPLEME	LAKEVIEW JUNIOR	Appointment
	MCDADE, LINDSAY E RHS DRAMA SH SUPPLEME	RIDGEVIEW HIGH	Appointment
	MCDONALD, ANDREW DAVID KHH DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
	MCDONALD, ANDREW DAVID KHH FOOTBALL ASST HS 25% SUPPLEME	KEYSTONE HEIGHT	Appointment
	MCDONALD, ANDREW DAVID KHH FOOTBALL ASST SH 75% SUPPLEME	KEYSTONE HEIGHT	Appointment
	MCGAHEE, MICHELLE L CHS NATIONA HONOR SOCIETY SUPPLEME	CLAY HIGH	Appointment
	MCGAHEE, MICHELLE L CHS NATIONAL BETA CLUB SP SUPPLEME	CLAY HIGH	Appointment
0.5	MCKENZIE, BRITTANY NICOLE OHS DEPT HEAD 17-20 SUPPLEME	OAKLEAF HIGH SC	Appointment
	MCKENZIE, BRITTANY NICOLE OHS SCI FAIR COOR LOCAL SUPPLEME	OAKLEAF HIGH SC	Appointment
	MCLANE, KATHLEEN L WES DEPT HEAD (11-16) SUPPLEME	WILKINSON ELEM	Appointment
	MCNEIL, LARA MARIE PES ELEM PERF/PROD SUPPLEME	PATERSON ELEMEN	Appointment
0.5	MCQUAIG, TRAVIS AUSTIN CHS BASEBALL ASST SH SUPPLEME	CLAY HIGH	Appointment
	MCQUAIG, TRAVIS AUSTIN CHS BASEBALL JV HD SH SUPPLEME	CLAY HIGH	Appointment
	MEDINA, RENEE ARLENE CHE DEPT HD (3-5) SUPPLEME	CLAY HILL ELEM	Appointment
	MERRILL, KRISTEN NICOLE SLE SAFETY PATROL SUPPLEME	SHADOWLAWN ELEM	Appointment
	MICHAELS, MARK OHS FOOTBALL ASST HS 25% SUPPLEME	OAKLEAF HIGH SC	Appointment
	MICHAELS, MARK OHS FOOTBALL ASST SH 75%	OAKLEAF HIGH SC	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	MILBRANDT, DAVID ROBERTS OHS GOLF HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	MILLER, ANN S CEB DEPT HD (3-5) SUPPLEME	CHARLES E. BENN	Appointment
	MILLER, JEFFREY BRANDON WEC DEPT HD (3-5) SUPPLEME	W.E. CHERRY ELE	Appointment
	MILLER, JULIE MCCOY RHS ACADEMIC COACH, LOCAL SUPPLEME	RIDGEVIEW HIGH	Appointment
	MILLER, KAREN B WES DEPT HEAD (6-10) SUPPLEME	WILKINSON ELEME	Appointment
	MILLER, LISA M FIE SAFETY PATROL SUPPLEME	FLEMING ISLAND	Appointment
	MILLER, MARCUS R OHS FOOTBALL HD JV 25% SUPPLEME	OAKLEAF HIGH SC	Appointment
	MILLER, MARCUS R OHS FOOTBALL HD JV 75% SUPPLEME	OAKLEAF HIGH SC	Appointment
	MILLER, MARCUS R OHS WRESTLING HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	MILLER, VICTORIA LIEN CHS ACADEMIC COACH, LOCAL SUPPLEME	CLAY HIGH	Appointment
	MILLER, VICTORIA LIEN CHS DEPT HEAD (11-16) SUPPLEME	CLAY HIGH	Appointment
	MILLS, KATLYN NICOLE SPC ESE INTERVENTION FAC. SUPPLEME	SWIMMING PEN CR	Appointment
0.5	MIMBS, TAYLOR D KHE ESE INTERVENTION FAC. SUPPLEME	KEYSTONE HEIGHT	Appointment
	MINKEL, SARAH JOAN OPJ MATH TEAM SPONSOR SUPPLEME	ORANGE PARK JUN	Appointment
0.3	MINZENMAYER, EMILY LYNN WEC DEPT HEAD 17-20 SUPPLEME	W.E. CHERRY ELE	Appointment
	MITCHELL-ADAMS, LISA JEANINE KHH SENIOR CLASS SPONSOR SUPPLEME	KEYSTONE HEIGHT	Appointment
	MITCHELL-ADAMS, LISA JEANINE KHH STUDENT COUNCIL SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	MONCRIEF, HELEN SUZANNE KHH FRESHMAN CLASS	KEYSTONE HEIGHT	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SPONSOR SUPPLEME		
	MONCRIEF, HELEN SUZANNE KHH NATION JUNIOR HONOR SOC SUPPLEME	KEYSTONE HEIGHT	Appointment
	MOSES, JARED MATTHEW CHS BASKETBALL HD SH SUPPLEME	CLAY HIGH	Appointment
0.5	MOSES, JARED MATTHEW CHS DEPT HEAD (6-10) SUPPLEME	CLAY HIGH	Appointment
	MOSES, JARED MATTHEW CHS FLAG FOOTBALL HD SH/JH SUPPLEME	CLAY HIGH	Appointment
	MOSES, JARED MATTHEW CHS FOOTBALL ASST HS 25% SUPPLEME	CLAY HIGH	Appointment
	MOSES, JARED MATTHEW CHS FOOTBALL ASST SH 75% SUPPLEME	CLAY HIGH	Appointment
0.5	MOSES, KIMBERLY D CHS DANCE TEAM SH SUPPLEME	CLAY HIGH	Appointment
	MOUSLEY, MORGAN LEE CHS SENIOR CLASS SPONSOR SUPPLEME	CLAY HIGH	Appointment
	MOYER, BRIANNA ANN DOE ELEM PERF/PROD SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
	MUDGE, KENNETH ROSS KHH FOOTBALL ASST HS 25% SUPPLEME	KEYSTONE HEIGHT	Appointment
	MUDGE, KENNETH ROSS KHH FOOTBALL ASST SH 75% SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	MUFFLEY, JESSICA MARIE PES DEPT HD (3-5) SUPPLEME	GROVE PARK ELEM	Appointment
	MURCH, GARY SCOTT WEC ELEM PERF/PROD SUPPLEME	W.E. CHERRY ELE	Appointment
0.5	MURPHY, MARGOT PES DEPT HEAD (11-16) SUPPLEME	PATERSON ELEMEN	Appointment
0.5	MYERS, LINA ANGELICA PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
0.5	NESI, ALBERT RHS DEPT HEAD (6-10) SUPPLEME	RIDGEVIEW HIGH	Appointment
0.5	NETTLES, ALEKSANDRA OPJ ACADEMIC COACH, LOCAL SUPPLEME	ORANGE PARK JUN	Appointment
	NEWELL, MICHELLE LYNN RHS DEPT HEAD (6-10)	RIDGEVIEW HIGH	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	NIXON, LISA DAWN OHS ANNUAL STAFF SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	NIXON, LISA DAWN OHS DEPT HEAD (6-10) SUPPLEME	OAKLEAF HIGH SC	Appointment
	NORDSTROM, SHANNON LEA FYA DEPT HEAD (6-10) SUPPLEME	FL. YOUTH CHALL	Appointment
0.5	NORTON, LEAH JILL SPC DEPT HEAD (6-10) SUPPLEME	SWIMMING PEN CR	Appointment
	OCCHIOGROSSO, SHEILA BERNADETT OPJ DEPT HEAD (6-10) SUPPLEME	ORANGE PARK JUN	Appointment
0.5	OCCHIOGROSSO, SHEILA BERNADETT OPJ SCI FAIR COOR LOCAL SUPPLEME	ORANGE PARK JUN	Appointment
0.5	ODONNELL, CAITLIN PATRICIA CEB DEPT HD (3-5) SUPPLEME	CHARLES E. BENN	Appointment
	OKAMOTO, CHRISTOPHER K K12 SCI FAIR COOR, DISTRICT SUPPLEME	INTRUCTIONAL-SE	Appointment
0.5	ORTEGA, ANDREA CLAIRE SPC DEPT HEAD (6-10) SUPPLEME	SWIMMING PEN CR	Appointment
	OWEN, MARYAM SAMIRA LJH DEPT HEAD (6-10) SUPPLEME	LAKESIDE JUNIOR	Appointment
0.5	OWEN, MARYAM SAMIRA LJH DISCRETIONARY SUPPLEME	LAKESIDE JUNIOR	Appointment
	PADGETT, VICKI W DOE DEPT HD (3-5) SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
0.5	PALMER, CATHY S TBE DEPT HEAD (6-10) SUPPLEME	THUNDERBOLT ELE	Appointment
0.5	PARISH, SARA L PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
	PARKER, MELISSA JEAN MBE DISCRETIONARY SUPPLEME	MIDDLEBURG ELEM	Appointment
	PATERNOSTER, DAWN MARIE SPC DEPT HEAD (6-10) SUPPLEME	SWIMMING PEN CR	Appointment
	PATTERSON, LLOYD CLARK LJH ACTIVITY PROG CO JH SUPPLEME	LAKESIDE JUNIOR	Appointment
	PAYNE, KATIE ELAINE KHH NATIONA HONOR	KEYSTONE HEIGHT	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SOCIETY SUPPLEME		
0.5	PAYNE, SHAMBERLEY REECE TES ESE INTERVENTION FAC. SUPPLEME	TYNES ELEMENTAR	Appointment
	PEEPLES, BILLIE J CVA FUTURE ED. CLUB SUPPLEME	CLAY VIRTUAL AC	Appointment
0.5	PEREZ, TERESA MAE PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
	PERONTO, RAMONA S WJH BAND DIR JH SUPPLEME	WILKINSON JUNIO	Appointment
	PERONTO, RAMONA S WJH BAND END OF YEAR 2 FEST SUPPLEME	WILKINSON JUNIO	Appointment
	PERRY, NICOLE LYNN MBE DEPT HD (3-5) SUPPLEME	MIDDLEBURG ELEM	Appointment
0.5	PERSINGER, JOSHUA W CHS BASEBALL ASST SH SUPPLEME	CLAY HIGH	Appointment
	PERSINGER, JOSHUA W CHS BASEBALL HEAD SH SUPPLEME	CLAY HIGH	Appointment
	PETERSEN, RITA CHS DEPT HEAD (6-10) SUPPLEME	CLAY HIGH	Appointment
	PFUNTNER, TRACY LYNN OPE DEPT HD (3-5) SUPPLEME	ORANGE PARK ELE	Appointment
	PHELPS, SHANNON ELIZABETH WEC DEPT HD (3-5) SUPPLEME	W.E. CHERRY ELE	Appointment
0.5	PHILPOT, LAURYN DANIELLE OHS DEPT HEAD 21+ SUPPLEME	OAKLEAF HIGH SC	Appointment
	PIERSON, LISA MILDRED PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
0.5	PIKURITZ, BRETT PAUL K12 MUSIC FESTIVAL COOR SUPPLEME	ORANGE PARK HIG	Appointment
	PIKURITZ, BRETT PAUL OPH BAND DIR SH SUPPLEME	ORANGE PARK HIG	Appointment
	PITTMAN, MEREDITH ALAIR CHE DEPT HD (3-5) SUPPLEME	CLAY HILL ELEME	Appointment
	PLUMMER, BRITTANY PHILLIPS SLE DEPT HD (3-5) SUPPLEME	SHADOWLAWN ELEM	Appointment
0.5	POOR, GOVINDA DEVIDASI SPC DEPT HEAD (6-10)	SWIMMING PEN CR	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.5	POPE, MYLON D WJH DEPT HEAD (6-10) SUPPLEME	WILKINSON JUNIO	Appointment
	POPE, MYLON D WJH DISCRETIONARY SUPPLEME	WILKINSON JUNIO	Appointment
	POWERS, STACY N TES DEPT HEAD (6-10) SUPPLEME	TYNES ELEMENTAR	Appointment
	POWERS-YOUNG, JOHN OHS SWIMMING HD SH SUPPLEME	PLANTATION OAKS	Appointment
	PRATT, JEANIE MARIE TES SAFETY PATROL SUPPLEME	TYNES ELEMENTAR	Appointment
	PRICE, JASON W OHS BASKETBALL HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	PROPPER, CHARLES DANA CHS BAND DIR SH SUPPLEME	CLAY HIGH	Appointment
	PRYCE, KINGSLEY A OPH DISCRETIONARY SUPPLEME	ORANGE PARK HIG	Appointment
	PUGH, MELISSA ANN MCE DEPT HD (3-5) SUPPLEME	MONTCLAIR ELEME	Appointment
	QUALLS, TRISHA ELAINE KHH DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	RACE, PAMELA LEENELL TES DEPT HEAD 17-20 SUPPLEME	TYNES ELEMENTAR	Appointment
	RAE, ROBIN JOY WES ESE INTERVENTION FAC. SUPPLEME	WILKINSON ELEME	Appointment
	RAINS, ALETHIA DAWN OHS DISCRETIONARY SUPPLEME	OAKLEAF HIGH SC	Appointment
0.3	RAISOR, JAIME DALEESA WEC DEPT HEAD 17-20 SUPPLEME	W.E. CHERRY ELE	Appointment
	RANDALL, ANGELA JO RHS STUDENT COUNCIL SH SUPPLEME	RIDGEVIEW HIGH	Appointment
	REAPE, JAMES P CHS FOOTBALL ASST HS 25% SUPPLEME	CLAY HIGH	Appointment
	REAPE, JAMES P CHS FOOTBALL ASST SH 75% SUPPLEME	CLAY HIGH	Appointment
	REAPE, JAMES P CHS WRESTLING SUPPLEME	CLAY HIGH	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	REDFORD, APRIL LYNN WJH DISCRETIONARY SUPPLEME	WILKINSON JUNIO	Appointment
0.5	REID, MARTHA FRANKLIN TBE ELEM PERF/PROD SUPPLEME	THUNDERBOLT ELE	Appointment
	REMSEN, KENNETH MAYNARD K12 ACADEMIC COACH, DISTRICT SUPPLEME	CLAY HIGH	Appointment
0.5	RENEAU, KIMBERLY L TBE DEPT HEAD (6-10) SUPPLEME	THUNDERBOLT ELE	Appointment
0.5	RENTZ, CYNTHIA HARDEN TBE ESE INTERVENTION FAC. SUPPLEME	THUNDERBOLT ELE	Appointment
	RESIGA, ENIKO RHS NATIONAL BETA CLUB SP SUPPLEME	RIDGEVIEW HIGH	Appointment
0.5	RHODEN, WANDA K TBE ESE INTERVENTION FAC. SUPPLEME	THUNDERBOLT ELE	Appointment
	RICE, BARRON BRIDGES OHS CHORAL DIRECTOR SH/JH SUPPLEME	OAKLEAF HIGH SC	Appointment
	RICE, CRYSTAL LYNN CHS SOFTBALL FP HD JV SUPPLEME	CLAY HIGH	Appointment
	RICHARD, KRISTEN L OPJ BAND DIR JH SUPPLEME	ORANGE PARK JUN	Appointment
	RICHARD, KRISTEN L OPJ BAND END OF YEAR 2 FEST SUPPLEME	ORANGE PARK JUN	Appointment
	RICHARD, KRISTEN L OPJ CHORAL DIRECTOR SH/JH SUPPLEME	ORANGE PARK JUN	Appointment
	RICHARD, KRISTEN L OPJ CHORUS DIR EOY 2 EVENTS SUPPLEME	ORANGE PARK JUN	Appointment
	RICHARDSON, CLAYTON SWANN CHS DEPT HEAD (11-16) SUPPLEME	CLAY HIGH	Appointment
	RICHARDSON, CLAYTON SWANN CHS DISCRETIONARY SUPPLEME	CLAY HIGH	Appointment
	RICHARDSON, CLAYTON SWANN CHS GOLF HD SH SUPPLEME	CLAY HIGH	Appointment
	RICHARDSON, DANIEL GRANT OHS CHEERLEADING VARSITY SUPPLEME	OAKLEAF HIGH SC	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	RIDDLE, WILLIAM R CHS TRACK HD SH SUPPLEME	CLAY HIGH	Appointment
	RIGNEY, JULIE RENE CEB SAFETY PATROL SUPPLEME	CHARLES E. BENN	Appointment
	RITZ, NORMAN JOHN OHS NATIONAL BETA CLUB SP SUPPLEME	OAKLEAF HIGH SC	Appointment
	ROBBINS, CHAD DEWAYNE OHS BAND DIR SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	ROBERTS, MICHELLE DEANNE OHS ESE INTERVENTION FAC. SUPPLEME	OAKLEAF HIGH SC	Appointment
	ROBERTSON, KELLY R WJH ANNUAL STAFF JH SUPPLEME	WILKINSON JUNIO	Appointment
0.5	RODABAUGH, LON B CHS DRILL SPONSOR SH SUPPLEME	CLAY HIGH	Appointment
	ROMITO, KAREN ANNE WES DEPT HD (3-5) SUPPLEME	WILKINSON ELEME	Appointment
	ROONEY, SUSAN BRAY DOE DEPT HEAD (6-10) SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
	ROSEBERRY, DOROTHY A CHS TENNIS HD SH SUPPLEME	CLAY HIGH	Appointment
	ROSENLUND, KAREN ELIZABETH KHH DEPT HEAD 17-20 SUPPLEME	KEYSTONE HEIGHT	Appointment
	ROUNTREE, BRETT NEWELL OHS SOCCER HEAD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	RUELAS, KATHRYN EMILY OPH DEPT HEAD (6-10) SUPPLEME	ORANGE PARK HIG	Appointment
	RUOSS, MEGAN MARIE WES DEPT HD (3-5) SUPPLEME	WILKINSON ELEME	Appointment
	RUSSO, JANE MARIE OVE DEPT HEAD (6-10) SUPPLEME	OAKLEAF VILLAGE	Appointment
0.5	RYAN, CANDACE RENEE LAE DEPT HD (3-5) SUPPLEME	LAKE ASBURY ELE	Appointment
	SALVONIK, SUSAN PAGE CEB DEPT HD (3-5) SUPPLEME	CHARLES E. BENN	Appointment
	SANDERS, ALICIA JOANN CVA DEPT HEAD (6-10) SUPPLEME	CLAY VIRTUAL AC	Appointment
0.5	SAPP, KERSTIN MARIE	KEYSTONE HEIGHT	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	KHE DEPT HEAD (6-10) SUPPLEME		
	SHELLHORN, ADAM MICHAEL RHS ANNUAL STAFF SH SUPPLEME	RIDGEVIEW HIGH	Appointment
	SCHMIDT, BARBARA A SLE DEPT HD (3-5) SUPPLEME	SHADOWLAWN ELEM	Appointment
	SCHOENINGER, DEBRA PAIGE OPJ DEPT HEAD (6-10) SUPPLEME	ORANGE PARK JUN	Appointment
	SCHOENINGER, DEBRA PAIGE OPJ ESE INTERVENTION FAC. SUPPLEME	ORANGE PARK JUN	Appointment
0.5	SEDAM, AMANDA KAY TBE DEPT HEAD (6-10) SUPPLEME	THUNDERBOLT ELE	Appointment
	SEIBERT, DINA HELEN CEB ESE INTERVENTION FAC. SUPPLEME	CHARLES E. BENN	Appointment
	SEIN, KATHERINE L OHS DEPT HEAD (6-10) SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	SENECA, KENNETH ALAN KHE DEPT HD (3-5) SUPPLEME	KEYSTONE HEIGHT	
	SENECA, KENNETH ALAN KHH SOCCER HEAD JV SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	SEXTON, AMBER MARIE LJH DISCRETIONARY SUPPLEME	LAKESIDE JUNIOR	Appointment
	SHANNON, KELSEY RAE OHS VOLLEYBALL ASST SH SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	SHAW, JANET ELAINE SPC DEPT HD (3-5) SUPPLEME	SWIMMING PEN CR	Appointment
0.3	SHERIDAN, JANICE M LJH NATION JUNIOR HONOR SOC SUPPLEME	LAKESIDE JUNIOR	Appointment
	SHERMAN, JENNIFER SUE FIE DEPT HEAD (6-10) SUPPLEME	FLEMING ISLAND	Appointment
0.5	SHUFORD, ALISON CHASTAIN KHE DEPT HD (3-5) SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	SKAPETIS, DEVAN S RHS DEPT HEAD (11-16) SUPPLEME	RIDGEVIEW HIGH	Appointment
	SKAPETIS, DEVAN S RHS NATIONA HONOR SOCIETY SUPPLEME	RIDGEVIEW HIGH	Appointment
0.5	SMELTZER, LAUREN ASHLEY	CLAY HIGH	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	CHS FRESHMAN CLASS SPONSOR SUPPLEME		
	SMELTZER, LAUREN ASHLEY CHS VOLLEYBALL HD SH SUPPLEME	CLAY HIGH	Appointment
0.5	SMITH, DAWN E CVA DEPT HEAD (6-10) SUPPLEME	CLAY VIRTUAL AC	Appointment
0.5	SMITH, GENNIFER DENISE OHS DEPT HEAD (11-16) SUPPLEME	OAKLEAF HIGH SC	Appointment
	SMITH, KEVIN THOMAS RHS DEPT HEAD (6-10) SUPPLEME	RIDGEVIEW HIGH	Appointment
	SMITH, SHADREKA M DOE DEPT HEAD (6-10) SUPPLEME	DISCOVERY OAKS ELEMENTARY	Appointment
	SOLOMON, GUSSIE LAFREDA OHS BASKETBALL ASST SH SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	SPEER, KATHARINE VOGT CHS FRESHMAN CLASS SPONSOR SUPPLEME	CLAY HIGH	Appointment
0.5	STACHULSKI, LAWRENCE C OPJ NATION JUNIOR HONOR SOC SUPPLEME	ORANGE PARK JUN	Appointment
	STALEY, OMAR JOSELITO OPH DRILL SPONSOR SH SUPPLEME	ORANGE PARK HIG	Appointment
	STARNES, DORI GORDON CHS CHEERLEADING JV SUPPLEME	CLAY HIGH	Appointment
	STARR, DAVID W LJH FOOTBALL HD JH 25% SUPPLEME	LAKESIDE JUNIOR	Appointment
	STARR, DAVID W LJH FOOTBALL HD JH 75% SUPPLEME	LAKESIDE JUNIOR	Appointment
	STARR, DAVID W LJH TRACK HD JH SUPPLEME	LAKESIDE JUNIOR	Appointment
	STEVENS, CANDICE ELBON CHE DEPT HD (3-5) SUPPLEME	CLAY HILL ELEME	Appointment
0.5	STEWART, CYNTHIA GAYE TES DEPT HEAD (6-10) SUPPLEME	TYNES ELEMENTAR	Appointment
	STILIANOU, JOHN WILLARD CHS FOOTBALL HD HS 25% SUPPLEME	CLAY HIGH	Appointment
	STILIANOU, JOHN WILLARD CHS FOOTBALL HD SH 75% SUPPLEME	CLAY HIGH	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	STOKES, LORI ANN TES DEPT HEAD (6-10) SUPPLEME	TYNES ELEMENTAR	Appointment
0.5	STRANGE, MARY LOVE PES DEPT HEAD (6-10) SUPPLEME	PATERSON ELEMEN	Appointment
0.5	STRASSBERGER, DEANNA L KHE DEPT HD (3-5) SUPPLEME	KEYSTONE HEIGHT	Appointment
	STRICKLAND, HOLLY ANNE WEC DISCRETIONARY SUPPLEME	W.E. CHERRY ELE	Appointment
0.5	STUARD, KYLE ANTHONY OHS DEPT HEAD 21+ SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	STUARD, KYLE ANTHONY OHS NATIONA HONOR SOCIETY SUPPLEME	OAKLEAF HIGH SC	Appointment
	STUDER, LAUREN DEGRYSE SLE DEPT HD (3-5) SUPPLEME	SHADOWLAWN ELEM	Appointment
	STUDER, LAUREN DEGRYSE SLE DISCRETIONARY SUPPLEME	SHADOWLAWN ELEM	Appointment
0.5	STUTZ, AIMEE LYNNE RHS SOPHMORE CLASS SPON SUPPLEME	RIDGEVIEW HIGH	Appointment
0.5	SUJKA, PAUL SPC DEPT HD (3-5) SUPPLEME	SWIMMING PEN CR	Appointment
	SULLIVAN, DAWN MARIE WEC ESE INTERVENTION FAC. SUPPLEME	W.E. CHERRY ELE	Appointment
	SUMMERS, PAULA KRISTINA OVE ELEM PERF/PROD SUPPLEME	OAKLEAF VILLAGE	Appointment
	SWAIN, REBECCA REAMS CHS SCI FAIR COOR LOCAL SUPPLEME	CLAY HIGH	Appointment
0.5	SWANN, BENJAMIN W OPJ SCI FAIR COOR LOCAL SUPPLEME	ORANGE PARK JUN	Appointment
	SWANN, BENJAMIN W OPJ TRACK ASST JH SUPPLEME	ORANGE PARK JUN	Appointment
	SWARTZ, KATHLEEN ALICE OHS SWIMMING HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	SYKEN, VICTORIA A FIE ELEM PERF/PROD SUPPLEME	FLEMING ISLAND	Appointment
	SYKES, MARY TORODE WJH ESE INTERVENTION FAC. SUPPLEME	WILKINSON JUNIO	Appointment
	TABET, ILONA DEE	LAKESIDE JUNIOR	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	LJH DEPT HEAD (6-10) SUPPLEME		
	TAICLET-JETT, MELISSA LYNN OVE SAFETY PATROL SUPPLEME	OAKLEAF VILLAGE	Appointment
0.5	TAYLOR, CAROLYN C CHS DEPT HEAD (6-10) SUPPLEME	CLAY HIGH	Appointment
	TAYLOR, JENNA PATRICE MBE DEPT HD (3-5) SUPPLEME	MIDDLEBURG ELEM	Appointment
	TAYLOR, TAMMY HOBBS OVE DEPT HEAD (6-10) SUPPLEME	OAKLEAF VILLAGE	Appointment
0.5	TEBO, MARY SUSAN TBE DEPT HEAD (6-10) SUPPLEME	THUNDERBOLT ELE	Appointment
	THOMPSON, LYNDA ROUNTREE MCE DEPT HD (3-5) SUPPLEME	MONTCLAIR ELEM	Appointment
	TICHINEL, BRANDY RENE CHE DEPT HD (3-5) SUPPLEME	CLAY HILL ELEM	Appointment
	TILLMAN, DALPHINE JONES OHS DANCE TEAM SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	TILLMAN, DALPHINE JONES OHS DRILL SPONSOR SH SUPPLEME	OAKLEAF HIGH SC	Appointment
0.3	TIMPE, ALEXA JENNIFER WEC DEPT HEAD 17-20 SUPPLEME	W.E. CHERRY ELE	Appointment
	TOMPKINS, VICTORIA A BLC DEPT HD (3-5) SUPPLEME	BANNERMAN LEARN	Appointment
	TRUBEY, HEATHER ELIZABETH MBE DEPT HD (3-5) SUPPLEME	MIDDLEBURG ELEM	Appointment
	TUCKER, LAURIE W OPE ESE INTERVENTION FAC. SUPPLEME	ORANGE PARK ELE	Appointment
	TULLY, KRISTEN ANN FIE DEPT HD (3-5) SUPPLEME	FLEMING ISLAND	Appointment
	UMBAUGH, JENNIFER NICOLE SPELLING BEE COOR SUPPLEME	INSTRUCTIONAL P	Appointment
0.5	VAN DE WATER, REBECCA LYNN SPC DEPT HD (3-5) SUPPLEME	SWIMMING PEN CR	Appointment
	VAN PELT, JAMIE LYNN CVA DEPT HEAD (6-10) SUPPLEME	CLAY VIRTUAL AC	Appointment
	VELEZ, BRENDA J	KEYSTONE HEIGHT	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	KHH DANCE TEAM SH SUPPLEME		
	VERPLANCK, ERIN NICOLE KHH DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
	VIOLA, JENNIFER MARIE OPE DEPT HD (3-5) SUPPLEME	ORANGE PARK ELE	Appointment
	WACHA, MICHELLE DOUGLAS KHH DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
	WACHA, MICHELLE DOUGLAS KHH NATIONAL BETA CLUB SP SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	WADSWORTH, DEBORAH LEE CVA DEPT HEAD (6-10) SUPPLEME	CLAY VIRTUAL AC	Appointment
	WALKER-FORD, ANTONETTE LAVETT BLC ANNUAL STAFF JH SUPPLEME	BANNERMAN LEARN	Appointment
	WARREN, JENNIFER G TES DEPT HEAD (6-10) SUPPLEME	TYNES ELEMENTAR	Appointment
	WATSON, KRISTINE D WEC DEPT HD (3-5) SUPPLEME	W.E. CHERRY ELE	Appointment
	WAUGH, STEPHANIE ANN CHS SOCCER HEAD SH SUPPLEME	CLAY HIGH	Appointment
	WEAVER, HEATHER GIBBS MCE DEPT HD (3-5) SUPPLEME	MONTCLAIR ELEME	Appointment
0.5	WEBBER, THOMAS R OHS DEPT HEAD 17-20 SUPPLEME	OAKLEAF HIGH SC	Appointment
	WEEKS, WILLIAM ALVIN CHS DRAMA SH SUPPLEME	CLAY HIGH	Appointment
0.5	WEEKS, WILLIAM ALVIN CHS STUDENT SUPPLEME	CLAY HIGH	Appointment
0.5	WEINER, SUE ELLEN KHE DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
	WHITE, BENJAMIN DAVIS OHS WEIGHTLIFTING HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	WHITE, MICHELE LYNN MCE DEPT HD (3-5) SUPPLEME	MONTCLAIR ELEME	Appointment
	WHITE, SARAH E CVA DISCRETIONARY SUPPLEME	CLAY VIRTUAL AC	Appointment
	WHITE, SARAH E CVA NEWSPAPER JH	CLAY VIRTUAL AC	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	WILLIAMS, KAYLA ELAINE OVE DEPT HEAD (6-10) SUPPLEME	OAKLEAF VILLAGE	Appointment
	WILLIAMS, KELLY NICHOLE LJH ANNUAL STAFF JH SUPPLEME	LAKESIDE JUNIOR	Appointment
	WILLIAMS, MARY EDITH SLE ELEM PERF/PROD SUPPLEME	SHADOWLAWN ELEM	Appointment
	WILLIAMS, ROBBIN S MCE DEPT HD (3-5) SUPPLEME	MONTCLAIR ELEM	Appointment
	WILLIAMS, ROBBIN S MCE DISCRETIONARY SUPPLEME	MONTCLAIR ELEM	Appointment
0.5	WINFREE, KIMBERLY DIANE KHE DEPT HEAD (6-10) SUPPLEME	KEYSTONE HEIGHT	Appointment
	WINGATE, CINDY WILSON OPH NATIONAL BETA CLUB SP SUPPLEME	ORANGE PARK HIG	Appointment
	WOLFE, LAUREN MICHELE OPH DEPT HEAD (11-16) SUPPLEME	ORANGE PARK HIG	Appointment
	WOOD, KIMBERLY PAIGE LJH DEPT HEAD (6-10) SUPPLEME	LAKESIDE JUNIOR	Appointment
0.5	WOOD, WILLIAM H LAE DEPT HEAD (11-16) SUPPLEME	LAKE ASBURY ELE	Appointment
	WOOTEN, BETTY J MBE DEPT HD (3-5) SUPPLEME	MIDDLEBURG ELEM	Appointment
	WOOTEN, BETTY J MBE SAFETY PATROL SUPPLEME	MIDDLEBURG ELEM	Appointment
0.5	WRIGHT, ERIC CHARLES TES ESE INTERVENTION FAC. SUPPLEME	TYNES ELEMENTAR	Appointment
	WRIGHT, KATHRYN LETSINGER WES ELEM PERF/PROD SUPPLEME	WILKINSON ELEM	Appointment
	WRIGHT, MELANIE DENICE CHS CHEERLEADING VARSITY SUPPLEME	CLAY HIGH	Appointment
	WUCHER, VICKIE M MCE ESE INTERVENTION FAC. SUPPLEME	MONTCLAIR ELEM	Appointment
	YELDELL, AMY FALKENSTIN KHH TRACK HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	YOST, RHODA LEANN LAE SAFETY PATROL SUPPLEME	LAKE ASBURY ELE	Appointment

III. Instructional Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	YOUNG, BERNICE MIRANDA OHS SOPHMORE CLASS SPON SUPPLEME	OAKLEAF HIGH SC	Appointment
	ZANGRILLI, ALLYSON MARIE CHE DEPT HD (3-5) SUPPLEME	CLAY HILL ELEME	Appointment
0.5	ZIEGLER, SABRE ANN TES DEPT HEAD 17-20 SUPPLEME	TYNES ELEMENTAR	Appointment

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III. INSTRUCTIONAL ACTIONS 2019-2020

G. PENDING APPOINTMENTS

<u>Name/Assignment</u>	<u>Location</u>	<u>Effective</u>
NONE		

DRAFT

III. INSTRUCTIONAL ACTIONS

2019-2020

H. OUT OF FIELD

Name

Subject

OOF Subject

Site

DRAFT

2018-19

MISCELLANEOUS ACTIONS

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
BRANDAU, JOHANNA L WEC BEHAVIORAL HEALTH ASSI	W.E. CHERRY ELE	Effective 2019-06-18 - 2019-06-30
CLAVERE, ZOE RENEE WEC BEHAVIORAL HEALTH ASSI	W.E. CHERRY ELE	Effective 2019-06-18 - 2019-06-30
CROSBY, REBECCA V RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-06-17 - 2019-06-30
ELMORE, DREVITA PAULETTE CEB ESE ASST SS	CHARLES E. BENN	Effective 2019-06-18 - 2019-06-30
HUNT, PAMELA B WES BEHAVIORAL HEALTH ASSI	WILKINSON ELEME	Effective 2019-06-20 - 2019-06-30
JEFFERS, BETH F WEC BEHAVIORAL HEALTH ASSI	W.E. CHERRY ELE	Effective 2019-06-18 - 2019-06-30
MILLS, KIMBERLY DAWN TRN BUS AIDE SUMMER	ARGYLE ELEMENTA	Effective 2019-06-06 - 2019-06-30
NELSON, ANGELICA C WEC BEHAVIORAL HEALTH ASSI	W.E. CHERRY ELE	Effective 2019-06-24 - 2019-06-30
SALLIE, LINDSAY D BLC ESE ASST. SS	CHARLES E. BENN	Effective 2019-06-10 - 2019-06-30
WARNER, ROBIN N MHS BEHAVIORAL HEALTH ASSI	MIDDLEBURG HIGH	Effective 2019-06-17 - 2019-06-30

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2018-2019

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2018-2019

C. ADULT EDUCATION

Appointments

NONE

DRAFT

2019-20

MISCELLANEOUS ACTIONS**A. SUMMER SCHOOL**

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
BRANDAU, JOHANNA L WEC BEHAVIORAL HEALTH ASSI	W.E. CHERRY ELE	Effective 2019-07-01 - 2019-07-24
CLAVERE, ZOE RENEE WEC BEHAVIORAL HEALTH ASSI	W.E. CHERRY ELE	Effective 2019-07-01 - 2019-07-24
CROSBY, REBECCA V RHS ESE ASST SUMMER SCHOOL	RIDGEVIEW HIGH	Effective 2019-07-01 - 2019-07-17
ELMORE, DREVITA PAULETTE CEB ESE ASST SS	CHARLES E. BENN	Effective 2019-07-01 - 2019-07-24
HUNT, PAMELA B WES BEHAVIORAL HEALTH ASSI	WILKINSON ELEME	Effective 2019-07-01 - 2019-07-24
JEFFERS, BETH F WEC BEHAVIORAL HEALTH ASSI	W.E. CHERRY ELE	Effective 2019-07-01 - 2019-07-24
MILLS, KIMBERLY DAWN TRN BUS AIDE SUMMER	ARGYLE ELEMENTA	Effective 2019-07-01 - 2019-08-13
NELSON, ANGELICA C WEC BEHAVIORAL HEALTH ASSI	W.E. CHERRY ELE	Effective 2019-07-01 - 2019-07-24
SALLIE, LINDSAY D BLC ESE ASST. SS	CHARLES E. BENN	Effective 2019-07-01 - 2019-07-22
WARNER, ROBIN N MHS BEHAVIORAL HEALTH ASSI	MIDDLEBURG HIGH	Effective 2019-07-01 - 2019-07-09

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

C. ADULT EDUCATION

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2018-2019

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2019-2020

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

2018-19

VI. Support Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	
LOTT, RICHARD GREGORY SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-06-24 12 MO SU / Annual
ROBINSON, CHRISTOPHER SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-06-06 12 MO SU / Annual
WHITE-WILLIAMS, STEPHANIE D OPJ CUSTODIAN 12 MO SU	ORANGE PARK JUN	Effective 2019-06-25 12 MO SU / Annual
WISEMAN, EDWARD D SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	Effective 2019-06-17 12 MO SU / Annual

2018-19

VI. Support Actions

B. RE-APPOINTMENT

Name/Assignment	Site	
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DRAFT

2018-19

VI. Support Actions**C. RE-DESIGNATION**

<u>Name/Assignment</u>	<u>Site</u>	
FLACCO, THOMAS E SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	RE-DESIGNATE START DATE FROM 06/06/2019 TO 06/10/2019

DRAFT

2018-19

VI. Support Actions**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
EDMOND, ABIGAIL OPH CUSTODIAN 12 MO SU	ORANGE PARK HIG	Effective 2019-06-10 /transfer from / OPH CAFE ASSISTANT 6.5 HOURS
GROSSGLASS, VERNICE M STS ACCOUNTING SUPPORT ASST 12 MO SU	STUDENT SERVICE	Effective 2019-06-17 /transfer from / OVE MEDIA TECHNICAL ASST
SHUMAN-WYLIE, VALERIE D GPE ST RECORD SEC 12 MO 12 MO SU	GROVE PARK ELEM	Effective 2019-06-10 /transfer from / GPE SCHOOL SECRETARY 10 MONTH
THOMAS, JESSICA LYNN MRE MEDIA TECHNICAL ASST 10 MONTH	MCRAE ELEMENTAR	Effective 2019-05-28 /transfer from / CEB GENERIC CLASSROOM ASSISTAN
TOUCHTON, VICTORIA J OPR ADMIN SECRETARY 12 MO SU	SUPPORT SVC-PLA	Effective 2019-06-24 /transfer from / KHH BOOKKEEPER

2018-19

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
0.9	AUSTIN, STACEY M WES GENERAL ASSISTANT 9 MON SU	WILKINSON ELEME	Effective 2019-06-05 RESIGNATION
0.9	COLLINS, BROOKE RVE TITLE I ASSISTANT 9 MON SU	RIDGEVIEW ELEME	Effective 2019-05-30 RESIGNATION
0.9	CRAWFORD, KAREN A LAE GENERAL ASSISTANT 9 MON SU	LAKE ASBURY ELE	Effective 2019-06-05 RETIREMENT
	DANIELSON, CORINA M OPJ CAFE ASSISTANT 5 HOURS 9 MON CA	ORANGE PARK JUN	Effective 2019-06-04 RESIGNATION
	DAVIS, MAXINE A RVE LICENSED PRAC NURSE 9 MON SU	RIDGEVIEW ELEME	Effective 2019-06-05 RESIGNATION
	DOWNES, VALERI D MRE TITLE I ASSISTANT 9 MON SU	MCRAE ELEMENTAR	Effective 2019-06-05 RESIGNATION
0.9	FARMER, MELANIE ANN LAJ BEHAVIORAL HEALTH ASST 9 MON SU	LAKE ASBURY JUN	Effective 2019-06-05 RESIGNATION
0.9	FOSS, AMY B CGE BEHAVIORAL HEALTH ASST 9 MON SU	COPPERGATE ELEM	Effective 2019-06-05 RESIGNATION
0.8	FOX, SILVIA C POE ESOL CLASSROOM ASSISTANT 9 MON SU	PLANTATION OAKS	Effective 2019-05-31 RESIGNATION
	FUNK, NAOMI THERESA SLE ST RECORD SEC 12 MO 12 MO SU	SHADOWLAWN ELEM	Effective 2019-06-24 RESIGNATION
0.9	HARRIS, RYANNE J FIE BEHAVIORAL HEALTH ASST 9 MON SU	FLEMING ISLAND	Effective 2019-06-05 CONCLUDE EMPLOYMENT
	HART, LATASHA OPH CAFE ASSISTANT 4.25 HOURS LNG TRM	ORANGE PARK HIG	Effective 2019-05-24 RESIGNATION
	LANCASTER, JOSHUA RYAN MNT PAINTER 12 MO SU	SUPPORT SVC-MAI	Effective 2019-06-21 RESIGNATION
0.9	MAYFIELD, STEPHANIE R KHE GENERAL ASSISTANT 9 MON SU	KEYSTONE HEIGHT	Effective 2019-06-05 RESIGNATION
	MCCLENDON, APRIL LOVETTE TRN BUS DRIVER TRANSPOR	TRANSPORTATION	Effective 2019-05-30 RESIGNATION
	MCKENZIE, DONTRESE AES CUSTODIAN 12 MO SU	ARGYLE ELEMENTA	Effective 2019-06-28 RESIGNATION
0.9	MICHEL, GERI M MCE BEHAVIORAL HEALTH ASST 9 MON SU	MONTCLAIR ELEME	Effective 2019-06-05 RESIGNATION

2018-19

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
0.9	NELSON, MARISOL AES GENERAL HEALTH ASSISTA 9 MON SU	ARGYLE ELEMENTA	Effective 2019-06-05 RESIGNATION
0.9	NOLAN, ANDREA KHE BEHAVIORAL HEALTH ASST 9 MON SU	KEYSTONE HEIGHT	Effective 2019-06-05 CONCLUDE EMPLOYMENT
	OERMANN, DOROTHY ANN FIH CAFE ASSJSTANT 6 HOURS 9 MON CA	FLEMING ISLAND	Effective 2019-06-04 RESIGNATION
	PERKINS, RYAN I MNT CARPENTER 12 MO SU	SUPPORT SVC-MAI	Effective 2019-06-21 RESIGNATION
0.9	RIDINGER, CHRISTINA LYNN LAE GENERAL ASSISTANT 9 MON SU	LAKE ASBURY ELE	Effective 2019-06-05 RESIGNATION
	SHEALEY, JOANNE PES CUSTODIAN 12 MO SU	PATERSON ELEMEN	Effective 2019-06-18 CONCLUDE EMPLOYMENT
	SHEARER, ANGELA M CGE CAFE ASSISTANT 5.75 HOURS 9 MON CA	COPPERGATE ELEM	Effective 2019-06-05 CONCLUDE EMPLOYMENT
	SILLON SAINT CYR, MARIE MAGALI TES CUSTODIAN 12 MO SU	TYNES ELEMENTAR	Effective 2019-06-28 CONCLUDE EMPLOYMENT
0.9	SMALENSKI, HOLLISAN L WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. CHERRY ELE	Effective 2019-06-05 RESIGNATION
0.9	SWARTZ, MARK B OHS GENERAL HEALTH ASSISTA 9 MON SU	OAKLEAF HIGH SC	Effective 2019-06-05 RESIGNATION
	WEAVER, DENIS L KHH CUSTODIAN 12 MO SU	KEYSTONE HEIGHT	Effective 2019-06-14 RETIREMENT

VI. Support Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	
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DRAFT

2019-20

VI. Support Actions**A. APPOINTMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
0.8	CADENAS, BEATRIZ ADRIANA RHS ESOL CLASSROOM ASSISTANT 9 MON SU	RIDGEVIEW HIGH	Effective 2019-08-09 9 MON SU / limited
0.8	DAVIS, JENNIFER M PES IN SCHOOL SUSPENSION 9 MON SU	PATERSON ELEMEN	Effective 2019-08-13 9 MON SU / Annual
0.9	MICHAEL, MYRIAM A CEB GENERAL ASSISTANT 9 MON SU	CHARLES E. BENN	Effective 2019-08-09 9 MON SU / Annual
0.8	MUMFORD, MARGUERITE KLEIN SPC GENERIC CLASSROOM ASSISTAN 9 MON SU	SWIMMING PEN CR	Effective 2019-08-09 9 MON SU / Annual
0.8	RENN, DOREEN E FIH ESOL CLASSROOM ASSISTANT 9 MON SU	FLEMING ISLAND	Effective 2019-08-09 9 MON SU / limited
0.8	RODRIGUEZ, MARIA M CHS ESOL CLASSROOM ASSISTANT 9 MON SU	CLAY HIGH	Effective 2019-08-09 9 MON SU / limited
0.8	RODRIGUEZ, MELISSA MCE ESOL CLASSROOM ASSISTANT 9 MON SU	MONTCLAIR ELEME	Effective 2019-08-13 9 MON SU / limited
0.8	RODRIGUEZ-TORRES, PAOLANIS MCE ESOL CLASSROOM ASSISTANT 9 MON SU	MONTCLAIR ELEME	Effective 2019-08-13 9 MON SU / limited
0.8	ROSS, SARA E DOE ESOL CLASSROOM ASSISTANT 9 MON SU	DISCOVERY OAKS ELEMENTARY	Effective 2019-08-13 9 MON SU / limited
0.8	THOMAS, BIANCA OPJ ESOL CLASSROOM ASSISTANT 9 MON SU	ORANGE PARK JUN	Effective 2019-08-09 9 MON SU / limited
0.8	VELEZ, ALEIXA FIH ESOL CLASSROOM ASSISTANT 9 MON SU	FLEMING ISLAND	Effective 2019-08-09 9 MON SU / limited

2019-20

VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	BANALEWICZ, APRIL OLIVIA WJH CAFE ASSISTANT 3.75 HOURS 9 MON CA	WILKINSON JUNIO	9 MON CA / Annual
	BRYAN, BRENDA JEAN TRN ROUTING SPECIALIST 12 MO SU	TRANSPORTATION	12 MO SU / Multi-Year Conditional
	COLLINS, VICTORIA RVE CUSTODIAN 12 MO SU	RIDGEVIEW ELEME	12 MO SU / Annual
	CRAWLEY, TRENTON ISAAC WJH CUSTODIAN 12 MO SU	WILKINSON JUNIO	12 MO SU / Annual
0.8	DELANEY, MARY SHERMAN WJH IN SCHOOL SUSPENSION 9 MON SU	WILKINSON JUNIO	9 MON SU / Multi-Year Conditional
	EDMOND, ABIGAIL OPH CUSTODIAN 12 MO SU	ORANGE PARK HIG	12 MO SU / Annual
0.9	HAGANS, DERYLE M KHH BEHAVIORAL HEALTH ASST 9 MON SU	KEYSTONE HEIGHT	9 MON SU / Multi-Year Conditional
	HAMPTON, ELLIOT LEDELL OPR CUSTODIAN 12 MO SU	SUPPORT SVC-MAI	12 MO SU / Annual
0.9	HICKMAN, ROBIN L TES BEHAVIORAL HEALTH ASST 9 MON SU	TYNES ELEMENTAR	9 MON SU / Multi-Year Conditional
0.9	KILDUFF, CARRIE ELIZABETH LAE GENERAL HEALTH ASSISTA 9 MON SU	LAKE ASBURY ELE	9 MON SU / Annual
	KYPREOS, DOVIE D WEC LICENSED PRAC NURSE 10 MONTH	W.E. CHERRY ELE	10 MONTH / Multi-Year Conditional
0.9	LEAVITT, CALEB JAMES WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. CHERRY ELE	9 MON SU / Multi-Year Conditional
	LECLAIR, JUSTIN L FIH CUSTODIAN 12 MO SU	FLEMING ISLAND	12 MO SU / Annual
	LOTT, RICHARD GREGORY SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	12 MO SU / Annual
	MESSER, LILLIAN LORRAINE WJH CUSTODIAN 12 MO SU	WILKINSON JUNIO	12 MO SU /
0.9	QUINONES, JASMIN CGE BEHAVIORAL HEALTH ASST 9 MON SU	COPPERGATE ELEM	9 MON SU / Annual
	ROBINSON, CHRISTOPHER SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	12 MO SU / Annual

2019-20

VI. Support Actions**B. RE-APPOINTMENT**

	Name/Assignment	Site	Contract
0.9	SETTLE, CATHERINE M LJH BEHAVIORAL HEALTH ASST 9 MON SU	LAKESIDE JUNIOR	9 MON SU / Annual
0.9	SPICER, JESSICA A FIE BEHAVIORAL HEALTH ASST 9 MON SU	FLEMING ISLAND	9 MON SU / Multi-Year Conditional
	STELLY, TAMMY L BLC SCHOOL SECRETARY 10 MONTH 10 MONTH	BANNERMAN LEARN	10 MONTH / Multi-Year Conditional
	THOMAS, JESSICA LYNN MRE MEDIA TECHNICAL ASST 10 MONTH	MCRAE ELEMENTAR	10 MONTH / Annual
	THOMPSON, EBONY KARISSA GPE SECRETARY 11 MO 11 MONTH	GROVE PARK ELEM	11 MONTH / Annual
	WHITE-WILLIAMS, STEPHANIE D OPJ CUSTODIAN 12 MO SU	ORANGE PARK JUN	12 MO SU / Annual
	WISEMAN, EDWARD D SCHOOL RESOURCE OFFICER 12 MO SU	SCHOOL POLICE DEPARTMENT	12 MO SU / Annual
	WOLTER, CHRISTIANNE LUCILLE OLJ REGISTERED NURSE 10 MONTH	OAKLEAF JUNIOR	10 MONTH / Annual

2019-20

VI. Support Actions

C. RE-DESIGNATION

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	ADAMS, CHARLES-ALEX MILNES ITS ELETRONICS TECH 12 MO SU	INFORMATION SER	RE-DESIGNATE FROM COST CNTR 9021 TO COST CNTR 9040 EFFECTIVE 07/01/2019
	BROOKS, REGINALD NATHANIEL ITS ELETRONICS TECH 12 MO SU	INFORMATION SER	RE-DESIGNATE FROM COST CNTR 9021 TO COST CNTR 9040 EFFECTIVE 07/01/2019
0.9	CERCY-JEFFERS, SANDRA Y SLE GENERAL ASSISTANT 9 MON SU	SHADOWLAWN ELEM	RE-DESIGNATE FROM 1.0 ESE ASST GENERAL TO .9 ESE ASST GENERAL EFFECTIVE 08/09/2019
0.9	DARNELL, MICHELLE SLE GENERAL ASSISTANT 9 MON SU	SHADOWLAWN ELEM	RE-DESIGNATE FROM .8 ESE ASST GENERAL TO .9 ESE ASST GENERAL EFFECTIVE 08/09/2019
0.9	LAHMANN, BETTY ANN CHS BEHAVIORAL HEALTH ASST 9 MON SU	CLAY HIGH	RE-DESIGNATE FROM .9 ESE ASST GENERAL TO .9 ESE ASST BEHAVIORAL HEALTH EFFECTIVE 08/09/2019
0.9	OSTEEN, BLANE E CHS GENERAL ASSISTANT 9 MON SU	CLAY HIGH	RE-DESIGNATE FROM .9 ESE ASST BEHAVIORAL HEALTH TO .9 ESE ASST GENERAL EFFECTIVE 08/09/2019
	THORNTON, TIMOTHY PAUL MHS CAFE ASSISTANT 6.5 HOURS 9 MON CA	MIDDLEBURG HIGH	RE-DESIGNATE FROM CAFE ASSISTANT 5 HRS TO CAFE ASSISTANT 6.5 HRS EFFECTIVE 08/12/2019
	VERNON, LORETTA ELAINE MHS CAFE ASSISTANT 5 HOURS 9 MON CA	MIDDLEBURG HIGH	RE-DESIGNATE FROM CAFE ASSISTANT 6.5 HRS TO CAFE ASSISTANT 5 HRS EFFECTIVE 08/12/2019
	WAGNER, TONYA MARIE WJH CAFE ASSISTANT 6 HOURS 9 MON CA	WILKINSON JUNIO	RE-DESIGNATE FROM CAFE ASSISTANT 4.25 HRS TO CAFE ASSISTANT 6.0 HRS EFFECTIVE 08/12/2019
0.9	WHITLOCK, KORTNEE D RVE GENERAL HEALTH ASSISTA 9 MON SU	RIDGEVIEW ELEME	RE-DESIGNATE FROM MULTI- YEAR CONDITIONAL CONTRACT TO 3RD YEAR ANNUAL CONTRACT
	WISOR, SHERYL L WJH CAFE ASSISTANT 4.25 HOURS 9 MON CA	WILKINSON JUNIO	RE-DESIGNATE FROM CAFE ASSISTANT 6.0 HRS TO CAFE ASSISTANT 4.25 HRS EFFECTIVE 08/12/2019

2019-20

VI. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	AULT, AIMEE L AES CAFE ASSISTANT 7 HOURS 9 MON CA	ARGYLE ELEMENTA	Effective 2019-08-12 /transfer from /
	BARKER, STEPHANIE TRN PAYROLL SUPPORT ASST 12 MO SU	TRANSPORTATION	Effective 2019-07-02 /transfer from /
	GRIFFIN, ELIZABETH JEAN SLE SCHOOL SECRETARY 10 MONTH 10 MONTH	SHADOWLAWN ELEM	Effective 2019-08-06 /transfer from /
	GRINSELL, ANGELA LYNN TRN ADMIN SUPPORT ASSISTANT 12 MO SU	TRANSPORTATION	Effective 2019-07-01 /transfer from /
	GROSSGLASS, VERNICE M STS ACCOUNTING SUPPORT ASST 12 MO SU	STUDENT SERVICE	Effective 2019-07-01 /transfer from /
	HORN, JAN M FIE MEDIA TECHNICAL ASST 10 MONTH	FLEMING ISLAND	Effective 2019-08-06 /transfer from /
	LAZARIDES, SONYA CHRISTINE LJH IN SCHOOL SUSPENSION 9 MON SU	LAKESIDE JUNIOR	Effective 2019-08-09 /transfer from /
0.8	LIFERIDGE-SIMMONS, TITIESHWA M OVE HEALTH ASSISTANT 9 MON SU	OAKLEAF VILLAGE	Effective 2019-08-09 /transfer from /
0.9	NEWMAN, JENNY DAHLAN OVE GENERAL HEALTH ASSISTA 9 MON SU	OAKLEAF VILLAGE	Effective 2019-08-09 /transfer from /
	PIERCE, MARLA ELIZABETH AES CAFE ASSISTANT 6 HOURS 9 MON CA	ARGYLE ELEMENTA	Effective 2019-08-12 /transfer from /
	SHUMAN-WYLIE, VALERIE D GPE ST RECORD SEC 12 MO 12 MO SU	GROVE PARK ELEM	Effective 2019-07-01 /transfer from /
	TOUCHTON, VICTORIA J OPR ADMIN SECRETARY 12 MO SU	SUPPORT SVC-PLA	Effective 2019-07-01 /transfer from /
	VON EBERSTEIN, MATTHEW ADAM ITS TECH SPECIALIST 12 MO SU	INFORMATION SER	Effective 2019-07-01 /transfer from /

2019-20

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

<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
CUNNINGHAM, DIANE L FIH SCHOOL SECRETARY 12 MONTH 12 MO SU	FLEMING ISLAND	Effective 2019-07-31 RETIREMENT

2019-20

VI. Support Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	BISHOP, SHANNON B KHH CHEERLEADING JH SUPPLEME	KEYSTONE HEIGHT	Appointment
	BISHOP, SHANNON B KHH CHEERLEADING JV SUPPLEME	KEYSTONE HEIGHT	Appointment
	BROWN, NATHANIEL OHS BASKETBALL ASST SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	BROWN, NATHANIEL OHS FLAG FOOTBALL HD SH/JH SUPPLEME	OAKLEAF HIGH SC	Appointment
	DOOLEY, ROBIN J KHE DISCRETIONARY SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	EDWARDS, JACQUELIN R CHE SAFETY PATROL SUPPLEME	CLAY HILL ELEME	Appointment
	JACKSON, JOHN WILLIAM KHH GOLF HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	KARSHNER-SMITH, MARY LYNN KHH WEIGHTLIFTING HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	KENNEDY, REBECCA L CHE DISCRETIONARY SUPPLEME	CLAY HILL ELEME	Appointment
0.5	LEASURE, PAULA A CHE DISCRETIONARY SUPPLEME	CLAY HILL ELEME	Appointment
	MEYER, JENNIFER KRISTA OHS VOLLEYBALL HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
	MORGAN, KRISTEN L PES DISCRETIONARY SUPPLEME	PATERSON ELEMEN	Appointment
	SALLIOTTE, JENNIFER M OPH STUDENT COUNCIL SH SUPPLEME	ORANGE PARK HIG	Appointment
	SCHOFIELD, VINCENT JORDAN KHH BASKETBALL HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
	SCHOFIELD, VINCENT JORDAN KHH FOOTBALL ASST HS 25% SUPPLEME	KEYSTONE HEIGHT	Appointment
	SCHOFIELD, VINCENT JORDAN KHH FOOTBALL ASST SH 75% SUPPLEME	KEYSTONE HEIGHT	Appointment
	SCHOFIELD, VINCENT JORDAN KHH TRACK HD SH SUPPLEME	KEYSTONE HEIGHT	Appointment
0.5	SWARTZ, MARK B OHS SWIMMING HD SH SUPPLEME	OAKLEAF HIGH SC	Appointment
0.5	SWARTZWELDER, LYNN M KHH JUNIOR CLASS SPONSOR	KEYSTONE HEIGHT	Appointment

2019-20

VI. Support Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	SUPPLEME		
	TAYLOR, GLORIA-GRACE OPJ SOFTBALL FP HD JH SUPPLEME	ORANGE PARK HIG	Appointment
	VAN GYSEGHEM, REBECCA KHH DISCRETIONARY SUPPLEME	KEYSTONE HEIGHT	
0.5	WANEK, JUDY CATHERINE LJH DISCRETIONARY SUPPLEME	LAKESIDE JUNIOR	Appointment

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C3 - Approval of Out of County Student Travel - K-12 Academic

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
Keystone Heights High	7/21-26, 2019	Eglin Air Force Base, FL	Army JROTC	Fulfill JROTC Cadet Leadership Challenge requirement in accordance with U.S. Army Cadet Command Regulation. (Notified after submission deadline for June board meeting approval.)
Fleming Island High	6/18-22, 2019	Camp Blanding	NJROTC	NJROTC Leadership Training (Notified after submission deadline for June board meeting approval.)
Fleming Island High	2/14-15, 2020	Orlando, FL	Chorus	Choral/Broadway Masterclass with Disney Performing Arts.
Ridgeview High	11/10-12, 2019	Asheville, NC	Chorus	To perform prepared holiday music at The Biltmore House, the largest home in America, as part of their Christmas celebration.
Fleming Island High	9/6-7, 2019	Ocala, FL	XC Teams	North Florida Horse Park Invitational XC Meet
Fleming Island High	10/11-12, 2019	Tallahassee, FL	XC Teams	FSU Prestate XC Meet
Fleming Island High	11/8-9, 2019	TBD/State Meet	XC Teams	State Championship XC Meet

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

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

Recommendation

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

Contact

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

Financial Impact

None

Review Comments**Attachments**

📎 [August 2019 - Student Travel.pdf](#)

DRAFT

Received too late for June, 2019

Board Meeting

Received for Information: August 1, 2019

SCHOOL DISTRICT OF CLAY

FIELD TRIP REQUEST

1. School Requesting: Keystone Heights Hi
2. Transportation (Check One):
 School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other ☒ School Vans
 If Commercial Carrier or Other, please state type: _____
3. Trip(s) Overnight: Yes ☒ No _____ Trip(s) Out-of-State: Yes _____ No ☒ Camp Rudder
4. Dates of Field Trip: July 21 - 26, 2019 Destination: Eglin Air Force Base, Florida
5. Group Taking Trip: KHHS Army JROTC
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:
Fulfill JROTC Cadet Leadership Challenge (JCLC) requirement
in accordance with U.S. Army Cadet Command Regulation 145-2.
Provides training in accordance with Army JROTC Curriculum standards.
Trains Cadets in leadership, instills confidence, provides growth
opportunities, and supports discipline, following directions, and comprehension.
8. Supporting Florida Standards Benchmark(s) with Narrative(s):
ELA and Math (map reading)

9. Number of Students*: 8-10 Number of Chaperones*: 2
10. Cost Per Student: 0 Budget Code or Source to be charged: _____
 (Example: Internal Accounts, 5100.0331, Athletic Departments)
 Cost provided by: Army Cadet Command
 (Example: Parents, Extracurricular, School, and/or District)
11. Departure Time*: July 21, 2019, 7:00 AM Returning Time*: July 26, 2019 7:00 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): _____

Richard D. Hill
 Teacher, Team Leader, Department Head, Etc.
[Signature]
 Principal
[Signature]
 Assistant Superintendent
[Signature]
 Superintendent

June 17, 2019
 Date
6/18/19
 Date
6/19/19
 Date
6/24/19
 Date



Underwood, Barry <barry.underwood@myoneclay.net>

Field Trip Request

2 messages

Hall, Richard <richard.hall@myoneclay.net>
To: "Underwood, Barry" <barry.underwood@myoneclay.net>

Tue, Jun 18, 2019 at 8:47 AM

Good Morning Mr. Underwood.

Request for select KHHS JROTC Cadets attending a July 21-26 2019 JROTC Cadet Leadership Challenge (JCLC) is attached in accordance with our phone call this morning.

The following excerpts from U.S. Army Cadet Command Regulation 145-2 (Organization, Administration, Operations, Training and Support) dated 1 Feb 2012 will assist in clarification of education and training intent.

Chapter 10; paragraph 10-2 JCLC Objectives:

- Provide Cadets an opportunity to practice leadership skills in an unfamiliar environment.
- Allow Cadets a chance to participate in citizenship building exercises.
- Give Cadets the opportunity to experience living and interacting with their peers from other units in a military setting.
- Instruct leadership-type skills to Cadets in a "hands-on" military type environment.
- Provide an opportunity to participate in adventure training not normally available to Cadets.
- Take advantage of recreational facilities available and to have fun.

Paragraph 10-4; Training Activities:

- a. Mandatory Training Activities: Rappelling, Leaders' Reaction Course, Map Reading/Land Navigation, Confidence/Obstacle course/team building, Aquatic Activity/Drown Proofing, Awards/graduation ceremonies.
- b. Integrated Training Activities: Physical Training, Field Sanitation/Personal Hygiene, Leadership Training, Drill and Ceremonies, Prevention of Heat Injuries.

Paragraph 10-12: Attendance and Waivers:

- a. Each high school JROTC unit is required to participate in an annual JROTC. At a minimum, each school is required to take 10% of their rising LET 1-3 Cadets to JCLC.

Request confirmation of receipt of message with one attachment.

Thank you for your continued assistance and support for our students.

Respectfully,

Rich Hall
Lieutenant Colonel (Retired), U.S. Army
Senior Army Instructor
Keystone Heights High School JROTC (Indian Battalion)
904-769-1826 Mobile

----- Forwarded message -----

From: **Van Gyseghem, Rebecca** <rebecca.vangyseghem@myoneclay.net>
Date: Monday, June 17, 2019
Subject: Field Trip Request
To: Richard Hall <richard.hall@myoneclay.net>

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST
FLORIAN ISLAND

ADMINISTRATIVELY APPROVED
Received too late for June, 2019
Board Meeting

Received for Information: August 1, 2019

1. School Requesting: FLORIAN ISLAND
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other X
If Commercial Carrier or Other, please state type: PARROT DROP OFF AND PICKUP
3. Trip(s) Overnight: Yes X No _____ Trip(s) Out-of-State: Yes _____ No X
4. Dates of Field Trip*: 18-22 JUN Destination*: CAMP BLANDING
5. Group Taking Trip: NJROTC
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: SUPPORTS NJROTC LEADERSHIP TRAINING
8. Supporting Florida Standards Benchmark(s) with Narrative(s): See ABOVE
9. Number of Students*: 10 Number of Chaperones*: 1
10. Cost Per Student: \$160.00 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 0700 Returning Time*: 1300

*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):

KELLY DAVIS / NJROTC
Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
[Signature]
Assistant Superintendent
[Signature]
Superintendent
SEC-1-2723; E. 2/13/2019

6/17/19
Date
6/17/19
Date
6/24/19
Date
7/1/19
Date

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL

August 1, 2019

1. School Requesting: FIHS
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier ☒ Other _____
If Commercial Carrier or Other, please state type: Charter bus
3. Trip(s) Overnight: Yes ☒ No _____ Trip(s) Out-of-State: Yes _____ No ☒
4. Dates of Field Trip*: Feb 14-15, 2020 Destination*: Orlando
5. Group Taking Trip: Chorus
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: Choral / Broadway Masterclass
with Disney Performing Arts.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): MU.912.SI The arts
are experiential & actively engage learners in the
process of creating, interpreting & responding to art.
9. Number of Students*: 35+ Number of Chaperones*: 5+
10. Cost Per Student: \$452.00 ^{all inclusive} Budget Code or Source to be charged: 2700
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 10:00 am Returning Time*: 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): _____

Teacher, Team Leader, Department Head, Etc. _____

Principal _____

Assistant Superintendent _____

Superintendent _____

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

Date

Date

Date

Date

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL

August 1, 2019

1. School Requesting: FIHS XC TEAMS
2. Transportation (Check One):
School Bus(s) ☒ Private Vehicle(s) _____ Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: _____
3. Trip(s) Overnight: Yes ☒ No _____ Trip(s) Out-of-State: Yes _____ No ☒
4. Dates of Field Trip*: 9/6 - 9/7/19 Destination*: FL HORSE FARM OCALA FL
5. Group Taking Trip: XC TEAMS (BOYS + GIRLS)
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: NORTH FLORIDA HORSE PARK INVITATIONAL XC MEET
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 64 Number of Chaperones*: 10
10. Cost Per Student: \$ 50.00 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 3:00 PM 9/6 Returning Time*: 3:00 PM 9/7

*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):

23215 23216

Suzanne Baker

Teacher, Team Leader, Department Head, Etc.

[Signature]
Principal

[Signature]
Assistant Superintendent

[Signature]
Superintendent

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

6/25/19

Date 6/25/19

Date 7/2/19

Date 7/8/19

Date 7/8/19

SCHOOL DISTRICT OF CLAY ()
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL

August 1, 2019

1. School Requesting: FIHS XC TEAMS
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*: 10/11 /19 - 10/12/19 Destination*: FSU PRESTATE TALLAHASSEE FL
5. Group Taking Trip: XC TEAMS (GIRLS)
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. Suzanne Baker, Lisa Adams, Melissa Chiang
7. Educational Value of Field Trip: FSU PRESTATE XC MEET
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 15 Number of Chaperones*: 3
10. Cost Per Student: 0 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 12:30 pm 10/11 Returning Time*: 4:00 pm 10/12

*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): _____

Suzanne Baker
Teacher, Team Leader, Department Head, Etc.

[Signature]
Principal

[Signature]
Assistant Superintendent

[Signature]
Superintendent

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

6/25/19
Date

6/25/19
Date

7/2/19
Date

7/8/19
Date

August 1, 2019

FIELD TRIP REQUEST

1. School Requesting: FIHS XC TEAMS
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*: 11/8-11/9/19 Destination*: XC STATE MEET
5. Group Taking Trip: XC TEAMS (GIRLS)
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. SUZANNE BAKER, LISA ADAMS, MELISSA CHIANG
7. Educational Value of Field Trip: STATE CHAMPIONSHIP XC MEET
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 15 Number of Chaperones*: 3
10. Cost Per Student: 0 Budget Code or Source to be charged: _____
 (Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 12:30pm 11/8 Returning Time*: 4:00pm 11/9

*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):

Suzanne Baker

Teacher, Team Leader, Department Head, Etc.

Principal [Signature]

Assistant Superintendent [Signature]

Superintendent [Signature]

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

6/25/19

Date

6/25/19

Date

7/2/19

Date

7/8/19

Date

SCHOOL DISTRICT OF CLAY CC
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL

August 1, 2019

1. School Requesting: Ridgeview High Sch
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier X Other _____
If Commercial Carrier or Other, please state type: Charter bus
3. Trip(s) Overnight: Yes X No _____ Trip(s) Out-of-State: Yes X No _____
4. Dates of Field Trip*: Nov. 10-12, 2019 Destination*: Asheville, NC- Biltmore House
5. Group Taking Trip: Chorus, select group
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: To perform prepared holiday music at the Biltmore House, the largest home in America, as part of their Christmas celebration. The group auditions to perform in this event.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): see attached Supporting Benchmarks with narratives
9. Number of Students*: 25 Number of Chaperones*: 4
10. Cost Per Student: \$260 Budget Code or Source to be charged: 2200
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 6am 11/10/19 Returning Time*: 5pm 11/12/19

*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):

Heather Bice
Teacher, Team Leader, Department Head, Etc.
C. Daly
Principal
[Signature]
Assistant Superintendent
[Signature]
Superintendent
SEC-1-2723; E. 2/13/2019

5/29/19
Date
5/29/19
Date
6/10/19
Date
6/11/19
Date

Ridgeview High School Chorus
Field Trip Request- November 10-12, 2019
Asheville, NC

Supporting Florida Standards Benchmarks with Narratives:

MU.912.C.3.1, MU.912.S.2.1, MU.912.S.2.2, MU.912.O.3.2

By performing memorized and rehearsed music for a specific performance opportunity students will display the ability to memorize and internalize musical structure, accurate and expressive details and processing skills to the performance of music literature. They will show the ability to transfer this knowledge from one piece of music to another and make expressive changes accordingly. Throughout the learning process students will make critical self-evaluation to properly interpret and perform the composer's musical intent and score markings.



Harris, Allison <allison.harris@myoneclay.net>

Fwd: Sign Up Confirmation

2 messages

Bice, Heather <heather.bice@myoneclay.net>
To: "Harris, Allison" <allison.harris@myoneclay.net>

Mon, Jun 3, 2019 at 10:07 AM

----- Forwarded message -----

From: **Michaela Schmidlin** <info@signupgenius.com>
Date: Wed, May 29, 2019 at 7:04 AM
Subject: Sign Up Confirmation
To: <heather.bice@myoneclay.net>

**SignUpGenius**

Group Organizing Made Easy

Thank you, Heather!

You're all signed up for **2019 Biltmore Candlelight Christmas**
Performance Sign Up.

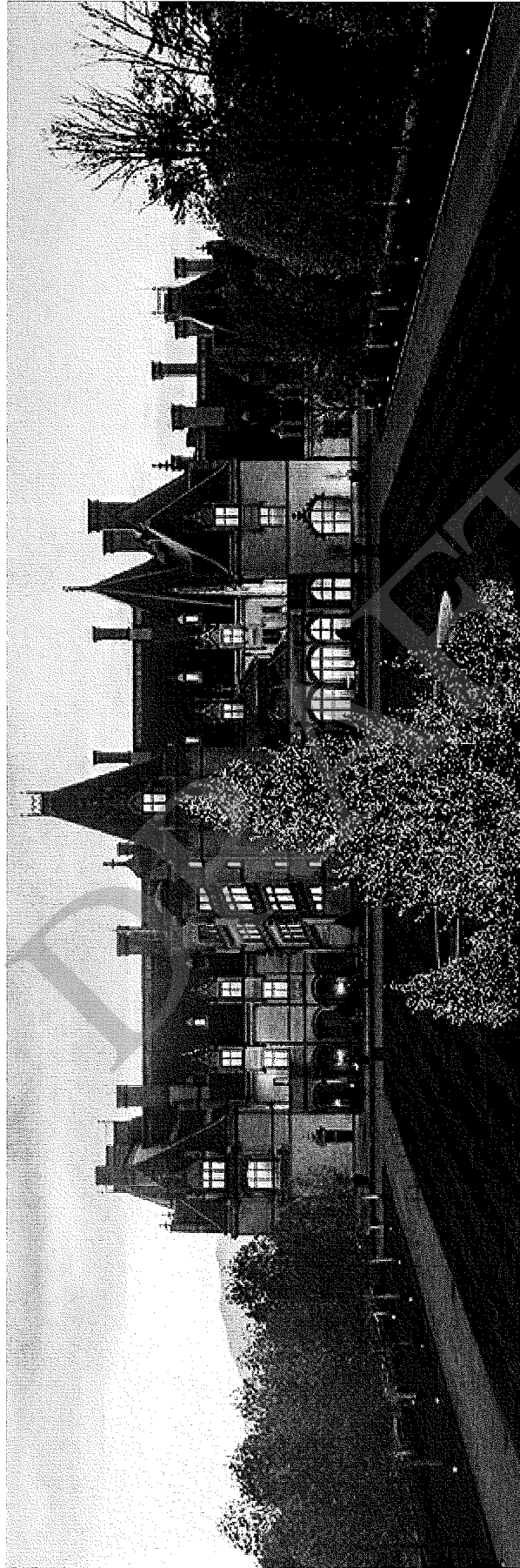
 **Choir****Mon., 11/11/2019 5:25pm - 10:00pm EDT**

Location: Winter Garden

Group Name: Ridgeview High School

[View Sign Up](#)[Edit My Sign Up](#)[Contact Michaela Schmidlin](#)

2019 Biltmore Candlelight Christmas



November 1, 2019 – January 4, 2020

Biltmore House greets you with the soft glow of luminaries and holiday lights on a towering Norway spruce. Inside, thousands of ornaments on dozens of Christmas trees reflect the flicker of candlelight, firelight, and twinkle lights. Live performances of Christmas music add to your self-guided evening visit, which includes admission to Antler Hill Village & Winery. The Village is a must-see part of your holiday experience: trees, buildings, and pathways to our restaurants, shops, and Winery are illuminated with a glittering cascade of lights, the fountain is aglow with special visual effects, and the champagne bubble ornament display that adorns the Winery's Tasting Room ceiling is nothing short of stunning.

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C4 - Agreement Between the School Board of Clay County and AMI Kids

Description

A collaborative agreement between the School Board of Clay County and the AMI Kids Clay County, Inc., to address the needs of male students in Clay County. This program works in conjunction with the Department of Juvenile Justice, to provide an educational program and related services for eligible male students (up to 44 students). This program, located at Clay High School, focuses on student needs dealing with specialized counseling, credit recovery services, life skills, positive gender identification, community service learning projects, and career exploration. Students attend the program for approximately 1 year. The collaboration between the two organizations has allowed students to seek an alternative setting to a previously unsuccessful environment.

Gap Analysis

Although the program has only been in Clay County for 3 1/2 years, the District monitors the program and their intervention strategies in order to yield positive results in the areas of academics, social behavior, and the number of students who successfully return to their home school.

Previous Outcomes

The following data concerns students from a Clay County school and results in different areas:

Year	# of Youth Served	Favorable Term/Grad.	HS Credits	JH Courses	Math Score Increases	Reading Score Increases	Attendance For Year
2019	73	97%	161	234	1.9 Gr. Level	.20 Gr. Level	95%

Expected Outcomes

By continuing the collaboration with AMI Kids, it is expected that students will be identified by the secondary schools, Bannerman Learning Center, recommended by parents, and/or the student volunteers for the program. AMI Kids is notified by any of these sources and students are oriented to the program. Once the students are enrolled, they begin the counseling program offered and then the credit/course recovery program begins. Periodic meetings take place to review outcomes and to communicate with the District on proposed return dates of the students. Through the District plan, students are able to recoup credits and, therefore, remain on track to either be promoted or to earn the necessary credits towards graduation. Curriculum deficiencies are addressed, counseling and behavior therapy takes place, increasing the likelihood of success for the students.

Strategic Plan Goal

Goal 3: Establish a respectful climate and culture that provides equity and access to all.

Strategy 3.1: Engage stakeholders to strengthen and build a collaborative and constructive environment that encourages high expectations for all.

Recommendation

That the Clay County School Board approve the agreement between the School Board of Clay County and AMI Kids.

Contact

Terry Connor, Chief Academic Officer, 904.336.9405, terrence.connor@myoneclay.net

Financial Impact

\$223,080 (85% of an FTE goes to AMI Kids; the program reimburses District for any transportation from Keystone Heights; the program reimburses the District for all food costs; the program pays \$3250 per month for facility usage)

Review Comments

Attachments

DRAFT

☒ **APPROVED**

below Addressed

200003

AGREEMENT / CONTRACT REVIEW FORM		BOARD MEETING DATE WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED	
Date Submitted	6/5/19		
Contact Name	Michael Wingate	Telephone Number	336-6918
School/Department	C+I		
Vendor Name	AMI Kids		
Contract Title	Agreement Between the School Board of Clay County and AMI Kids		
Contract Type	<input type="checkbox"/> New <input checked="" type="checkbox"/> Renewal <input type="checkbox"/> Amendment <input type="checkbox"/> Extension	Date Original Contract Approved	
Prior Year's Pricing	299,542. for 5 FTE	Renewal Option(s)	
Contract Term	1-year 1920-21		
Contract Cost	223,080*	Funding Source	
Payment Schedule (Are the payments made monthly, when task is finished, etc)			
Strategic Plan Tie-in Explanation			
Background/Discussion /Research/Alternatives	* SBAD School Board allows 5.3 of an FTE to go to AMI Kids		
CONTRACT REVIEW REQUIRED DOCUMENTS ATTACHED If more space is needed, please attach Word document.			
<input type="checkbox"/> Completed Contract Review Form <input type="checkbox"/> Original Contract and all Terms & Conditions that apply with the Contract <input type="checkbox"/> SIGNED SBCC Addendum A: <ul style="list-style-type: none"> This Statement MUST BE written on Original Contract: The terms and conditions included in Addendum A shall be incorporated into this agreement. If there are any conflicts in the language provided in the agreement and that of Addendum A, then the language provided in Addendum A shall prevail.) <input type="checkbox"/> Certificate of Insurance (COI) that meet these requirements: <ul style="list-style-type: none"> COI must list the School Board of Clay County as Additional Insured and as Certificate Holder. The insurer must be rated as A- or better. General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate. Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses). Workers' Compensation = \$100,000 Minimum (If exempt from Workers' Compensation Insurance they must sign a SBCC Release and Hold Harmless Form. If they are not exempt; they must provide Workers' Compensation COI). 			

SBAD
RECEIVED
6/11/19

Approvals			
Superintendent	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied	Review Date
Comments			
District's Attorney	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Denied	Review Date 6/17/19
Comments	This is approved if New COI is obtained - All Ins. expired		
Information & Technology	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied	Review Date 6/11/19
Comments	Also - sign Addendum "A"		
Finance	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied	Review Date
Comments			
Insurance Certificate	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied	Review Date
Comments			
Purchasing	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Denied	Review Date 6/11/2019 - B78
Comments	Made Comments on Agreement, Addendum A Needs to be signed Signed last year (Defer to Attorney for this year)		

PUR 1-3501 E. 01/26/2018

(Contract Page 125 of 1395
190051 is attached)

JUN -5 2019
PURCHASING

AGREEMENT BETWEEN THE SCHOOL BOARD OF CLAY COUNTY AND AMI KIDS

Dba AMIKIDS CLAY COUNTY, INC.

This Agreement, made and entered into this August ____, 2019, by and between THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, hereinafter referred to as the "BOARD," and AMIKIDS CLAY COUNTY, INC., to provide community-based, gender specific prevention and intervention services for boys in Clay County, Florida to be provided by AMIKIDS, Inc. at Clay high School, 2025 FL-16, Green Cove Springs, FL 32043.

WITNESSETH:

WHEREAS, AMIKIDS is a non-profit agency contracted by the Department of Juvenile Justice (DJJ) to provide an educational program and related services for students eligible for this program by the State Board of Education Rule 6A-6.05281 and Florida Statute 1003.52; and,

WHEREAS, the BOARD is committed to providing appropriate educational programs for school age children in the Department of Juvenile Justice dropout prevention programs when school enrollment in their regular school program is not desired, available, recommended, or allowed; and,

WHEREAS, AMIKIDS is committed to providing an educational and therapeutic gender specific program for male students, who would benefit from an alternative educational setting, specialized counseling, credit recovery services, life skills, foster positive gender identification development, community service learning projects, and career exploration at AMIKIDS, Inc. at Clay High School.

WHEREAS, the parties to this agreement desire a maximum degree of cooperation and administrative planning in order to provide high quality educational services for students placed in this program by eligibility under Florida Statute 1003.52;

NOW, THEREFORE, in consideration of the foregoing, the parties agree as follows:

1. AMIKIDS will provide services including instructional personnel, materials, and transportation for a maximum of 44 male students identified by the Department of Juvenile Justice, referred by school principals or Clay County District officials, and parents of students. Enrollment in the program shall be voluntary.
2. The BOARD will retain 15% of all applicable funds generated through the Florida Education Finance Program (FEFP) by eligible students enrolled at AMIKIDS to offset the cost of providing

support and administrative services to include the following itinerant services: ESE Specialist, Administrative Support; and Testing Coordinator.

3. The BOARD will pay AMIKIDS 85% of applicable funds generated through the Florida Education Finance Program (FEFP) by eligible students enrolled at AMIKIDS for the period beginning July 1, 2019 and ending June 30, 2020. Initial BOARD payments will be \$223,080 based on AMIKIDS share of an estimated number of students (44) in attendance, for the 2019-2020 year, divided into 12 monthly payments. If the number of students in attendance is below the maximum of "44" referred to in "Section 1," payments will be adjusted accordingly based on the actual number of enrolled students. AMIKIDS agrees that a student is in membership when he is officially assigned to a course or program by the AMIKIDS. To be reported for funding each student must be enrolled and scheduled appropriately in the RFOCUS system. Payments will be made monthly by the 10th of each month upon receipt of invoices from AMIKIDS. The balance of the remaining AMIKIDS share and ongoing monthly payments will be adjusted based on actual FTE at the time of each respective FTE survey. Should an audit indicate that a funding adjustment is necessary and an over-payment of FEFP has been made to the AMIKIDS for whatever reason, AMIKIDS shall be liable for and shall indemnify the District for any repayment of funds it has received.
4. AMIKIDS will provide transportation for students, in which case, AMIKIDS shall be entitled to state and federal reimbursement for travel costs for such transportation. AMI will submit timely the required transportation documentation to the District's Transportation department for each survey to include Survey 2 (October), Survey 3 (February) and Survey 4 (June). The BOARD will submit to the state the transportation FTE for AMIKIDS students' and issue payment to AMIKIDS as part of the monthly FEFP payment in paragraph 3 above. Keystone Heights students will be transported to and from AMIKIDS campus through the Clay County School District with a specific assignment vehicle. The driver will be provided through the Clay County School District. AMIKIDS Clay County will not be eligible to collect FTE transportation funds for these specific Keystone Heights students.
5. AMIKIDS shall provide a program of education, training, and related gender-specific services to the referred students based in an experiential education model designed to increase hands-on educational opportunities, encourage appropriate masculine identity development and effect positive behavior change that may include regular physical activities and Clay County Schools approved field trips and other extracurricular activities. AMIKIDS will be responsible for the supervision and control of the students while in their educational program on the Clay high School campus and any other school sites. The program will provide the District with a copy of the rules and procedures they utilize for classroom management.
6. AMIKIDS shall be staffed by qualified personnel as defined in FAC 6A-1.0503, 6A-4.003, 6A-1.050 and 6A-4.004. AMIKIDS shall employ three Florida certified teachers. AMIKIDS will provide the District certification documentation for each member of its instructional staff. AMIKIDS certified teachers shall be responsible for the supervision of instructional activities and must certify mastery of student performance objectives of courses for credit towards a standard high school diploma. The teachers will be responsible for District reports and procedures typically required of the BOARD's teachers at dropout prevention programs. AMIKIDS teachers will be eligible to attend and receive credit for professional development and trainings conducted by the BOARD

At no additional cost to AMIKIDS.

7. If AMIKIDS certified teachers are absent, substitutes will be assigned using Clay County School Board's automated substitute system. The cost of substitutes provided by the BOARD will be paid by AMIKIDS. The BOARD will deduct the cost of the substitutes utilized from the monthly FEFP payment. The BOARD will provide AMIKIDS with the substitutes' names, dates utilized, and daily cost at the time of each deduction.
8. AMIKIDS shall have final authority regarding the placement of any male in the program based on AMIKIDS' intake assessment and screening.
9. AMIKIDS will accurately report student enrollment to the BOARD as required in s. 1011.62, F.S., and in accordance with the definitions ins. 1011.61, F.S., at the agreed upon intervals and using the method used by the BOARD when recording and reporting cost data by program. The BOARD agrees to include AMIKIDS enrollment in the BOARD's district report of student enrollment. AMIKIDS shall provide all required information within the same schedule required for all other of the BOARD's schools.
10. The BOARD will utilize its existing automated reporting system to collect data required for various reports required by the Department of Education. The data elements shall include but not be limited to, the following:
 - a. Demographic information
 - b. ESE data
 - c. Grade level assignment
 - d. Required health information
 - e. Required discipline codes/incident data
 - f. Daily attendance
 - g. Transportation
 - h. Student schedule
 - i. Teacher demographics
 - j. Master schedule
 - k. ESOL migrant codes
 - l. Grades/grading period/grading scale
 - m. ERW (entry, withdrawal information)
 - n. Test scores
 - o. Academic history and transcripts, and
 - p. Student lunch information as required
11. AMIKIDS shall maintain student records in accordance with State requirements for Dropout Prevention/Department of Juvenile Justice Programs, as well as the information for data reporting requirements requested by the BOARD and State and Federal agencies, and shall communicate and exchange appropriate student information in a manner consistent with Florida Statutes, rules and professional ethics. AMIKIDS will notify any students who file intent to terminate school enrollment of the option of enrolling in a program to attain the OED. In addition, upon a student's withdrawal from the program or upon completion of the program, AMIKIDS will award credits and grades earned and issue a final cumulative transcript.
12. The BOARD (The Clay County Food and Nutrition Services Department) will provide all students

With breakfast and lunch beginning on August 13, 2019 based on their approved status for the current school year. AMIKIDS will reimburse the BOARD (The Clay County Food and Nutrition Services Department) at the current approved rate (see below for rates). The BOARD (The Clay County Food and Nutrition Services Department) shall invoice AMIKIDS once monthly for meals provided throughout the contract period of July 1, 2019-June 30, 2020.

For the summer months, meals will be prepared at an off campus location and delivered to AMIKIDS at Clay High School. During the academic school year, meals will be prepared at Clay high School's central kitchen. Breakfast and lunch will be packaged in approved containers and delivered to the approved location. A student roster will be used to account for the meals and to comply with USDA Federal reimbursement regulations. Menus will be developed monthly to include a combination of both hot and cold choices.

Full pay secondary breakfast \$1.50

Full pay secondary lunch \$2.50

Reduced breakfast - \$.30

Reduced lunch - \$.40

13. No student under the age of sixteen (16) may be terminated from the program until an alternative educational placement has been determined. Alternative educational placement shall be determined by the BOARD within ten (10) business days following notification by AMIKIDS that a student is to be removed from placement. Students sixteen (16) years of age or older who desire to withdraw without a next school placement or diploma must (1) meet in person with BOARD's Dropout Prevention Office staff regarding the proposed withdrawal; and (2) have a Student Declaration of Intent to Terminate School Enrollment form signed by a parent or guardian prior to their withdrawal. If the Student Declaration of Intent to Terminate School Enrollment form is not signed, the student will be assigned to an alternative educational placement by the BOARD in accordance with this procedure. AMIKIDS will follow procedures in board policy 5500.05 Student Attendance, Section VIII A, items 1,2,3,5 and 6.
14. The BOARD will provide access to online instructional programming, including Clay Virtual School. Edgenuity, Achieve 3000 and computer hardware or other online curriculum program adopted by the district for the purpose of student instruction at no cost to AMIKIDS. Students assigned to AMIKIDS may utilize online courses in a significant capacity. AMIKIDS shall utilize academic and vocational assessments approved by the FDOE that are age appropriate and administered according to publisher's guidelines, and will notify the District of which assessment is being used.
15. AMIKIDS agrees to comply with Florida Statutes, applicable State Board of Education Rules, and federal legislation including but not limited to the Civil Rights Act of 1964 as amended; Section 504 of the Rehabilitative Act of 1973, amended; Title IX of the Education Amendment Act of 1974; and the Individual with Disabilities Act. In the event AMIKIDS violates any State Law, FDOE rule, District policy, and/or other covenant set forth herein, and said violation results in a loss of funding to the District, AMIKIDS shall reimburse the District for the full amount of the loss. This provision shall remain in force, even if the Contract is terminated, for a period of three (3) years or until all state audits are conducted, whichever occurs first.
16. The staff of the BOARD will be permitted to review the program provided by AMIKIDS and co procedures and guidelines developed and mutually agreed upon by both parties regarding the

Implementation of this contract. In addition, AMIKIDS agrees to develop a Transition Plan for each student upon entry. The Transition Plan must include academic reentry goals, career and employment goals, and the recommended next educational placement. AMIKIDS will have an "Exit Portfolio" for all students which will contain, at a minimum, all the academic records of credits earned, entry/withdrawal information, grades in progress, schedule, IEP, assessments, examples of student's work, and any other agreed upon documents.

17. BOARD agrees to provide classroom space, furniture and equipment – based on a basic Junior High/High School classroom furniture list – for the teachers and students participating in the school program, as well as space for confidential counseling, staffing and evaluation. AMIKIDS will host this program at Clay High School, but may move the program so long as BOARD's Superintendent provides prior written consent, which consent shall not be unreasonably withheld. AMIKIDS shall be responsible in the case of damage or loss of District property.

AMIKIDS will reimburse the BOARD the cost of the following:

1. Custodial costs and supplies for the portables associated with AMIKIDS yearly costs - \$3,864.60);
2. Use of facilities – 5 BOARD portables (yearly costs) at \$3,250 per month, equaling \$39,000 for the school year (billed quarterly)
18. AMIKIDS is responsible for meeting applicable safety, health, and sanitation standards of authorized state and local agencies.
19. As AMIKIDS is a co-occupant on the campus of Clay High School, Clay County School District will provide the use of their proper safety officer personnel. This is in response to the Marjory Stoneman Douglas High School Public Safety Act which states that "each district school board and school district superintendent to with law enforcement agencies to assign one or more safe-school officers at each school facility. The safe-school officer requirement can be satisfied by appointing any combination of a school resource officer, a school safety officer, or a school guardian." This service will be provided as defined this statute without additional cost or contractual obligation to AMIKIDS.
20. The BOARD and AMIKIDS will collaboratively develop a School Safety Plan. The plan will include provisions for ensuring the safety of educational personnel, students and BOARD equipment.
21. AMIKIDS, its officer, agents, employees and subcontractors, shall comply at all times during the term of the Agreement at AMIKIDS' own cost with the background screening requirements of Sections 1012.32(2), 1012.465, and 1012.56, F.S. (2014), as applicable, and to follow applicable District procedures for compliance with such laws. The procedures are available for viewing at the BOARD's website, by clicking on "Business," then "Vendors," and then "Jessica Lunsford Act." A printed version may be obtained from the District contact listed in this Agreement.
22. AMIKIDS shall draft a calendar, containing a minimum of 250 days of instruction, for submission to the administrator of dropout prevention services by July 1 for the contract year beginning July 1. AMIKIDS must notify the administrator of dropout prevention services prior to any deviation from this calendar. Any emergency cancellation of school must be done in coordination with the administrator of dropout prevention services of designee.

23. In the event that the BOARD and AMIKIDS are unable to agree upon a function not specified in this agreement, the Executive Director and the District Dropout Prevention Administrator will attempt to resolve any differences which may arise under this agreement. In the event such differences cannot be resolved between the personnel described herein, any such disagreement shall be submitted to the Assistant Superintendent of Curriculum and Instruction and the Regional Director of AMIKIDS for resolution.
24. Neither party shall assign this agreement; however, it may be modified in writing by the parties' mutual consent.
25. This agreement shall be effective July 1, 2019, for the school year 2019-2020, and shall terminate June 30, 2020. Either party may terminate this agreement by giving sixty (60) days' notice, in writing, to the other party. It is further agreed that a substantial breach of any section of the agreement shall be basis for immediate termination upon no less than twenty-four (24) hours written notice. Such notices shall be delivered by certified mail, return receipt requested, or in person with proof of deliver. Cooperative Agreement between the School Board of Clay County, Florida and the Department of Juvenile Justice dated June 14, 2011. The Cooperative Agreement states eleven (11) requirements of P.L. 107-110, Section 1425, which are incorporated herein by reference and made a part hereof.
26. The parties agree to be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages proximately caused thereby; provided, however, the parties agree that BOARD's liability is subject to the monetary limitations and defenses imposed by Section 768.28, Florida Statutes. Nothing herein is intended to serve as a waiver of sovereign immunity by BOARD, nor shall anything herein be construed as consent by BOARD or AMIKIDS to be sued by any third party for any cause or matter arising out of or related to this Agreement.
27. AMIKIDS is an authorized provider of services through the Department of Juvenile Justice to provide educational program and related services for students eligible for the program under State Board of Education Rule 6A-6.05281 and Florida Statute 1003.52.
28. Required Insurance. Without limiting any of the other obligations or liabilities of AMIKIDS, the program will (and shall also require of any of its subcontractors), at their sole expense, procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth herein. Except as may be otherwise expressly specified in documents provided to AMIKIDS, the insurance shall commence at or prior to the execution of this contract by the District and shall be maintained in force throughout the term of this Contract. AMIKIDS will provide to the Board a "Certificate of Insurance" each year showing the minimum levels of insurance provided by insurers that meet or exceed an "A" rating by the District. In addition, AMIKIDS will list SBCC as certificate holders and "additionally insured."

IN WITNESS WHEREOF, the parties hereto have executed this agreement the day and year first above written.

Witnesses Agreement

AMI KIDS Clay County and the School Board of Clay County, FL

_____ By: _____

School Board of Clay County – Chair

_____ Attest: _____

Approved as to form:

Maria Przybylski _____ By: RJ Swaggen _____

Executive Director, AMIKIDS Clay County

Vice President, AMIKIDS

Executive Vice President, AMIKIDS

"ADDENDUM A"
TO
CONTRACT WITH THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

Notwithstanding any contractual language to the contrary, the terms and conditions of this "Addendum A" shall govern and prevail over any conflicting or inconsistent terms and conditions in the underlying contract to which this "Addendum A" is attached and/or otherwise incorporated. All references herein made to the School Board of Clay County, Florida ("Board") shall be interpreted to include the School Board of Clay County, Florida, Clay County District Schools ("District"), and all Board officers and employees.

1. INDEMNIFICATION

In addition to any other statutory or common law obligation to indemnify and defend the Board, Contractor/Vendor shall indemnify, defend, and hold harmless the Board, its officers, and employees from and against any claim, loss, damage, penalty, or liability arising from any negligent act, omission, misfeasance, malfeasance, or intentionally wrongful conduct of Contractor/Vendor, its employees, and/or agents relating to the performance of duties contemplated by or arising from the underlying contract. Such obligations of the Contractor/Vendor include the duty to defend the Board and its officers and employees from and against any claim, complaint, payment, penalty, or other liability arising from the negligent act, omission, misfeasance, malfeasance, or intentionally wrongful conduct of Contractor/Vendor, its employees, and/or its agents. These obligations shall survive termination of the underlying contract.

2. INSURANCE

Unless otherwise specified in the underlying contract, Contractor/Vendor shall maintain throughout the term/duration of the contract (and any authorized renewal periods) the following insurance policies providing at least the minimum amounts shown:

1. General Liability Policy:

\$1,000,000.00 per occurrence
\$2,000,000.00 aggregate

2. Auto Liability Policy:

\$1,000,000.00 combined single limit
\$5,000,000.00 charter or common carrier

3. Worker's Compensation Policy:

\$100,000

Note: To the extent that Contractor/Vendor is statutorily or otherwise legally exempt from Worker's Compensation insurance obligations, Contractor/Vendor must execute a Release and Hold Harmless Agreement in a form acceptable to the Board.

Each insurance policy shall be obtained from an insurance carrier rated as "A-" or better, under a policy approved for use in the State of Florida. Further, unless otherwise agreed to by the Board, such insurance policy shall contain evidence/endorsement for physical and sexual abuse and molestation coverage. Each Certificate of Insurance ("COI") shall

name the School Board of Clay County, Florida, as an additional insured and the policy must unconditionally entitle the Board to thirty (30) days' notice of policy/coverage cancellation.

3. RESERVATION OF SOVEREIGN IMMUNITY

No provision or language in the underlying contract shall be construed or interpreted to increase the scope or dollar limit of the Board's liability beyond that which is set forth in section 768.28 of the Florida Statutes. Nor shall any such language be construed or interpreted to waive the Board's sovereign immunity from suit, or to require the Board to indemnify Contractor/Vendor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts or omissions other than those which arise from the actionable negligence of the Board. The Board expressly reserves all other protections and privileges related to its sovereign immunity.

4. GOVERNING LAW AND VENUE

The underlying contract and this "Addendum A" shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions. Further, the Circuit Court for the Fourth Judicial Circuit in and for Clay County, Florida, shall have exclusive jurisdiction to enforce the terms of and adjudicate any disputes arising from the underlying contract and this "Addendum A."

5. LEVEL II BACKGROUND SCREENING

Contractor/Vendor represents and warrants to the Board that it is familiar with sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 of the Florida Statutes regarding background investigations. Contractor/Vendor agrees to comply with all requirements of the above-cited statutes and background screening(s) at its own expense, and shall provide the Board with proof of clearance/compliance upon request. Contractor/Vendor agrees that its duty to defend, hold harmless, and indemnify the Board extends to any liability, damages, penalties, and costs which result from its failure to comply with the requirements of this provision.

6. INDEPENDENT CONTRACTOR

The services and/or products provided by Contractor/Vendor pursuant to the underlying contract are rendered to the Board in the capacity of an independent contractor. Accordingly, Contractor/Vendor is not authorized to assume or create any obligations or responsibility (expressed or implied) on behalf of the Board. Nothing contained in the underlying contract shall be construed as creating an employer-employee or principal-agent relationship or a joint venture between Contractor/Vendor and the Board. In this regard, neither Contractor/Vendor nor its officers, employees, or agents shall be deemed to be employed by the Board for purposes of taxes or contributions levied by, under, or in accordance with any federal, state, or local laws with respect to employment or compensation for employment.

7. PUBLIC RECORDS

Contractor/Vendor is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance duties imposed by the underlying contract. Accordingly, in addition to all other Public Records obligations, Contractor/Vendor shall:

- a. Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under the contract ("Contract Data") which come within the definition of a "public record" under Chapter 119.
- b. Provide to the Board, upon its request and free of charge, a copy of each record which Contractor/Vendor seeks to produce in response to a public records request.
- c. Ensure that Contract Data that are considered exempt under Chapter 119 are not disclosed except as authorized by law.
- d. Upon completion of its contractual obligations, transfer to the Board, at no cost to the Board, all Contract Data in the Contractor's/Vendor's possession or otherwise keep and maintain such data as required by law.

All records transmitted to the Board must be provided in a format that is compatible with the Board's information technology systems. Any failure to comply with this provisions shall constitute a default and material breach of the underlying contract by the Contractor/Vendor, which may result in immediate termination by the Board without penalty to the Board.

IF THE CONTRACTOR/VENDOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE UNDERLYING CONTRACT, CONTRACTOR/VENDOR SHALL CONTACT THE SCHOOL DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@myoneclay.net

8. STUDENT RECORDS

Notwithstanding any provision to the contrary contained in the underlying contract, Contractor/Vendor, its officers, employees, and agents shall fully comply with the requirements of the Family Education Rights and Privacy Act, sections 1002.22 and 1002.221 of the Florida Statutes, and all applicable laws and regulations regarding the confidentiality of personally identifiable student information and records. Contractor/Vendor shall indemnify, defend, and hold harmless the Board, its officers, and employees for any violation of this covenant. This provision shall survive the termination of the underlying contract and shall be binding upon Contractor/Vendor until such time as any claim arising from a breach of this covenant is barred by any applicable statute of limitations. In the event of a breach of security as defined by section 501.171 of the Florida Statutes, Contractor/Vendor shall notify the Board immediately, but no later than ten (10) calendar days following such security breach. Additionally, Contractor/Vendor shall fully cooperate, at its own expense, with the Board and assist the Board with all remedial efforts, required notifications, and any other obligations arising from or related to such a security breach.

9. PAYMENT TERMS AND CONTINGENCIES

Unless otherwise required by law, the Board's payment obligations (if any) arising from the underlying contract are contingent upon an annual appropriation by the Board and the availability of funds to pay for the contracted goods and/or services provided. If such funds are not appropriated or made available for the underlying contract and results in its termination, such conditions/events shall not constitute a default by the Board.

Contractor/Vendor shall be paid in accordance with the Local Government Prompt Payment Act upon submission of invoices to the District after delivery and acceptance of the goods and/or services provided. Where required, an original invoice referencing a District purchase order number shall be submitted for payment to the District's Accounts Payable Department, 814 Walnut Street, Green Cove Springs, Florida 32043.

Contractor/Vendor agrees to the foregoing terms and conditions of this "Addendum A" as evidenced by the following signature of its authorized representative as of the date indicated below:

Signature: 

Printed Name: MARIA Przybylski

Title: Executive Director

Date: 6-18-19



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

11/29/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, Inc. 101 S. Main St. Ste 200 P.O. Box 140 Decatur IL 62525	CONTACT NAME: Matt Frye PHONE (A/C, No, Ext): 813-887-3300 E-MAIL ADDRESS: msf@amikids.org FAX (A/C, No): 813-889-8092
INSURED AMikids Clay County, Inc. 2025 State Road 16 W Green Cove Springs, FL 32043	INSURER(S) AFFORDING COVERAGE INSURER A: Lloyd's Synd 2987 INSURER B: The Travelers Indemnity Company INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES**CERTIFICATE NUMBER:** 1369578361**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Prof Liab Includ <input checked="" type="checkbox"/> Sex Mis \$1.0MEa GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		CJ10025318	12/1/2018	12/1/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 Nurse Prof Liab \$ 1.0M/\$3.0M
B	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> MedPay \$10K <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY		TC2JCAP1108L423TIL	9/1/2018	9/1/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Medical Payments \$ \$10K Ea.Pers/Acc
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$		CJ10025418	12/1/2018	12/1/2019	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 7,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below Y/N N N/A		TC20UB1102L676	9/1/2018	9/1/2019	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Sexual Misconduct		CJ10025318	12/1/2018	12/1/2019	Ea. Occ/Agg \$1.0M/\$1.0M

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Certificate covers all AMikids affiliated locations.

Certificate holder, their employees, elected officials, and board members are named as additionally insured on the above policies as their interests may appear.

for more info please contact Matt Frye, Dir. Risk Mgt., AMikids, Inc., 813-887-3300 or msf@amikids.org

CERTIFICATE HOLDER**CANCELLATION**

Clay County School Board
900 Walnut Street
Green Cove Springs FL 32043
United States

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)

5/22/2019

THIS EVIDENCE OF PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

AGENCY Arthur J. Gallagher Risk Management Services, Inc. 101 S. Main St. Ste 200 P.O. Box 140 Decatur, IL 62525		PHONE (A/C, No, Ext): 217-423-2345	COMPANY Landmark American Ins. Co. 945 East Paces Ferry Road, Suite 1800 Atlanta GA 30326-1373 & Endurance American Ins. Co.	
FAX (A/C, No): 217-428-0865	E-MAIL ADDRESS:			
CODE:	SUB CODE:			
AGENCY CUSTOMER ID #:				
INSURED AMikids Clay County, Inc. 2025 State Road 16 W Green Cove Springs, FL 32043			LOAN NUMBER	POLICY NUMBER LHT907710/ESP30001023200
EFFECTIVE DATE 04/01/2019		EXPIRATION DATE 04/01/2020	<input checked="" type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED	
THIS REPLACES PRIOR EVIDENCE DATED:				

PROPERTY INFORMATION

LOCATION/DESCRIPTION
Insured Locations

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION

PERILS INSURED ☐ BASIC ☐ BROAD ☒ SPECIAL ☐

COVERAGE / PERILS / FORMS	AMOUNT OF INSURANCE	DEDUCTIBLE
"Per Schedule on File w/Company"-includes BI & Extra Exp; Contents; EDP; Valuable Paper Buildings; Personal Property Coverage Blanket as respects to Business Income & Extra Expense (ALS Basis) **Property Deductible above may vary based on location/construction**	2,500,000	10,000
*Individual Location Limit Certificate Can Be Issued on Request**	500,000	
Flood & Earthquake: **Flood Deductible is excess maximum available NFIP limits on all flood zones prefixed A or V** Earthquake \$50,000 Per Occ./Location	2,500,000	50,000

REMARKS (Including Special Conditions)

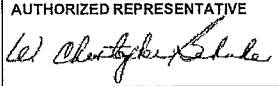
PLEASE NOTE A SEPARATE SCHEDULE MAY BE ISSUED TO EACH INSURED'S LOCATION SPECIFYING THE LIMITS OF INSURABLE PROPERTY COVERAGE ON FILE

Certificate covers all AMikids affiliated locations

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ADDITIONAL INTEREST

NAME AND ADDRESS AMikids Clay County, Inc. 2025 State Road 16 W Green Cove Springs, FL 32043	<input checked="" type="checkbox"/> ADDITIONAL INSURED	<input type="checkbox"/> LENDER'S LOSS PAYABLE	<input type="checkbox"/> LOSS PAYEE
	<input type="checkbox"/> MORTGAGEE		
	LOAN #		
AUTHORIZED REPRESENTATIVE 			

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C5 - Dual Enrollment Articulation Agreement Between the University of Florida Board of Trustees and the School Board of Clay County.

Description

A collaborative agreement between the University of Florida and the SBCC for Dual Enrollment purposes. This agreement follows statutes dealing with a school district partnering with local post-secondary institutions to allow for shared educational services.

Gap Analysis

The post-secondary institutions and school districts are required to enter into agreements that allow students to take Dual Enrollment courses. This agreement meets the Florida Statutes.

Previous Outcomes

In 2018-19, Clay County did not have any eligible students attend the University of Florida for Dual Enrollment purposes. However, we are still required to have an agreement between the two institutions.

Expected Outcomes

If a student from Clay County student opts to participate in the program, an agreement is in place for this purpose. Over the last several years, a very limited number of students have attended this program, but there has been a 100% success rate.

Strategic Plan Goal

Goal 1: Develop a High Quality & Aligned Instructional System

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

Recommendation

That the Clay County School Board approve the Dual Enrollment articulation agreement between the University of Florida Board of Trustees and the School Board of Clay County.

Contact

Terry Connor, Chief Academic Officer, 904.336.9405, terrence.connor@myoneclay.net

Financial Impact

\$2000.00 - 100.5100730.9007.0000

Review Comments

Attachments

📎 [August 2019 - UF Dual Enrollment Agreement.pdf](#)

✓ APPROVED

Below Addressed

200002

AGREEMENT / CONTRACT REVIEW FORM		BOARD MEETING DATE WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED	
Date Submitted	5/22/19		
Contact Name	Michael Wingate	Telephone Number	336-6918
School/Department	CIT		
Vendor Name	University of Florida		
Contract Title	Dual Enrollment Articulation Agreement Between the U of F Board of Trustees and the SBCC		
Contract Type	<input type="checkbox"/> New <input checked="" type="checkbox"/> Renewal <input type="checkbox"/> Amendment <input type="checkbox"/> Extension	Date Original Contract Approved	
Prior Year's Pricing	- \$0 for 2018-2019	Renewal Option(s)	
Contract Term	2 years School Years 19/20 - 20/21		
Contract Cost	Based on number of students who utilize DE	Funding Source	
Payment Schedule (Are the payments made monthly, when task is finished, etc)			
Strategic Plan Tie-in Explanation			
Background/Discussion /Research/Alternatives	It is more that we have a student participate in DE with UF. This cost will be nominal. Kim Cox will enter 20,000 when students enroll in DE		
CONTRACT REVIEW REQUIRED DOCUMENTS ATTACHED If more space is needed, please attach Word document.			
<input type="checkbox"/> Completed Contract Review Form <input type="checkbox"/> Original Contract and all Terms & Conditions that apply with the Contract <input type="checkbox"/> SIGNED SBCC Addendum A: • This Statement MUST BE written on Original Contract: The terms and conditions included in Addendum A shall be incorporated into this agreement. If there are any conflicts in the language provided in the agreement and that of Addendum A, then the language provided in Addendum A shall prevail.) <input type="checkbox"/> Certificate of Insurance (COI) that meet these requirements: • COI must list the School Board of Clay County as Additional Insured and as Certificate Holder. The insurer must be rated as A- or better. • General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate. • Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses). • Workers' Compensation = \$100,000 Minimum (If exempt from Workers' Compensation Insurance they must sign a SBCC Release and Hold Harmless Form. If they are not exempt; they must provide Workers' Compensation COI).			

SBAD
RECEIVED
5/23/19

Approvals			
Superintendent	<input type="checkbox"/> Approved <input type="checkbox"/> Denied	Review Date	
Comments			
District's Attorney	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied	Review Date	6/20/19 (JB)
Comments			
Information & Technology	<input type="checkbox"/> Approved <input type="checkbox"/> Denied	Review Date	
Comments			
Finance	<input type="checkbox"/> Approved <input type="checkbox"/> Denied	Review Date	
Comments			
Insurance Certificate	<input type="checkbox"/> Approved <input type="checkbox"/> Denied	Review Date	
Comments			
Purchasing	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied	Review Date	5/22/2019 B78
Comments	Prompt Payment Act (Pay 45 days) Not 30 listed in I.V. H. Governing Law/Venue is Alachua County listed VI. H.		

PUR 1-3501 E. 01/26/2018

5/22/19

RECEIVED

MAY 22 2019

PURCHASING

Page 140 of 1395

I wrote "Appendix A" on Tentative Course List

Contract 190020

**DUAL ENROLLMENT ARTICULATION AGREEMENT
BETWEEN THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES AND
THE SCHOOL BOARD OF CLAY COUNTY**

THIS DUAL ENROLLMENT ARTICULATION AGREEMENT ("Agreement"), between the **University of Florida Board of Trustees (the "University", or "UF")**, a public body corporate of the state of Florida, and the **School Board of Clay County (the "School Board", or the "District")**, Florida, is entered into on this 13th day of May, 2019, for the purpose of enhancing learning opportunities for qualified high school students who are attending public high schools in Clay County School District through the Dual Enrollment program, as encouraged by Section 1007.22 and 1007.271 of the Florida Statutes.

NOW IN CONSIDERATION OF THE FOREGOING, the mutual undertakings and benefits to accrue to both parties, UF and the School Board, individually referenced as the "Party" and collectively referenced as the "Parties", agree as follows:

I. TERM

The term of this Agreement shall be effective as of July, 1 2019, is subject to annual review, and shall continue until June 30, 2021, unless terminated by either party or extended by amendment to this Agreement, in accordance with this Agreement ("Term"). Such termination shall be upon thirty (30) days advance written notice. Such termination shall not affect the rights and duties of the Parties under this Agreement with respect to the Dual-Enrollment students enrolled in the then current UF academic semester.

II. PROGRAM REQUIREMENTS

- A. Purpose.** The purpose of Dual Enrollment is to allow acceleration of eligible secondary students while still enrolled in school to take courses offered by UF, through its online process, that count toward high school credit and toward a university degree.
- B. Length.** Participation in Dual Enrollment may not exceed two academic years. For the purposes of this agreement, students transition from one school year to the next in August of each year. Students are authorized to take up to 2 courses and no more than 11-credit hours per semester.
- C. Credits.** Dual Enrollment credits may be in addition to the normal school load or a part of the student's regular load. The list of UF's eligible Dual Enrollment courses is available in **Appendix A**, which is attached hereto and incorporated herein by reference.
- D. Initial Eligibility Criteria.** UF agrees to permit students enrolled in Clay County School District, who have been certified by their school official as qualified, to enroll in the approved dual credit courses. UF retains the right to change the GPA and minimum test score requirements within its sole discretion. Clay County School District Liaison will be notified in writing if a change is made. Exceptions to these requirements may be granted on an individual basis if agreed upon in writing and signed by both Parties. Students participating in Dual Enrollment options must meet the following initial student eligibility requirements:
1. Enrolled in a course of study which will fulfill requirements for high school graduation;
 2. 3.6 cumulative unweighted high school GPA;
 3. One of the following minimum standardized test scores: composite PSAT score of 1130, composite SAT score of 1100 or composite ACT score of 22;
 4. Satisfy any course prerequisites, including but not limited to placement exams; and,

5. Meet any additional criteria set by the post-secondary institution.

E. Continuing Eligibility Criteria. Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through Dual Enrollment. Exceptions to these requirements may be granted on an individual basis if agreed upon in writing and signed by both Parties. Dual Enrollment students are responsible for following UF's student code of conduct that outlines acceptable and unacceptable academic or behavioral misconduct for UF students, such behavior includes cheating and plagiarism, etc. The student code of conduct delineates appropriate disciplinary procedures and sanctions in the case of unacceptable behavior. Students may lose the opportunity to participate in the Dual Enrollment program if they are disruptive to the learning process; violate UF code of conduct or regulations and/or School Board Rules; or violate federal, state, or local laws. In addition to the requirements above, to continue in the Dual Enrollment program, students must:

1. Maintain a 3.6 cumulative unweighted high school GPA, and
2. Maintain a 3.0 cumulative UF GPA as confirmed by Clay County School District and UF's Registrar's Office.

F. Registration Procedures. Documents required for each student must be submitted to UF, prior to registration and in accordance with guidelines and registration deadlines posted on the UF Dual Enrollment website. **Appendix B**, which is attached hereto and incorporated herein by reference, sets forth further details in connection with the registration procedure.

G. Withdrawal Procedures. All Dual Enrollment students are responsible for officially withdrawing from classes they are no longer attending in accordance with published University requirements and deadlines. Students who do not officially withdraw from a class may receive a failing grade. Such a failing grade becomes a part of their permanent transcript records and could have a negative effect on future college admissions, scholarship opportunities, and/or financial aid. All Dual Enrollment students are responsible for notifying the high school guidance counselor, in writing, prior to withdrawal from any Dual Enrollment course. All pre-registration advising, including but not limited to posted withdrawal procedures, is the responsibility of Clay County School District.

H. Publicity. Clay County School District may not use UF's name, logos, trademarks or images or the name or image of any employee or official of UF in any fundraising, publicity, advertising or media release without the prior written consent of UF on each occasion, which may be given only by the UF Vice President for University Relations or designee. UF may not use Clay County School District's name, logos, trademarks or images or the name or image of any employee or official of Clay County School District in any fundraising, publicity, advertising or media release without the prior written consent of Clay County School District on each occasion.

III. ROLE OF THE UNIVERSITY

The University will:

- A. Publish deadlines and procedures on the Dual Enrollment website.
- B. Advise students of college level expectations and procedures as delineated in the attached **Appendix C**, which is attached hereto and incorporated herein by reference.
- C. Provide advising, as appropriate, to ensure proper course placement and selection.
- D. Notify the student of his or her grades as is regularly done with University students. In addition, a document will be sent via postal mail or an electronic transmission system to the High School indicating work completed.

- E. Have a process in place for virtual instructors to comply with student IEPs and 504s as well as serve the needs of English Language Learners.
- F. Assign a letter grade to each student enrolled in a Dual Enrollment course. The letter grade assigned by the postsecondary institution shall then be posted to the high school transcript by Clay County School District pursuant to s. 1007.271(20), F.S.
- G. Be responsible for making an annual report to the Commissioner of Education on the operation of the Dual Credit Enrollment program. Clay County School District will provide to the University any information requested to complete such reports.
- H. Be responsible for monitoring the quality of curriculum to ensure that instruction is consistent with the University of Florida's policies and procedures.

IV. ROLE OF CLAY COUNTY SCHOOL DISTRICT

The School Board will:

- A. Verify the enrolled students are residents of the school district and eligible for enrollment in accordance with Section 1002.45 Florida Statutes.
- B. Verify that the high school student and his/her parent(s) or guardian(s) have been counseled on the advisability of taking one or more college courses while in high school and on the specific requirements of the Dual Enrollment program. Pre-registration advising will include the curricular expectations of university-level academic work that typically exceed the work required of high school courses. Pre-registration advising will also include information regarding UF's published add/drop policies and deadlines, as well as the impact of performance in Dual Enrollment courses, which become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA.
- C. Provide any required services to support a student's IEP consistent with the legal requirements for serving students with special needs in a virtual school.
- D. Provide access to computers and equipment, with internet access as necessary.
- E. Inform students and their parents about opportunities for students to participate in Dual Enrollment with the University.
- F. Designate a District Liaison to act for School Board in all matters pertaining to this Agreement and to accept and approve all deliverables and invoices.
- G. Pay UF the standard tuition rate per credit hour plus the tuition differential set forth in UF Regulation 3.0375, as amended, from the Florida Education Finance Program funds to the University. The current amount is \$149.24 per credit hour for all District students enrolled. This rate is subject to change annually.
- H. Reimburse UF for tuition for all students who are registered by the end of UF's Drop/Add period, within 45 days of receipt of the invoice. Clay County School District will have no obligation to pay tuition for summer terms.
- I. Provide Dual Enrollment students, free of charge, required college textbooks and other instructional materials in accordance with Florida Statutes §1007.271(17). Instructional materials purchased by Clay County School District on behalf of Dual Enrollment students shall be the property of Clay County School District against which the purchase is charged.
- J. Award high school credit for the course(s) upon its (their) successful completion by the Dual Enrollment student and assign grade points, equivalent to those for AP/IB/AICE courses. Courses not taken for a grade are ineligible for Dual Enrollment. The Dual Enrollment Course—High School Subject Area Equivalency List published by the Florida Department of Education mandates the minimum subject area credit awarded for specific courses taken through Dual Enrollment. Courses not appearing on this list will be awarded high school elective credit with 3 University credit hours translating to 0.5 high school credits.
- K. Perform the initial screening and monitor student performance while participating in the Dual Enrollment program. Clay County School District's counselors will communicate, as needed, with UF Dual Enrollment

staff in connection with student monitoring (and, if necessary, providing support for) while participating in the Dual Enrollment program.

V. JOINT RESPONSIBILITIES

- A.** UF and Clay County School District warrant and agree that all Dual Enrollment courses shall meet the provisions of the current State of Florida laws and regulations.
- B.** UF and Clay County School District will establish budgetary procedures to support specialized Dual Enrollment programs which will include the following provisions:
 - 1. UF and Clay County School District will be eligible for Full-Time Equivalency (FTE) funding in accordance with Florida law and rules.
 - 2. Dual Enrollment students are exempt from the payment of registration, tuition and, laboratory fees for courses taken through Dual Enrollment at Florida public colleges or universities.
- C.** UF and Clay County School District will inform students and parents of the following:
 - 1. Dual Enrollment college credit will transfer to any Florida public college or university offering a course with the same prefix and number and must be treated as though taken at the receiving institution.
 - 2. If students do not, upon high school graduation, attend the same college or university where they earned the Dual Enrollment credit, the application of transfer credit to general education, prerequisite, and degree programs may vary at the receiving institution.
 - 3. If students choose to enroll in courses that require placement exams, the students will be required to pay for any/all placement exams.

VI. MISCELLANEOUS PROVISIONS

- A. Liability.** To the extent permitted by Florida law, each Party agrees to be fully responsible for its acts of negligence or its agent's acts of negligence when acting within the course and scope of their employment under this Agreement. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding.
- B. No Waiver of Sovereign Immunity.** Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding.
- C. No Third-Party Beneficiaries.** The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the Parties intend to directly or substantially benefit a third party by this Agreement. The Parties agree that there are no third-party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the Parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.
- D. Equal Opportunity Provision.** The Parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation in the performance of the Parties' respective duties, responsibilities and obligations under this Agreement.

- E. Remedies.** All rights and remedies provided in this Agreement are not intended to be exclusive of any other rights or remedies, and all rights and remedies shall be cumulative and shall be in addition to any other rights or remedies now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any Party of any right, power, or remedy hereunder shall preclude any other or future exercise thereof.
- F. Annual Appropriation.** The performance and obligations of both, the School Board of Clay County and UF, under this Agreement, shall be contingent upon an annual budgetary appropriation by its governing body and/or the legislature. If either Party does not allocate funds for the payment of services or products to be provided under this Agreement, this Agreement may be terminated by such Party at the end of the period for which funds have been allocated upon written notice to the other Party at the earliest possible time before such termination. No penalty shall accrue to such terminating Party in the event this provision is exercised, and such terminating Party shall not be obligated or liable for any future payments due or any damages as a result of termination.
- G. Excess Funds.** Any Party receiving funds paid under this Agreement agrees to promptly notify the other Party of any funds erroneously received upon the discovery of such erroneous payment or overpayment and to refund such excess funds payment.
- H. Governing Law and Venue.** This Agreement shall be interpreted and construed in accordance with laws of the State of Florida. In the event of any legal or equitable action arising under this Agreement, the Parties agree that the jurisdiction and venue of such action shall lie exclusively within the courts of record of the State of Florida located in Alachua County, Florida, and the Parties specifically waive any other jurisdiction and venue.
- I. Public Records.** Each Party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each Party shall be responsible for compliance with any public records request served upon it pursuant to Chapter 119, Florida Statutes. Each Party acknowledges that this Agreement and all attachments thereto are public records.
- J. Student Records:** Notwithstanding any provision to the contrary within this Agreement, both Parties to this Agreement shall fully comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99), and any other state or federal law or regulation regarding the confidentiality of student records.

The Parties agree to:

1. Hold the student records and information in strict confidence and not use or disclose except as required by this Agreement or permitted by law. All student records will be disclosed only to those who have a need to access the information in order to perform their assigned duties.
2. Safeguard the student records through administrative, physical and technological safety standards to ensure adequate controls are in place to protect these student records in accordance with FERPA's privacy requirements.
3. Continually monitor its operations and take all actions necessary to assure that the student information and records are safeguarded in accordance with the terms of this Agreement.

K. Background Screening. Dual Enrollment students attending courses at UF are deemed to be post-secondary students. UF instructional personnel are not required to submit to the same level background screening as secondary school instructional personnel.

Accordingly, applicable UF instructional personnel will not require access to Clay County School District school grounds nor require direct contact with secondary school students beyond the scope of its post-secondary curriculum delivered through its online process.

L. Entirety of Agreement. This Agreement ratifies or modifies all other agreements between Clay County School District and UF that may affect Dual Enrollment. This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the Parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the Parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

M. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns. Reference in the preceding sentence to "assigns" shall not be deemed or construed to authorize, legitimize or render effective any assignment in violation of the provisions of paragraph O below.

N. Assignment. Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any Party without the prior written consent of the other Party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments.

O. Incorporation by Reference. All Exhibits/Appendices attached hereto and referenced herein, including Appendices A-C, shall be deemed to be incorporated into this Agreement by reference.

P. Captions. The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

Q. Severability. In the event that any one or more of the sections, paragraphs, sentences, clauses or provisions contained in this Agreement is held by a court of competent jurisdiction to be invalid, illegal, unlawful, unenforceable or void in any respect, such shall not affect the remaining portions of this Agreement and the same shall remain in full force and effect as if such invalid, illegal, unlawful, unenforceable or void sections, paragraphs, sentences, clauses or provisions had never been included herein.

R. Preparation of Agreement. The Parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to, herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the Parties than the other.

S. Amendments. No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each Party hereto.

T. Waiver. The Parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any Party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of

this Agreement unless the waiver is in writing and signed by the Party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

U. **Force Majeure.** Neither Party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either Party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either Party be deemed Force Majeure.

V. **Default.** The Parties agree that, in the event that either Party is in default of its obligations under this Agreement, the non-defaulting Party shall provide to the defaulting Party (30) days written notice to cure the default. However, in the event said default cannot be cured within said thirty (30) day period and the defaulting Party is diligently attempting in good faith to cure same, the time period shall be reasonably extended to allow the defaulting Party additional cure time. Upon the occurrence of a default that is not cured during the applicable cure period, this Agreement may be terminated by the non-defaulting Party upon thirty (30) days notice. Such termination shall not affect the rights and duties of the Parties under this Agreement with respect to the Dual Enrollment students enrolled in the then current UF academic semester.

W. **Authority.** Each person signing this Agreement on behalf of either Party individually warrants that he or she has full legal power to execute this Agreement on behalf of the Party for whom he or she is signing, and to bind and obligate such Party with respect to all provisions contained in this Agreement.

X. **Notice.** When any of the Parties desire to give notice to the other, such notice must be in writing, sent by either email or U.S. Mail, postage prepaid, addressed to the Party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To Clay County School District: Addison Davis, Superintendent
Clay County School District
900 Walnut Street,
Green Cove Springs, FL 32043

With a copy to:

To UF: Dr. Joseph Glover
Provost and Senior Vice President for
Academic Affairs
University of Florida
235 Tigert Hall
Box 113175
Gainesville, FL, 32611-3175

With a copy to:
Assistant Provost and Director,
Distance & Continuing Education
2046 NE Waldo Rd #1150, Gainesville, FL 32609 [Signature page to follow.]

SIGNATURE PAGE TO DUAL ENROLLMENT ARTICULATION AGREEMENT
BETWEEN THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES AND
THE SCHOOL BOARD OF CLAY COUNTY

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives on the date indicated below.

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA:

Witnesses:

By: _____

By: _____
Superintendent of Schools

By: _____

Date: _____

THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES:

Witnesses:

By: _____

By: _____
Joseph Glover
Senior Vice President and Provost

By: _____

Date: _____

APPENDIX A
Tentative Course List

Course Number	Course Title	High School Subject Area	High School Credit Awarded	College Credits Awarded	*State (SUS) General Education Core Course	**UF General Education Core Course
AEB 2014	Economic Issues, Food and You	Elective	0.5	3	No	Yes Social Science
ARC 1720	Survey of Architecture History	Elective	0.5	3	No	Yes Humanities & International
ARH 2000	Art Appreciation	Performing/ Fine Arts	0.5	3	Yes Humanities	Yes Humanities & Diversity
AST 1002	Discovering the Universe	Science	0.5	3	Yes Physical Sciences	Yes Physical Sciences
BSC 2005	Biological Sciences (Non-Majors)	Science	0.5	3	Yes Biological Science	Yes Biological Science
CHM 1020	Chemistry for Liberal Arts	Science	0.5	3	Yes Physical Science	Yes Physical Science
CHM 1025	Introduction to Chemistry	Science <i>Requires: MAC 1147 or Equivalent</i>	0.5	2	Yes Physical Science	Yes Physical Science
COP 3502	Programming Fundamentals 1	Elective <i>Prereq required*</i>	0.5	3	No	No
COP 3503	Programming Fundamentals 2	Elective <i>Prereq Required*</i>	0.5	3	No	No
COP 3530	Data Structures and Algorithm	Elective <i>Prereq Required*</i>	0.5	4	No	Yes Mathematics
COT 3100	Applications of Discrete Structures	Elective <i>Prereq Required*</i>	0.5	3	No	Yes Mathematics
ECO 2013	Principles of Macroeconomics	Elective	0.5	4	Yes Social Science	Yes Social Science
ECO 2023	Principles of Microeconomics	Elective	0.5	4	No	Yes Social Science

ENC 1101	Writing Academic Arguments	English	1.0	3	Yes Composition	Yes Composition
ENC 1102	Rhetoric and Academic Research	English <i>Requires- ENC 1101</i>	1.0	3	Yes Composition	Yes Composition
ENY 2040	The Insects	Elective	0.5	3	No	Yes Biological Sciences
ESC 1000	Introduction to Earth Science	Science	0.5	3	Yes Physical Sciences	Yes Physical Sciences
FOS 2001	Man's Food	Elective	0.5	3	No	Yes Biological Sciences
GLY 1000	Exploring the Geological Sciences	Science	0.5	3	No	Yes Physical Sciences
GLY 1102	Age of Dinosaurs	Elective	0.5	3	No	Yes Physical or Biological Science
GLY 1880	Earthquakes, Volcanoes and Other Hazards	Elective	0.5	3	No	Yes Physical Sciences
HSC 3102	Personal and Family Health	Physical Education: Personal Fitness	0.5	3	No	Yes Social Science
IDS 2338	Rethinking Citizenship	Elective	0.5	3	No	Yes Social Science
ISS 2160	Cultural Diversity in the US	Elective	0.5	3	No	Yes Social Science & Diversity
MAC 1105	College Algebra	Mathematics <i>Placement test needed</i>	1.0	3	Yes Mathematics	Yes Mathematics
MAC 1114	Trigonometry	Mathematics	1.0	2	No	Yes Mathematics
MAC 1140	Precalculus Algebra	Mathematics <i>Placement test needed</i>	1.0	3	Yes Mathematics	Yes Mathematics

MAC 1147	Precalculus: Algebra and Trig	Mathematics <i>Placement test needed</i>	1.0	4	Yes Mathematics	Yes Mathematics
MAC 2233	Survey of Calculus 1	Mathematics <i>Placement test needed</i>	1.0	3	Yes Mathematics	Yes Mathematics
MAC 2311	Analytic Geometry and Calculus 1	Mathematics <i>Placement test needed</i>	1.0	4	Yes Mathematics	Yes Mathematics
MAC 2312	Analytic Geometry and Calculus 2	Mathematics <i>Req. MAC 2311 or equivalent</i>	1.0	4	Yes Mathematics	Yes Mathematics
MAC 2313	Analytic Geometry and Calculus 3	Mathematics <i>Req. MAC 2311 & 2312</i>	1.0	4	Yes Mathematics	Yes Mathematics
MAP 2302	Differential Equations	Mathematics <i>Req. MAC 2312</i>	1.0	3	No	Yes Mathematics
MCB 2006	Microbes without Borders	Elective	0.5	3	No	No
MMC 1000	Survey of Mass Communication	Elective	0.5	3	No	No
MMC 3702	Rock N Roll and American Society	Elective	0.5	3	No	No
MUL 2010	Experiencing Music	Performing/ Fine Arts	0.5	3	Yes Humanities	Yes Humanities & International
PHY 2020	Introduction to Principles of Physics	Science	0.5	3	Yes Physical Sciences	Yes Physical Sciences
PSY 2012	Intro to Psychology	Elective	0.5	3	Yes	Yes Social Science

					Social Science	
REL 2121	American Religious History	Elective	0.5	3	No	Yes Humanities & Diversity
REL 2300	Introduction to World Religions	Elective	0.5	3	No	Yes Humanities & International
SLS 1501	College Success	Elective	0.5	3	No	No
SPN 1130	Beginning Spanish 1	Elective: Foreign Language	1.0	5	No	No
SPN 1131	Beginning Spanish 2	Elective: Foreign Language	1.0	5	No	No
SYG 2000	Principles of Sociology	Elective	0.5	3	Yes Social Science	Yes Social Science
THE 2000	Theater Appreciation	Performing/ Fine Arts	0.5	3	Yes Humanities	Yes Humanities & Diversity
WIS 2040	Wildlife Issues	Elective	0.5	3	No	Yes Biological Sciences
WIS 2552	Biodiversity Conservation- Global Perspective	Elective	0.5	3	No	Yes Biological Sciences & International

NOTES:

All courses and faculty are subject to change

Some courses have prerequisites you must meet before being approved

All SUS institutions must accept these courses for transfer credit in the categories listed

All undergraduate students (except those transferring to UF with an A.A. from a public Florida college) are required to complete UF's general education requirement to graduate.

Math Placement via ALEKS score:

If your major requires MAC 2233:

ALEKS Score The first course listed in **bold** is the course you should begin with:

0 - 34% **MAC 1105** → MAC 1140 → MAC 2233

35 - 49% **MAC 1140** → MAC 2233

50 and above **MAC 2233***

If your major requires MAC 1105, MAC 1140, MAC 1147, or MAC2311 (or you are pre-health):

ALEKS Score The first course listed in **bold** is the course you should begin with:

0 - 34% **MAC 1105** → MAC 1140 → MAC 1114 → MAC 2311

35 - 49% **MAC 1140** → MAC 1114 → MAC 2311

50 - 74% **MAC 1147** → MAC 2311

75 and above **MAC 2311***

If you have incoming math credit, you may use that as placement into Math courses at UF if the credit appears on your transcript or you provide proof of credit. However, the ALEKS placement is the best predictor of success in UF MAC courses. **ALEKS Fee: \$10.00**

Contact us with questions:
Dual-Enrollment@dce.ufl.edu

352-273-4155

<http://dualenrollment.dce.ufl.edu/>

DRAFT

Appendix B

Online Registration Process: Once student has spoken with individual guidance counselor about intent to participate in our program:

1. Student should browse the Courses section of our website to familiarize themselves with available courses.
 - a. Parent/Student will fill out UF of Florida Online Dual Enrollment Application (on our website) requesting admission into the program
 - i. Scores and GPA provided will be verified with the school guidance counselor or submitted with the application if home schooled
 - b. Parent/Student will be asked to fill out the "Distance Learning" Non-Degree Application (NDAP)
 - i. All non-degree applications will be routed to our office
 - ii. Once this is filled out, the student will get a UFID
 - c. Parent/Student will be notified of acceptance by email
 - d. Student Services will contact by email with orientation instructions and to set up an advising/registration appointment
 - e. Every semester the Non-Degree Application/Request, including the residency classification portion, must be completed through UF Registrar

Appendix C

Online Student Orientation: Each student will have an individual advising session with a Dual Enrollment advisor via phone/Skype.

1. Orientation To Include:
 - a. How to sign up for a gatorlink account
 - b. Expectations of UF students
 - c. ISIS system- Clearing holds
 - d. E-Learning log-in page
 - e. Advisor and advising relationship
 - f. Student responsibilities every semester
2. Student Services/ Advising Responsible for:
 - a. Review of courses completed- matched to State Core General Education Courses
 - b. Video, email or phone updates 3 times a semester minimum
 - c. Course grades monitoring and instructor contact assistance throughout the semester-if needed
 - d. Connecting student to resources as needed-on campus
 - e. Identifying and contacting high risk students via grade monitoring
3. In first Advising Meeting priorities are:
 - a. Welcome and Introductions
 - b. Clarity about expectations
 - c. Reminder that grades are on permanent high school and college transcripts
 - d. Encouragement to thoroughly explore the course before drop/add & advice of deadline
 - e. Discussion about how our current courses will fit their graduation and gen ed needs
 - f. Review of selected courses for registration & textbook procedures
4. Every semester the students will be registered by student services staff

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C6 - 2019-2020 Assessment Calendar Approval

Description

Per Rule 6A-1.094224, F.A.C., districts must add their district information to the uniform assessment calendar for the following year (i.e., 2019–20), submit the calendar for district school board approval, and then publish the approved, populated uniform assessment calendar on the district's website and submit it to the department by October 1.

Gap Analysis

Performance Matters tests are only used in key EOC/NGSSS tested courses as progress monitoring to guide instruction and ensure student success on state mandated assessments. These are the only stand-alone assessments that the district is requiring for the 2019-2020 school year. All other assessments are embedded as part of daily curriculum and instruction activities and to place students at their appropriate level in online resources (example: Achieve3000/i-Ready Reading and Math). Optional assessments are also provided for schools to assign as needed to ensure the success of their students.

Previous Outcomes

The board approved the 2018-2019 Uniform Statewide Assessment Calendar on September 6, 2018.

Expected Outcomes

Approval of this agenda item will satisfy the district's obligations to approve a uniform assessment calendar to submit to the state.

Strategic Plan Goal

Goal 1: Develop Great Educators and Leaders

Recommendation

Contact

Michael McAuley, Assistant Superintendent of School Climate and Culture, 529-4995

Steven Amburgey, Director of Assessment, Accountability, and School Support, 336-9639

Financial Impact

\$0

Review Comments

Attachments

📎 [19-20 Testing Calendar.pdf](#)

2019–2020 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the Department by October 1 of each school year, beginning in 2016–17. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information in sections 3 and 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments. Do not modify any other information in this section.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
CBT	Computer-Based Test
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need
District Window	The selected dates within the statewide window during which a district will administer a given assessment
District-Required Assessments	Assessments required by the school district for students in a specific grade or course
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results
FAIR	Florida Assessments for Instruction in Reading
FLKRS	Florida Kindergarten Readiness Screener
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment

2019–2020 Uniform Statewide Assessment Calendar

Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student’s ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
Progress Monitoring	Process used to determine whether a student’s academic performance is improving, at what rate it is improving, and how effective instruction has been
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida’s academic standards at or near the conclusion of the course of instruction
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment
Testing Time	The amount of time individual students are each given to respond to test items on each test
VAM	A Value-Added Model (VAM) is used by some school districts as part of their educator evaluation system. It is also used in the approval process for teacher preparation programs, as part of the criteria for teachers to qualify for a financial award under the Florida Best and Brightest Teacher Scholarship program and as part of the criteria to extend an educator’s temporary teaching certificate.
VPK	Florida’s Voluntary Prekindergarten Education Program

2. Test, Type, and Purpose/Use

Add rows as needed to define district-required tests, test type, and their purpose/use in your district. If additional types are added, define applicable types in the glossary. Do not modify any other information in this section.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs 2.0	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C.
FAIR	Diagnostic/Progress Monitoring	Provides general estimates of students’ reading ability/monitors students’ progress toward meeting grade-level skills in reading	s. 1008.25(4), F.S.
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten; used to calculate VPK Provider Kindergarten Readiness Rates	s. 1002.69, F.S. Rule 6M-8.601, F.A.C.
FSA	Summative		

2019–2020 Uniform Statewide Assessment Calendar

FSAA	Summative	Purpose: Measure student achievement of Florida’s academic standards (Florida Standards, Next Generation Sunshine State Standards) Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; VAM; scholar designation; Credit Acceleration Program; school improvement plans; school, district, state, and federal reporting	s. 1002.38, F.S. s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1004.04, F.S. s. 1004.85, F.S. s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S. s. 1008.34, F.S. s. 1008.341, F.S. s. 1012.34, F.S. s. 1012.56, F.S. s. 1012.731, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-5.0411, F.A.C.
NGSSS EOC	Summative		
Statewide Science Assessment	Summative		
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement	s. 1007.35, F.S.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the Students to Be Tested column.

2019–2020 Uniform Statewide Assessment Calendar

Populate the **District Window** column for each assessment in the table below. Do not modify any other information in this section. When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FLKRS	Kindergarten	July 8–October 11, 2019	8/13/2019- 9/24/2019	CBT ¹	15–20 minutes	Immediately following test completion
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 1: September–October 2019	September–October 2019	PBT	Varies/Untimed	June 2020
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	September 9–27, 2019	September 9–27, 2019	CBT ¹	180 minutes ²	October 2019
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 9–27, 2019	September 9–27, 2019	CBT ¹	160 minutes ³	October 2019
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 2: November–December 2019	November–December 2019	PBT	Varies/Untimed	June 2020
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	December 2–20, 2019	December 2–20, 2019	CBT ¹	180 minutes ²	January 2020

2019–2020 Uniform Statewide Assessment Calendar

NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	December 2–20, 2019	December 2–20, 2019	CBT ¹	160 minutes ³	January 2020
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 3: March–April 2020	March–April 2020	PBT	Varies/Untimed	June 2020
FSAA—Performance Task ⁵	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	March 2–April 17, 2020	March 2–April 17, 2020	PBT	Varies/Untimed	June 2020
FSAA—Performance Task ⁵	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 16–May 1, 2020	March 16–May 1, 2020	PBT	Varies/Untimed	June 2020
FSA ELA – Reading	Grade 3	April 1–14, 2020	April 1–14, 2020	PBT	160 minutes	May 2020
FSA ELA – Writing	Grades 4–6	April 1–14, 2020	April 1–14, 2020	PBT	120 minutes	June 2020
FSA ELA – Writing	Grades 7–10	April 1–14, 2020	April 1–14, 2020	CBT ¹	120 minutes	June 2020
FSA ELA – Reading	Grades 7–10	May 1–29, 2020	May 1–29, 2020	CBT ¹	Grades 7–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2020
FSA Mathematics	Grades 7 and 8	May 1–29, 2020	May 1–29, 2020	CBT ¹	180 minutes	June 2020
FSA ELA – Reading	Grades 4–6	May 4–15, 2020	May 4–15, 2020	PBT	Grades 4–5 Reading: 160 minutes	June 2020

2019–2020 Uniform Statewide Assessment Calendar

					Grade 6 Reading: 170 minutes	
FSA Mathematics	Grades 3–6	May 4–15, 2020	May 4–15, 2020	PBT	Grades 3–5 Mathematics: 160 minutes Grade 6 Mathematics: 180 minutes	June 2020
NGSSS Statewide Science Assessment	Grades 5 and 8	May 4–15, 2020	May 4–15, 2020	PBT	160 minutes	June 2020
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	May 1–29, 2020	May 1–29, 2020	CBT ¹	180 minutes ²	June 2020
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	May 1–29, 2020	May 1–29, 2020	CBT ¹	160 minutes ³	June 2020
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	July 13–24, 2020	July 13–24, 2020	CBT ¹	180 minutes ²	August 2020
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 13–24, 2020	July 13–24, 2020	CBT ¹	160 minutes ³	August 2020

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ The FSAA—Datafolio is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment or the FSAA—Performance Task is inappropriate, even with accommodations.

⁵ The FSAA—Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. Populate the **District Window** column for the assessments in the table below. If an assessment is not being administered in your district, indicate “N/A” in the District Window column. Do not modify any other information in this section.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

2019–2020 Uniform Statewide Assessment Calendar

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: August 1–November 1, 2019	NA	CBT ¹	45 minutes	1 week after
PreACT	Grade 10	September–December 2019	NA	PBT	150 minutes	Approximately 2 weeks after testing
ELA Grade 10 Retake – Writing		September 9–20, 2019	September 9–20, 2019	CBT ¹	120 minutes ²	December 2019
ELA Grade 10 Retake – Reading		September 9–27, 2019	September 9–27, 2019	CBT ¹	180 minutes ²	December 2019
PSAT/NMSQT	Grade 10	October 16, 2019	October 16, 2019	PBT	165 minutes	January 2020
FAIR	Grades 3–12	AP 2: November 4, 2019–February 14, 2020	NA	CBT ¹	45 minutes	1 week after
FSA ELA Writing Field Test	Grades 4–6	November 18–December 20, 2019; January 6–31, 2020	NA	PBT	120 minutes	Results Not Reported
FSA ELA Writing Field Test	Grades 7–10	November 18–December 20, 2019; January 6–31, 2020		CBT	120 minutes	Results Not Reported
ACCESS for ELLs 2.0	Grades K–12 currently classified as ELL with “LY” code	January 27–March 20, 2020	January 27–March 20, 2020	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2020
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 27–March 20, 2020	January 27–March 20, 2020	PBT	80 minutes	June 2020
NAEP	Pilot Assessments: Grades 4, 8, and 12	January–March 2020	NA	CBT	90–120 minutes	Results not reported for pilot assessments
FAIR	Grades 3–12	AP 3: February 17–June 12, 2020	NA	CBT ¹	45 minutes	1 week after

2019–2020 Uniform Statewide Assessment Calendar

ELA Grade 10 Retake – Writing		February 24–March 13, 2020	February 24–March 13, 2020	CBT ¹	120 minutes ²	May 2020
ELA Grade 10 Retake – Reading		February 24–March 13, 2020	February 24–March 13, 2020	CBT ¹	180 minutes ²	May 2020
FSA Algebra 1 Retake EOC ⁵		February 24–March 13, 2020	February 24–March 13, 2020	CBT ¹	180 minutes ²	May 2020

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA ELA Retake or EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment.

Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

⁵ The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
VPK Assessment #1	VPK	8/13/2019 - 9/13/2019	PBT	20 minutes	Within 30 days after window closes
Baseline Algebra I	Algebra I	8/13/2019 - 8/30/2019	CBT, PBT	90 minutes	Results are in PM the day after the student tests
Baseline Geometry	Geometry	8/13/2019 - 8/30/2019	CBT, PBT	90 minutes	Results are in PM the day after the student tests
Baseline Civics	Civics	8/13/2019 - 8/30/2019	CBT, PBT	50 minutes	Results are in PM the day after the student tests

2019–2020 Uniform Statewide Assessment Calendar

Baseline U.S. History	U.S. History	8/13/2019 - 8/30/2019	CBT, PBT	75 minutes	Results are in PM the day after the student tests
Baseline Science	Grade 5	8/13/2019 - 8/30/2019	CBT, PBT	60 minute	Results are in PM the day after the student tests
Baseline Science	Grade 8	8/13/2019 - 8/30/2019	CBT, PBT	100 minutes	Results are in PM the day after the student tests
Baseline Biology 1	Biology 1	8/13/2019 - 8/30/2019	CBT, PBT	100 minutes	Results are in PM the day after the student tests
Baseline Achieve3000	Grades 4-10	8/13/2019 - 8/30/2019	CBT	45 minutes	Immediate
Math i-Ready Diagnostic #1	Grades K-8	8/13/2019 - 9/06/2019	CBT	90 minutes	Immediate
Reading i-Ready Diagnostic #1	Grades K-3	8/13/2019 - 9/06/2019	CBT	90 minutes	Immediate
VPK Assessment #2	VPK	01/14/2020 - 02/14/2020	PBT	20 minutes	Within 30 days after window closes
MidYear Algebra I	Algebra I	12/02/2019 - 12/20/2019	CBT, PBT	90 minutes	Results are in PM the day after the student tests
MidYear Geometry	Geometry	12/02/2019 - 12/20/2019	CBT, PBT	90 minutes	Results are in PM the day after the student tests

2019–2020 Uniform Statewide Assessment Calendar

MidYear Civics	Civics	12/02/2019 - 12/20/2019	CBT, PBT	50 minutes	Results are in PM the day after the student tests
MidYear U.S. History	U.S. History	12/02/2019 - 12/20/2019	CBT, PBT	75 minutes	Results are in PM the day after the student tests
MidYear Science	Grade 5	12/02/2019 - 12/20/2019	CBT, PBT	60 minutes	Results are in PM the day after the student tests
MidYear Science	Grade 8	12/02/2019 - 12/20/2019	CBT, PBT	100 minutes	Results are in PM the day after the student tests
MidYear Biology 1	Biology 1	12/02/2019 - 12/20/2019	CBT, PBT	100 minutes	Results are in PM the day after the student tests
VPK Assessment #3	VPK	05/04/2020 - 06/03/2020	PBT	20 minutes	Within 30 days after window closes
PSAT	Grade 10	10/16/2019	PBT	165 minutes	Results are reported in November
PERT Reading/Writing	Grades 11-12	5/4/2020 - 5/29/2020	CBT, PBT	90 minutes	Immediate for CBT, 4-6 weeks for PBT
PERT Math	Grades 11-12	5/4/2020 - 5/29/2020	CBT, PBT	45 minutes	Immediate for CBT, 4-6 weeks for PBT

2019–2020 Uniform Statewide Assessment Calendar

End of Year Achieve3000	Grades 4-10	5/11/2020 - 6/02/2020	CBT	45 minutes	Immediate
Math i-Ready Diagnostic #3	Grades K-8	5/11/2020 - 6/02/2020	CBT	90 minutes	Immediate
Reading i-Ready Diagnostic #3	Grades K-3	5/11/2020 - 6/02/2020	CBT	90 minutes	Immediate

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
K	15–20	360	375-380
1	0	360	360
2	0	360	360
3	320	360	680
4	440	270	710
5	600	390	990
6	470	270	740
7	630	370	1000
8	630	470	1100
9	640	270	910
10	480	635	1115
11	160	285	445
12	0	135	135

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C7 - 2019-20 Dual Enrollment Articulation Agreement Between District School Board of Clay County and District Board of Trustees St. Johns River State College

Description

A collaborative agreement between the St. Johns River State College and the SBCC for Dual Enrollment purposes. The 2019-20 agreement allows for the continuation of a longstanding relationship between these two organizations. This agreement allows Clay County students to enroll in college courses on the campuses of SJRSC and on each high school site. The agreement outlines policies pertaining to Dual Enrollment and the roles and responsibilities of each entity.

Gap Analysis

The agreement must be made in order to continue this offering to Clay students.

Previous Outcomes

Clay County has had a positive working relationship with SJRSC for many years. This agreement benefits the students of the District by allowing them to earn both college credits and high school credits simultaneously. Thousands of students have earned these dual credits over the years, thus, allowing students to accelerate their postsecondary work and to save parents/families money. Total credit hours and financial costs for the 2018-2019 year are:

Total Credit Hours:

-Fall - 2109

-Spring - 2393

Cost to District:

-Fall - \$151,878

-Spring - \$172,320

Total Cost for Dual Enrollment: \$321,198

Expected Outcomes

Clay County students will continue to receive college-level courses on the high school sites and on the SJRSC campus and to inform students of this opportunity. It is expected that the total number of credit hours earned will slightly increase due to the positive promotion of this program.

Strategic Plan Goal

Goal 1: Develop a High Quality & Aligned Instructional System

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

Recommendation

That the Clay County School Board approve 2019-20 Dual Enrollment Articulation Agreement Between District School Board of Clay County and District Board of Trustees St. Johns River State College.

Contact

Terry Connor, Chief Academic Officer, 904.336.9405, terrence.connor@myoneclay.net

Financial Impact

Approximately \$350,000.00 - 100.5100730.9007.0000

Review Comments

Attachments

DRAFT

200024



CONTRACT REVIEW FORM

BOARD MEETING DATE:

Aug 2019

WHEN BOARD APPROVAL IS REQUIRED
DO NOT PLACE ITEM ON AGENDA
UNTIL REVIEW IS COMPLETED

Date Submitted: 6/25/19

Name of Contract Initiator: Michael Wingate

Telephone Number: [blank] Email: michael.wingate@myoneclay.net

School/Department Submitting Contract: C+I

Vendor Name: DE Articulation Between SBC, FL and District Board of Trustees of SBC

Contract Title: St. John's River State College

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐

Date Original Contract Approved: [blank] Prior Year's Pricing: [blank]

Contract Term: 1 year Renewal Option(s): [blank]

Contract Cost: \$350,000 Payment Schedule (Monthly? Upon delivery? When Finished?): [blank]

Funding Source: 0100.5100.0730-9007-0000

Strategic Plan Tie-in Explanation:

Pre-Approved by Superintendent or Designee? Yes _____ No _____

Additional Information:

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE:

SBAO
RECEIVED
7/15/19

____ Completed Contract Review Form

____ SBAO Template Contract or other Contract

____ SIGNED Addendum A (if not an SBAO Template Contract)*

*This Statement MUST BE included in the body of the Contract: "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

REVIEWED BY:

PLEASE ADDRESS COMMENTS BELOW:

School Board Attorney:

Review Date: 7/16/19 Approved (SB)

Other Department: Purchasing

Review Date: 7/15/2019

Other Department:

Review Date:

Approved in the Past (No COI Req'd for CO-gout entity)

**Dual Enrollment Articulation Agreement Between
School Board of Clay County, Florida and
District Board of Trustees of St. Johns River State College**

Section 1007.271 (21), Florida Statutes, specifies the development of the Dual Enrollment Articulation Agreements between the state college presidents and the superintendents of schools within their respective state college districts for the purpose of providing a primary framework within which all future Dual Enrollment objectives and activities shall be described. The School Board of Clay County, Florida, hereinafter referred to as the School Board, and the District Board of Trustees of St. Johns River State College, hereinafter called SJR State, desire to implement the above statute and have, therefore, established an articulation committee with representation from the School Board and SJR State. Each year, this articulation committee will review this Agreement and the performance of parties hereunder in order to assure both parties that it continues to serve their mutual interest.

Committee members shall include:

- Appointed School Board Representative, School Board of Clay County, Florida (Co-Chair)
- Vice President for Academic Affairs/CAO, SJR State (Co-Chair)
- Associate Vice President for Academic Affairs, SJR State
- Director of Dual Enrollment and College Access, SJR State
- Director of Career Education, School Board
- Appointed School Board Representative

The term of this agreement shall commence August 1, 2019, and end July 31, 2020. Either party may cancel this Agreement upon thirty (30) days written notice should the other party fail substantially to perform in accord with its terms through no fault of the party initiating the termination. This Agreement may be amended only by written communication signed by the Superintendent of the School Board of Clay County, Florida and the President of St. Johns River State College.

The School Board and SJR State agree as follows:

1. **Ratification of articulation agreements between the State college and school district:**
This agreement replaces any existing agreement with the School Board and SJR State regarding the Dual Enrollment Articulation Agreement. The Career Pathways Articulation Agreement adds specific requirements pertaining to career and technical education programs. It is included in this agreement as an addendum.
2. **Parent and student notification process about student participation in the Dual Enrollment program:** The School Board and SJR State will work collaboratively to notify eligible students and their parents of Dual Enrollment acceleration mechanisms. The School Board shall inform all eligible secondary students and their parents of Dual Enrollment as an educational option and mechanism for acceleration, including eligibility criteria, and the process by which students exercise their option to participate in Dual Enrollment. This information shall be included annually in each high school's curriculum guide, programs of study, student progression plan, and/or course catalog. SJR State shall work with each high school to provide information for their curriculum guides/progression plans/course catalogs, will coordinate inquiries to SJR State from parents and students with high school guidance staff, and will communicate directly with parents and students about Dual Enrollment options as appropriate. Additionally, SJR State's Director of Dual Enrollment will host annual Information Sessions for potential Dual Enrollment students on each of SJR State's campuses.

The Director of Dual Enrollment will also host Information Sessions at the high school sites by request.

3. **Programs and courses available to students eligible for Dual Enrollment:**

Program Description: Dual Enrollment, an articulated mechanism between the School Board and SJR State, shall serve to shorten the time necessary for students to complete the requirements associated with the conferral of a degree, broaden the scope of curricular options available to students, and/or obtain opportunities for completing career/technical programs. Section 1007.271, Florida Statutes, establishes that “the Dual Enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree” (Section 1007.271(1), F.S.). “Early admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree” (Section 1007.271(7), F.S.). “Career early admission is a form of career Dual Enrollment through which eligible secondary students enroll full time in a career center or a state college in courses that are creditable toward the high school diploma and the certificate or associate degree” (Section 1007.271(8), F.S.). Students enrolled as Dual Enrollment, early admission, or career early admission shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as Dual Enrollment, early admission, and career early admission will be eligible to participate in both high school and College activities as appropriate including graduation and other extracurricular activities.

Course Offerings: Dual Enrollment college credit courses are recommended to the State Board of Education by the State Articulation Coordinating Committee as meeting high school graduation requirements. The *Dual Enrollment Course -- High School Subject Area Equivalency List* states the relationship between high school and college course subject areas and dictates the awarding of credit for said classes (available online at <http://www.fldoe.org/articulation/pdf/DEList.pdf>). The School Board and SJR State agree to require the pair of the college level course ECO 1931 Financial Literacy and the college level economics course ECO 2013 or ECO 2023 to satisfy the high school graduation requirement of economics. All courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for Dual Enrollment credit and count toward high school graduation, including electives. These courses may include but are not limited to communications, humanities, mathematics, science, social sciences, foreign languages, and workforce education courses. Physical education and college preparatory courses are excluded from this Agreement. Physical education, college preparatory, and non-credit courses in addition to courses within selected limited access programs are excluded from this agreement, as are courses with activities that presume an adult-level of maturity and personal responsibility such as study abroad. Neither traditional high school nor dual enrolled high school students may be permitted to pay to take any college courses, including physical education or college preparatory classes. In addition to the A.A. and A.S. degrees, career and technical certificate programs (formerly known as CTC) are available to students eligible for dual enrollment. Dual enrolled students must be A.A., A.S. Degree or CTC certificate seeking students.

High School site dual enrollment courses: The School Board, High School Principal, or High School’s dual enrollment contact must contact the Dual Enrollment Office with any known extended, planned or unplanned medical or other leave of the dual enrollment teacher immediately upon knowing of the absence. High school site dual enrollment courses must meet the required contact hours of the specific course requirement in a consecutive manner. In addition, no course material is to be covered and no grades are to be assigned except by anyone other than the dual enrollment teacher

or by a SJR State approved substitute who meets the appropriate credentials of a SJR State faculty member.

4. **Process for students and their parents to elect to participate in the Dual Enrollment program:**

Application Procedure: In order to participate in Dual Enrollment at SJR State, Dual Enrollment eligible high school students will be required to first meet with their high school guidance counselor to receive the Dual Enrollment Admission Application (online application). The completed Dual Enrollment Admissions online verification form (students can print this form at the conclusion of the online admissions application) and copy of official test scores must be submitted, with all necessary signatures, to the student's high school Dual Enrollment contact as soon as possible, but no later than 30 days before the start of the intended semester. The high school guidance counselor will confirm that the student has the appropriate class standing, CPT, P.E.R.T., ACT, or SAT test scores, and GPA to be eligible for Dual Enrollment prior to forwarding the application to SJR State. Students who do not have a social security number will need to use the paper Dual Enrollment Admissions Application (Appendix 1).

Career and Technical Certificate (CTC) programs are limited access with unique admission requirements. Students must meet specific criteria with the academic department before enrollment. The application and registration procedure is amended to ensure a review of the student's qualifications as they pertain to meeting this criteria. Admission criteria for each CTC program may be found in the College catalog. CTC programs require a mandatory orientation facilitated by the academic department so that students may be provided with the additional admission requirements and due dates associated with on the job training components of CTC programs (i.e. physical exam). It is within the discretion of the school district to assign Career and Technical Education program staff to assist with the responsibilities of disseminating and collecting dual enrollment applications and supporting documentation needed to fulfill the CTC admission requirements addressed during this orientation. The maximum course load for a CTC student is the required sequence of courses in the CTC program.

Acknowledgement of Principles of Participation: By signing the online admissions application, students selected for participation in Dual Enrollment and their parents both agree to the *Principles of Participation for Dual Enrollment /Early Admission Program* (available online on the SJR State's Dual Enrollment webpage at <http://www.sjrst.edu/forms/dualprinciples.pdf> and Appendix 2). Students have the ability to print out the Principles of Participation at the conclusion of the online admission application. This document should be retained by the student.

Registration Process: The Dual Enrollment student would meet with their high school's Dual Enrollment contact to initiate the registration process as well as receive approval to any changes in their Dual Enrollment schedule, in order to safeguard the meeting of high school graduation requirements. The student must submit the paper dual enrollment registration form (Appendix 4) so that the high school's dual enrollment contact can approve it.

Disabilities Accommodation: Students will need to contact SJR State's Advising Center to register for accommodations. The student has the responsibility to self-identify to the appropriate College personnel.

Schedule Changes: In order to ensure high school graduation is not compromised, Dual Enrollment students must coordinate all schedule change requests with their high school guidance counselor. The high school guidance counselor will then submit the necessary paperwork on the student's behalf to

the Office of Dual Enrollment for processing (Appendix 5). All schedule changes must be completed by the College's published add/drop deadline.

Withdrawing from a Course: In order to ensure high school graduation is not compromised, Dual Enrollment students must coordinate all course withdrawal requests with their high school guidance counselor. The high school guidance counselor will then submit the necessary paperwork on the student's behalf to the Dual Enrollment Office for processing (Appendix 6). All withdrawals must be completed by the College's withdrawal deadline. Dual Enrollment students who earn a "W" by withdrawing from a course will be subject to dismissal from the Dual Enrollment program. Students will be withdrawn from both a lecture and a lab when they are taken as co-requisites. CTC withdrawal deadlines are different from those posted in the academic calendar. Students are informed of these dates during required program orientations or on the first day of class.

Maximum Course Load: Dual Enrollment students may take a maximum of ten (10) Dual Enrollment credit hours in the fall term, ten (10) Dual Enrollment credit hours in the spring term, and six (6) to eight (8) Dual Enrollment credit hours for the summer term (for a total of 2 courses maximum). Early admission Dual Enrollment students must take a minimum of twelve (12) and a maximum of sixteen (16) Dual Enrollment credit hours each fall and spring term. The maximum course load for a CTC student is the required sequence of courses in the CTC program.

Weighting of Dual Enrollment: The School Board will "weigh Dual Enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated" (Section 1007.271, F.S.).

Final Course Grades: At the end of the semester after grades are posted, the Dual Enrollment Office will transmit students' final course grades to the high school guidance counselors. Students may view their final course grades through SJR State's online portal, MySJRstate on the Dual Enrollment tab at <http://www.sjrstate.edu/mysjrstate.html>

High School Site Dual Enrollment Grades: For both fall and spring semesters, high school site dual enrollment teachers will submit their grades via MySJRstate portal. Spring semester grades must be submitted into MySJRstate portal by the end of business on Wednesday, May 20, 2020.

College Academic Calendar: Dual Enrollment students are required to adhere to SJR State's Academic Calendar and attend all regularly scheduled classes, regardless of any conflicts with high school holidays or extracurricular activities. SJR State's Academic Calendar is available in the College Catalog and also posted online at <http://www.sjrstate.edu/academcal.html>

Grade Forgiveness: Students may not repeat Dual Enrollment courses that they earned a "W", "D", or "F" (unless granted permission through the Dual Enrollment petition process). All grades including "W" for withdrawal will become part of the student's permanent record. SJR State's grade forgiveness policy is that the last grade recorded for a course will be used to calculate the student's SJR State cumulative GPA.

5. **Student eligibility requirements for participation in the Dual Enrollment program:**

Eligibility Criteria for Student Participation in Dual Enrollment: Students eligible for Dual Enrollment must be an eligible secondary student with an unweighted high school GPA of 3.0, and demonstrate readiness for college coursework through scores on college placement tests. Early admissions students' eligibility would be the same requirements for a Dual Enrollment student.

Participation in career/vocational Dual Enrollment requires a 2.0 unweighted GPA. Dual Enrollment students will be required to complete the CPT, P.E.R.T., ACT, and/or SAT. No student shall be enrolled in a college credit mathematics or English Dual Enrollment course unless the student has demonstrated adequate precollegiate preparation on the appropriate sections of the CPT, P.E.R.T., ACT, or SAT (a placement test score chart is available online on the College's website at <http://www.sjrst.edu/catalog/placementtest.pdf>). High school students who do not meet the minimum class standing but who are enrolled in a career academy or are otherwise selected by their high school administration for participation in Dual Enrollment and meet the other minimum requirements may do so upon petition to SJR State's Dual Enrollment Office by their school district. High school students not enrolled through the Dual Enrollment program shall not be permitted to take college level credit or vocational credit classes at SJR State under any circumstances or proviso. The School District and St. Johns River State College agree that eligible secondary students are entitled to participate in dual enrollment for a maximum of three years in college credit coursework at the 1000 and 2000 level.

Continued Eligibility of Student Participation in Dual Enrollment: Dual Enrollment students who earn below a "C" (including a "W" grade) in any Dual Enrollment course will be subject to dismissal from the Dual Enrollment program. Dual Enrollment students must maintain an unweighted cumulative high school GPA of 3.0 or higher and a college GPA of 2.0 or higher to continue in the Dual Enrollment program. CTC Dual Enrollment students must maintain an unweighted cumulative high school GPA of 2.0 or higher to continue in the Dual Enrollment program and a college GPA of 2.0 or higher in order to continue in the Dual Enrollment program. Students who do not meet these minimum standards to continue in Dual Enrollment may contact the Dual Enrollment Office to learn about the petition process. Students not maintaining this standard are subject to dismissal from the Dual Enrollment program and will not be eligible for admission if this standard was not met at a previous college or university. Students who do not maintain satisfactory progress at the college will be placed on academic probation. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a Dual Enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Florida Youth Challenge: The designated Florida Youth Challenge personnel will select students based upon their TABE scores and their performance in the program to participate in the Dual Enrollment program. These students will be administered the CPT or PERT tests, in order to participate. The selected students will be able to enroll in College Success courses based upon the recommendation of the designated Florida Youth Challenge personnel.

Loss of eligibility in Dual Enrollment: Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a Dual Enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Graduating seniors: Students who graduate prior to completion of the postsecondary course may not register for the course through Dual Enrollment. Graduating seniors who successfully participated in dual enrollment while in high school may be approved to register as traditional, fee-paying students in summer courses that begin prior to the award of their high school diploma after completion of a waiver process that originates in the Office of Student Affairs; however, financial aid will not be available to students until after their high school diploma has been conferred.

6. **Delineation of the high school credit earned for the passage of each Dual Enrollment course:**
Course Credit: Students enrolled in Dual Enrollment courses shall earn both high school credit from the School Board and college credit from SJR State if they meet the minimum requirements for satisfactory completion of such courses. Students who complete a three (3), or four (4) credit hour Dual Enrollment course at SJR State with a passing grade will earn at least one-half (1/2) elective credit towards the high school diploma and/or designated subject credit assigned by the *Dual Enrollment Course -- High School Subject Area Equivalency List*.

7. **Process for informing students and their parents of college-level course expectations:**
 During the application process, students selected for participation in Dual Enrollment and their parents agree to the *Principles of Participation for Dual Enrollment /Early Admission Program* (available online on the SJR State Dual Enrollment webpage at <http://www.sjstate.edu/forms/dualprinciples.pdf> and Appendix 2). This document is available for print at the conclusion of the online admissions application. The *Principles of Participation for Dual Enrollment /Early Admission Program* addresses the college-level course expectations as well as the fact that Dual Enrollment courses become part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA. Additionally, SJR State's Director of Dual Enrollment will host annual Information Sessions for potential Dual Enrollment students on each of SJR State's campuses (available online on the SJR State's Dual Enrollment webpage at <http://www.sjstate.edu/forms/deinfosession.pdf>). During these information sessions, the college-level course expectations are presented. Each fall, SJR State's Director of Dual Enrollment hosts a Dual Enrollment Orientation for new Dual Enrollment students on each of SJR State's campuses or high school sites (available online on the SJR State Dual Enrollment webpage at <http://www.sjstate.edu/forms/deorientation.pdf>). During these sessions, the differences between high school expectation and college expectations are detailed. Upon request, the Dual Enrollment Office will present Information Sessions and Orientation Sessions at the high school site.

8. **Policies and procedures for determining exceptions to the required grade point averages on an individual student basis:** Section 1007.271(3), F.S. allows exceptions to the required GPA on an individual student basis if both parties agree. Students must submit a petition (Appendix 8) and letter that must be approved by the appropriate high school personnel and College personnel. Student's coursework, college readiness, and other factors will be reviewed to determine if the student has the potential to be successful in the Dual Enrollment program. If a student is approved, the student will be placed on probationary status and may be limited in credit hours and course selection.

9. **Registration policies for Dual Enrollment courses:**
Course Scheduling: Section 1007.271(5), Florida Statutes, establishes that "District school boards shall annually assess the demand for Dual Enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to Dual Enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminates against Dual Enrollment courses is prohibited." So as to implement the above statute, the School Board and SJR State will work collaboratively to ensure students eligible for Dual Enrollment shall be permitted to enroll in Dual Enrollment courses offered on the high school site, on SJR State's campuses, and/or offered through distance learning as appropriate. Students eligible for Dual Enrollment shall be permitted to enroll in Dual Enrollment courses conducted during school hours, after school hours, and during the summer terms.

Registration Procedure: After acceptance into the Dual Enrollment program, the student and high school Dual Enrollment contact will meet to fill out the course registration form (Appendix 4). The high school's Dual Enrollment contact will submit the Dual Enrollment registration form (paper form) to the SJR State's Dual Enrollment Office. The Dual Enrollment Course Registration Form should be submitted as soon as possible, ideally not later than fifteen (15) business days before that academic fall and spring term's Dual Enrollment Registration Date; students will be allowed to register for courses approximately two weeks before each summer term. During Dual Enrollment Registration, Dual Enrollment students taking courses on the College site will be required to log into MySJRstate, SJR State's online portal, to confirm their registration. Students registering for Dual Enrollment courses taught on the high school site will be registered after the beginning of the fall and spring semesters.

Registration Policies for CTC Dual Enrollment courses: The scheduling of CTC courses does not align with the traditional semesters and registration periods for college credit courses. CTC courses have start and end dates at various times throughout the academic year. If necessary, registration for CTC courses may occur during the first day of class rather than during the college credit dual enrollment registration periods in the school district. However, for course approval purposes, the course name, number and section number can be provided to the district guidance staff and high school dual enrollment contact for use during these registration periods.

10. Program Management and Quality Assurance:

Dual Enrollment courses are college courses with the identical content and learning outcomes expected of all other college courses identified with the same statewide course prefixes and numbers. To ensure that the Dual Enrollment program demonstrates the level of academic rigor expected of all college courses and programs, the School Board and SJR State's Dual Enrollment Program will adhere to the rules dictated in the *Statement of Standards of Dual Enrollment /Early College Programs in the Florida State College System* (available online at <http://www.fldoe.org/articulation/pdf/DualEnrollmentStatementStandards.pdf> that was codified in State Board of Education Rule 6A-14.064, FAC.

CTC programs are limited access and the capacity is determined by the program requirements. Although Dual Enrollment faculty teaching college credit courses will have completed at least (18) graduate semester hours in the teaching discipline and hold at least a master's degree, teachers of CTC Dual Enrollment courses will have the credentials established by the Southern Association of Colleges and Schools (SACS) for each CTC level program area.

Enrollment capacity: Composition courses are limited to 25 students in each section. Science lectures and labs have a maximum of 24 students. All other dual enrollment courses are limited to 30 students per course section. High school site dual enrollment courses must reflect the seating capacity limits of the college courses taught at SJR State campuses.

Dual Enrollment Instructors: Teachers of Dual Enrollment courses will have college teaching credentials established by the Southern Association of Colleges and Schools (SACS). Appropriate School Board and SJR State staff shall meet and confer to recommend qualified faculty for Dual Enrollment classes taught on the high school site. Preference will be given to qualified high school teachers in the selection process. All instructors will meet or exceed the academic and professional preparation requirements for teaching at SJR State. All Dual Enrollment faculty will have completed at least eighteen (18) graduate semester hours in the teaching discipline and hold at least a master's degree. SJR State shall appoint all instructors.

Faculty Evaluation: SJR State will evaluate instruction and monitor student performance and student satisfaction in all Dual Enrollment classes using the same criteria for judging instructional quality as in effect in all classes offered at the College. To ensure course content, requirements, and evaluation components for Dual Enrollment courses taught on the high school site will be identical to those taught on SJR State's campuses, all SJR State's Dual Enrollment instructors will be assigned a curriculum coordinator and/or mentor from SJR State's full-time faculty. The assigned SJR State personnel will evaluate the Dual Enrollment teacher annually based on the College's teacher evaluation criteria.

Dual Enrollment Advisory Committee: The School Board and SJR State shall appoint an advisory committee to make recommendations regarding the Dual Enrollment classes and other aspects of this Agreement.

Administration: SJR State shall appoint an administrator, the Director of Dual Enrollment, who shall represent SJR State in all matters pertaining to the operation of Dual Enrollment classes and shall serve as liaison between the School Board and SJR State. The School Board shall appoint an administrator who shall represent the School Board in all matters pertaining to the operation of the Dual Enrollment classes and shall serve as liaison between the School Board and SJR State.

11. Determination of Student Eligibility and Monitoring of Student Performance:

High School Guidance Services: The School Board's guidance staff will maintain oversight and monitoring responsibility to ensure the meeting of high school graduation requirements remains the first priority. In addition, each high school's Dual Enrollment contact will check the unweighted GPA of Dual Enrollment students to confirm GPA qualifications are met. To ensure seamless articulation and coordination, high school guidance counselors will meet at least once per year with SJR State's college advisors.

College Guidance Services: Prior to the beginning of the fall term, SJR State's Dual Enrollment Office will host Dual Enrollment Orientation Sessions on the College campus for new and returning Dual Enrollment students. The purpose of the Dual Enrollment Orientation Sessions will be to introduce the Dual Enrollment students to the College campus; highlight the SJR State guidance, career, library, and college planning services available; and clarify College policies and procedures. A key advising point that will be shared with parents and students is that Dual Enrollment grades are calculated and recorded in the student's college GPA and transcript, creating a permanent record that can impact future university admission decisions. At this time, all high school Dual Enrollment students will be assigned a MySJRstate account. Through this online portal, the College will send the student communications about educational and career development activities. Additionally, Dual Enrollment students will work with the staff of SJR State's Dual Enrollment Office regularly throughout the process of planning and scheduling Dual Enrollment courses. Dual Enrollment and early admission students are encouraged to meet regularly with college advisors and to develop a post-secondary plan and major during information and orientation sessions. Dual Enrollment and Early Admission students will be required to meet with a College advisor after completion of 20-30 college credits.

Responsibility for Student Screening: The P.E.R.T. placement test will be administered by the School District to high school students eligible for Dual Enrollment. Students who have a qualifying A.C.T. or S.A.T. score are not required to take the P.E.R.T. The School District will be solely responsible

for providing test security at all P.E.R.T. testing sites. The School District will administer and provide the P.E.R.T. test materials at no charge for high school students eligible for Dual Enrollment. SJR State will assist high school personnel in interpreting individual students' test results for course placement and assistance in the development of academic interventions by high schools to improve student's skills. The Dual Enrollment contact for the high school will be responsible for providing individual student's test scores to SJR State's Dual Enrollment Office as part of the Dual Enrollment application process.

Testing at the High School Site: Testing at the high school site for dual enrollment will be the responsibility of the School District. Reasonable accommodations will be provided at the test site at the expense of the high school for the administration of the P.E.R.T. to students with disabilities. Testing accommodations must be arranged in advance.

Testing at the College Campus: With prior approval and in very limited numbers, the P.E.R.T. may be administered at a testing center at SJR State at the request of the high school. All P.E.R.T. testing at the College campus must be approved by SJR State's Director of Dual Enrollment. Students approved to test at SJR State's Campus will be responsible for providing their own transportation to the College. Reasonable accommodations will be provided at the test site at the expense of the College for the administration of the P.E.R.T. to students with disabilities. Testing accommodations must be arranged in advance.

Retaking the CPT and/or P.E.R.T.: Dual Enrollment students may retake the CPT and/or P.E.R.T. once during their high school tenure in accordance with SJR State's CPT and P.E.R.T. Policies and Procedures.

Student Policies, Procedures, and Behavioral Expectations: Students enrolled in Dual Enrollment classes will be subject to the student policies and procedures of both the School Board and SJR State. Should a conflict be identified as a result of either institution's policies or procedures, the School Board and SJR State will notify each other of behavioral infractions and will jointly resolve the conflict while providing due process for students. College policies and procedures are published in the College Catalog and are also available online on the Student Services website at <http://www.sjrstate.edu/catalog.html>

High School Site's Attendance Policy: The attendance policy is dictated by the teacher's syllabus. At the high school site, the teacher may elect to excuse up to six absences due to the number of the course's contact hours.

High School's/School District's Disciplinary Action: A student suspended from their high school may not attend their high school site's dual enrollment courses. Yet, they can attend their college site dual enrollment courses. If a student is sent to the district's alternative school, then the dual enrollment student loses their dual enrollment eligibility and will receive a "W" for all of their registered dual enrollment courses.

12. **Student Grades and Records:**

Student Grades: Transmission of student grades in Dual Enrollment: Grades assigned by the post-secondary institution for Dual Enrollment courses, including the "W," are to be accepted at face value by the School Board and are not to be changed on the student's high school academic record (SBE Rule 6A-1.09941, F.A.C.).

Student Records: The School Board and SJR State may provide personally identifiable student records to each other in the performance of this agreement. Such records are provided pursuant to Section 1002.22(3)(d), Florida Statutes, and 20 U.S.C.A. 1232g. Each party further agrees to comply with Section 1002.22, Florida Statutes, and 20 U.S.C.A. 1232g, including but not limited to provisions related to confidentiality, access, consent, length of retention and security of student records.

13. **Responsibility for Costs:**

Full-Time Equivalency Funding: The School Board shall be eligible for Full-Time Equivalency (FTE) funding in accordance with Florida law and rules. For dual enrollment courses offered on the College campus and online, the school district shall pay the standard tuition rate per credit hour from the Florida Education Finance Program (FEFP). For dual enrollment courses offered on the high school campus by a qualified high school teacher, by an SJR State adjunct, or by an SJR State full-time instructor, the school district shall be responsible for the college's actual costs associated with dual enrollment. For 2019-2020, the following per credit hour rates will apply:

- Course taught on SJR State Campus: \$71.98/credit hour
- Course taught online: \$71.98/credit hour
- Course taught on the high school campus by a qualified high school instructor: No fee
- Course taught on the high school campus by an SJR State adjunct with a Master's Degree or full time instructor teaching as an overload with a Master's Degree: \$580.00 per credit hour
- Course taught on the high school campus by an SJR State adjunct with a Doctoral Degree or full time instructor teaching as an overload with a Doctoral Degree: \$664.00 per credit hour

CTC Responsibility for Costs: The current credit hour rate for CTC courses taught on the SJR State Campus is \$60.93 per credit hour which converts to \$2.33 per vocational clock hour which will be the responsibility of the school district along with other required course fees as outlined in the specific program cost summary sheet. The school district will also be responsible for books and if providing background checks, the school district will submit this information to SJR State. Students will be responsible for required physicals and shots for participation in clinical and will release this information to the college as well as clinical sites. Students may add or drop a course during the add/drop window for the part of term associated with the CTC course. These dates are provided to the district and students during the CTC program orientation

Add/Drop and Withdrawal Policy: Students may add or drop a course during the Add/Drop window denoted on the College's Academic Calendar. The District will not be assessed tuition for students who drop a course during Add/Drop. After the conclusion of Add/Drop, students may withdraw from a course without academic penalty (a grade of "W") at any time prior to the point in the semester as published in the academic calendar. The District will be responsible for tuition for students who withdraw from a course after the conclusion of Add/Drop.

Student Fees: Any student enrolled in the Dual Enrollment program shall be exempt from the payment of textbook, online instructional material access code, registration, tuition, and laboratory fees. Students enrolled in Dual Enrollment courses will be responsible for the cost of any personal or consumable items associated with a specific course or program such as school supplies, background checks, blood tests, etc.

Instructional Materials: SJR State shall select textbooks used in Dual Enrollment courses. Payment for required textbooks for classes conducted on the high school campuses or on SJR State's campuses will be through the individual high schools. The textbooks shall be the property of the School Board.

Inventories of Dual Enrollment textbooks will be maintained by individual high schools and/or school district. The District will inform students of any fines relating to instructional materials (e.g., late return or lost book fees) prior to issuing them back to the students. The District must provide each student with a textbook for each Dual Enrollment course, including courses taught at the high school site. A class set of textbooks does not suffice. Textbooks used by Dual Enrollment students at high school sites will follow the Department of Education's cycle for textbook replacement, with the following provisions: 1) the College has not changed the textbook, or 2) the new textbook edition has not so substantively changed in content that it has rendered the previous edition unusable.

Instructor Fees: SJR State is responsible for the full cost of the instructor for courses taught on SJR State's campuses and online. The School Board is responsible for the full cost of the instructor for courses taught at the high school sites.

Facility and Laboratory Fees: SJR State is responsible for the full cost of any facility and laboratory fees for courses taught on SJR State's campuses. The School Board is responsible for the full cost of any facility and laboratory fees for courses taught on the high school site.

Disability Services: As required by law, students with disabilities must receive appropriate accommodations. SJR State will be responsible for the cost of providing the necessary accommodations for courses taken on SJR State campuses. The School Board will be responsible for the cost of providing the necessary accommodations for courses taken at the high school sites and for the cost of adaptive textbooks and other materials. Students with disabilities will be responsible for providing appropriate documentation so that accommodations can be provided.

14. Responsibility for Student Transportation:

Students will be responsible for providing their own transportation to and from Dual Enrollment classes on SJR State's campuses.

15. Submission of Updated Dual Enrollment to the Florida DOE:

The College shall be responsible for submitting annually an updated copy of the Dual Enrollment Articulation Agreement electronically to the Florida Department of Education, Office of Articulation, by August 1st.

**2019-2020 Dual Enrollment Articulation Agreement Execution Between
School Board of Clay County, Florida and
St. Johns River State College**

The Articulation Committee shall annually analyze and assess the effectiveness of mechanisms and strategies set forth in this agreement and report the results of such analyses to the School Board of Clay County and the District Board of Trustees of St. Johns River State College. Analyses shall include identified problems, corrective actions, strategies, and associated costs.

This Agreement is subject to all pertinent state and federal laws and regulations of the Department of Education, State of Florida, Title VI and VII of the Civil Rights Act of 1964, and all regulations, rules, and guidelines promulgated thereunder. The parties expressly agree to maintain records in compliance with the Florida Public Records Act subject only to the privacy rights guaranteed by applicable state and federal laws and regulations. The violation of any federal or state law or regulation in the conduct of this Agreement may constitute a breach of this Agreement. Under determination of such violation, this Agreement may be terminated. It is expressly understood by both parties that neither party has authority or control over the other party's employees, officers, or agents.

This agreement is made between the District Board of Trustees of St. Johns River State College and the School Board of Clay County, Florida.

Signed on this _____ day of _____ 2019

for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

President, St. Johns River State College

Signed on this _____ day of _____ 2019

for the School Board of Clay County, Florida:

Chairman, School Board of Clay County, Florida

Superintendent, School Board of Clay County, Florida

Appendices

St. Johns River State College
School Board of Clay County, Florida
Dual Enrollment/Early Admissions/Collegiate High School Forms

- 1 Application/Admissions Form
- 2 Principles of Participation
- 3 Students' Responsibilities
- 4 Registration/Approval Form
- 5 Registration Adjustment
- 6 Student Initiated Course Withdrawal Form
- 7 Instructor Initiated Absence Warning/Withdrawal Form
- 8 Policy Exception Request
- 9 State College Waiver Request

DRAFT

PLEASE READ, COMPLETE, AND SIGN WHERE INDICATED**PERSON TO NOTIFY IN CASE OF EMERGENCY:** (Please list someone with a different address and phone number from the student).

_____/_____/_____/_____/_____
 Name Street Address or P.O. Box City State Zip

TELEPHONE: Daytime Phone: (_____) _____ - _____ Ext. _____

HIGH SCHOOL IN WHICH YOU ARE CURRENTLY ENROLLED:

_____/_____/_____/_____
 High School Name City State Exp. Graduation (month/year)

_____/_____
 High School Counselor's Signature Date

POLICY STATEMENT ON EQUALITY OF OPPORTUNITY AND NONDISCRIMINATION

St. Johns River State College does not discriminate against any employee, prospective employee, student or student applicant in admission or access to, or treatment or employment in, its programs and activities on the basis of race, creed, color, national origin, marital status or religion nor does it discriminate against the qualified disabled or on the basis of age or sex, except where age or sex is a bonafide qualification. The college subscribes to and endorses all provisions of the Civil Rights Act of 1964, as amended; Federal Executive Order 11246, as amended; Title VI and Title IX of the Educational Amendments of 1972, as amended; and the Rehabilitation Act of 1973, as amended.

ASSISTANCE FOR DISABLED PERSONS

If you require special services due to a disability, you may notify the Counseling Office on the campus nearest you. This voluntary self-identification allows SJR State to prepare appropriate support services to facilitate your learning. This information is confidential and does not affect your admission to the College.

ALL STUDENTS AND A PARENT OR COURT-APPOINTED GUARDIAN MUST SIGN BELOW

I certify that the information given in this admissions form is complete and accurate; and I understand that to make false or fraudulent statement within this admissions form may result in disciplinary action, denial of admission to the dual enrollment program, and invalidation of credits or degrees earned. If admitted, I hereby agree to abide by the policies of the Board of Trustees and the rules and regulations of the College. Should any of the information I have given change prior to my entry, I will immediately notify the admissions office. I certify that as a condition of my admission to the dual enrollment program, I will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during enrollment at St. Johns River State College.

- I further understand that an overall **unweighted 3.0 grade point average** is required to participate in the dual enrollment program.
- I am required to take the **SAT, ACT, CPT, or PERT** before registering for class(es). If I plan to enroll in **English** or **Math** courses I must have the qualifying scores.
- I understand that making **below** a grade of "C" (including a "W" grade for withdrawing) in any dual enrollment course will result in **dismissal from the program**.

X _____/_____
 Signature of parent or court-appointed guardian Date

X _____/_____
 Signature of student Date



ST. JOHNS RIVER
STATE COLLEGE

Student's Last Name: _____

Student's High School: _____

Student's HS Graduation Year: _____

Dual Enrollment/Early Admissions/Collegiate High School Program Principles of Participation

Dual enrollment students will be enrolled in courses that count toward high school graduation and college credit. To ensure that students understand the policies and procedures regarding conduct, communication, curriculum, and college policies, you are asked to read and abide by the following.

SJR State's policies and requirements include but are not limited to the following:

1. Students are required to communicate any issues to the appropriate people (high school contact, dual enrollment office, faculty, parents, etc.).
 - Students are expected to address any course issues with their instructor, it is the student's responsibility to notify the instructor of absences caused by illness, emergencies, etc.
 - Postsecondary institutions must abide by the Federal Family Educational Rights and Privacy Act (FERPA). SJR State's faculty and staff are not permitted to discuss student performance with anyone other than the student or designated educational staff unless the student signs a release.
2. Dual enrollment students are held to the same standards as regular college students, unless otherwise restricted by federal, state or local requirements.
3. Students must abide by all SJR State policies and procedures, including but not limited to, the SJR State Student Handbook, attendance policies, academic integrity, and discipline policies as published.
 - The only excused (approved) absences are those sanctioned by SJR State. High school holidays and activities are not excused absences for students enrolled in classes at SJR State.
 - Academic work submitted by a student to the instructor is assumed to be the result of his or her own thought, research, or self-expression. When a student borrows ideas, workings or organizations from another source, he or she is expected to acknowledge that fact in an appropriate manner (citation).
 - Dual enrollment students are entitled to the same appeal processes (grade appeal or Academic Misconduct) as regular college students. The appeal process can last until the following semester.
4. Students are required to know the policies and outcomes, related to grades, academic history, and graduation.
 - Students are not permitted to re-take courses in which they have earned a grade of "C" or higher.
 - Any letter grade below a "C" will not count as credit toward the Gordon Rule requirement (English, Math, and Humanities). However, all grades will be calculated into the student's GPA and will appear on their college transcript.
 - All dual enrollment (college) grades will become part of the student's permanent college transcript and may affect college admissions to other colleges and universities, financial aid, and Bright Futures eligibility. These grades are permanent.
 - Withdrawal ("W") from a course will be listed on the student's permanent college transcript.
 - College credits earned through the dual enrollment program will be recorded on both the student's high school transcript and SJR State transcript.

SJR State's Dual enrollment program policies, requirements, and expectations include but are not limited to the following:

1. Dual enrollment students must understand the differences between high school and the college's curriculum, course structure, and student body.
 - The depth, breadth, rigor, and pace of college courses will be at the college level and will not be "brought down" to the high school level to accommodate variations in student age and maturity.
The course material in these classes may reflect topics not typically included in secondary courses, which some parents may object to for "minors."
 - The curriculum, content, evaluation (grading practices), and selection of appropriate instructional materials are the right of the college instructor and will not differ for dual enrollment students. The same material will be presented to regular college students and dual enrollment students. College grading policy will be used for all dual enrollment courses.
 - Dual enrollment at the high school site will follow the same standards as courses offered on SJR State's college campuses.
 - SJR State is an open campus, and classes (face to face and online) will have students of various ages and backgrounds enrolled in these courses.
2. Dual enrollment students are held responsible for the following logistics and paperwork requirements:
 - Students are required to ensure the accuracy of their information (full legal name as presented on the birth certificate, birthdate, and social security number). Students will be responsible to notify the Dual Enrollment Office of any changes to their address, phone number, high school, test scores, etc.
 - Students need to have the ability to login to MySJRState, in order to view or access their schedules, Blackboard (online course management system), grades, order transcripts, etc. Providing the correct social security number, date of birth, and zip code allows the student to be registered for this access and will alleviate login issues.
 - Students with disabilities need to provide documentation to SJR State's Counseling Office, in order to receive accommodations.
 - Students are accountable for completing the appropriate college forms and meeting college-established deadlines for add/drop and/or withdrawal. Students must have prior approval from their designated high school contact to add/drop or withdrawal from college courses.
 - When the student has earned 30 college credits, the student will need to notify the Dual Enrollment Office of the student's intended major and intended college or university of transfer.
 - Students are responsible for ordering/paying for their college transcript once they have graduated from high school.
3. Dual enrollment students need to understand the eligibility requirements listed below:
 - Students whose unweighted high school GPA drops below 3.0 and college GPA drops below 2.0 will lose eligibility for dual enrollment.
 - Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process, including when the progress of other students or the efficient administration of the course is hindered.
 - Students sentenced to disciplinary action from the high school may lose eligibility for dual enrollment at the high school site, due to excessive absences.
 - Students with excessive absences, at the high school, college or online, may be withdrawn from the course by instructor.

Please retain this Principles of Participation sheet, as a reference/guideline for the SJR State Dual Enrollment program, by signing the SJR State Dual Enrollment application, you agree to the above items.



ST. JOHNS RIVER STATE COLLEGE

Dual Enrollment Students' Responsibilities

1. The SJR State Dual Enrollment Application is to be completed online.
 - a. Please make sure the following information is provided:
 - i. Full legal name as presented on birth certificate
 - ii. Correct Social Security Number
 - iii. Correct birthdate (please check your birth year)
 - b. Students must print out the Consent/Signature page that appears at the completion of the online admissions application. This document must be turned in to the high school counselor with the student's test scores (SJR State accepts the CPT, PERT, SAT, or ACT).
 - c. If using AICE, AP, or IB test scores, please provide a copy of your official test scores when wanting to use these scores to satisfy prerequisite requirements.
2. Students will need to be able to login to mySJRState, in order to view their schedules, grades, etc.
3. Students will need to be able to communicate any issues to the appropriate people (high school contact, dual enrollment office, faculty, parents, etc.)
4. Students will need to keep track of all deadlines (ie, add/drop deadline, withdrawal deadline, etc.)
5. Students with disabilities need to provide documentation to SJR State's Advising Office, in order to receive accommodations.
6. Students need to inform the Dual Enrollment Office of any changes: address, phone number, high school, test scores, etc.
7. Students are responsible for knowing college and course policies (parking decal, academic integrity, etc.)
8. Students are responsible for ordering/paying for their college transcript once they have graduated on high school.
9. Students need to declare their intention of graduating with their AA/HS diploma to the Dual Enrollment Office before registering for fall dual enrollment courses for their senior year.
10. At 30 credit hours, students will need to declare their intended major and intended transfer college or university.

SJR State's Dual Enrollment Office:

386-312-4136

dualenrollment@sjrstate.edu



Page 190 of 1395
SJR State Dual Enrollment/Collegiate High School/Early Admissions
Registration/Approval Form

*This form must be completed each term/semester

CLASS LOCATION: _____ SJR State site _____ High School site _____ Year-Term _____

HIGH SCHOOL GRAD YEAR _____ NEW STUDENT _____ RETURNING STUDENT _____

NAME: _____ DATE OF BIRTH: _____ / _____ / _____
Last First Middle

ADDRESS: _____
Mailing Address City State Zip Code

EMAIL: _____

PHONE NUMBER: _____ SCHOOL: _____

I understand that I must have an unweighted 3.0 G.P.A. to participate in the Dual Enrollment Program. In addition, I understand that should I make below a "C" (including a W grade for withdrawing) in any dual enrollment course, I will be permanently dropped from the program.

STUDENT SIGNATURE: _____ DATE: _____

In accordance with Florida law, the Dual Enrollment Program at SJR State is a program of acceleration whereby a high school student earns COLLEGE CREDIT applicable towards an Associates Degree or college credit certificate WHILE AT THE SAME TIME EARNING required high school credit for a high school diploma. Any public school student so enrolled is exempt from the payment of registration, matriculation, lab fees, and instructional materials.

Students must have an overall 3.0 unweighted G.P.A. to participate in the Dual Enrollment Program. Subject area G.P.A.'s will not be considered. Students must provide recent (within 2 year) results of American College Test (ACT), the Scholastic Aptitude Test (SAT), Florida College Entry Level Placement Test (CPT), or the Postsecondary Education Readiness Test (PERT). OFFICIAL TEST SCORES MUST BE ON FILE TO ENROLL IN COLLEGE CREDIT DUAL ENROLLMENT COURSES. Students planning to enroll in English or Math courses must attain a qualifying score.

Overall Unweighted GPA: _____ Counselor's Initials: _____

This student is approved to take the following course(s) for Dual Enrollment and to satisfy the required high school credit. (Please list course title by name as it appears in the College Catalog.)

CRN/Section Number	Credit Hours	D.E. Code	Course Prefix & Number	SJR State Course Title	Times	M	T	W	R	F
Total Hours										

I hereby certify that this student has demonstrated the maturity, motivation, dependability and academic ability to perform satisfactorily at the College Level.

X _____
Signature of High School Counselor Date

X _____
Signature of Principal or Official Delegate Date



ST. JOHNS RIVER STATE COLLEGE
Dual Enrollment Registration Adjustment Form

Notes:

1. You must obtain the High School Dual Enrollment Contact's signature.
2. If you submit a schedule change (add/drop), please let us know if we should process the request if the new course/section is closed. Otherwise we will process the drop as requested.
3. You should only list a course to be dropped if you are officially registered in it already.

ADD:

DROP:

Section # (CRN)	Course Prefix & Number	Credit Hours	"X" if audit		Section # (CRN)	Course Prefix & Number	Credit Hours

☐ KEEP CURRENT SCHEDULE IF NEW REQUEST CAN'T BE PROCESSED.

I ACCEPT FULL RESPONSIBILITY FOR ADDING OR DROPPING COURSES.

Print Name: _____ SJR State Student ID #: X00

 Student Signature Date

 High School Dual Enrollment Contact Signature Date/Time

Reason for adjustment: _____

ST. JOHNS RIVER STATE COLLEGE – STUDENT INITIATED COURSE WITHDRAWAL FORM

SJR State Student ID # X00 Date _____ Term _____

Student's Name _____
 (Print) Last First Middle

Course Prefix & Number Section # (CRN) Course Title Instructor

HS DE Contact Initials Student's Signature

RETURN THE COMPLETED FORM TO THE RECORDS OFFICE (VIA DUAL ENROLLMENT OFFICE)

RO by _____ Date _____ DP by _____ Date _____

(Note: Science lecture and lab requires two withdrawal forms. Complete one for each section.)

DRAFT

ST. JOHNS RIVER STATE COLLEGE
INSTRUCTOR INITIATED ABSENCE WARNING/WITHDRAWAL FORM
(for Dual Enrollment courses taught at the HS site)

You have been absent _____ hours in Course # _____ Section/CRN _____

Instructor's Signature: _____ Date: _____

1. ☐ Any additional absences will cause loss of credit for the course.
2. ☐ Administrative Withdrawal. A grade of "W" has been recorded. (BY ADMINISTRATION ONLY.)
3. ☐ You have exceeded the allowable absences in the course and no credit will be given. A grade of "W" will be recorded. If all your absences can be justified as emergencies, you may appeal to the Petitions Committee for reinstatement in class.

SJR State Student ID #X00 ☐☐☐☐☐☐ Student Name: _____

Date Student Warned: _____ Last Date Attended: _____
 (Required for Item 3 only)

DRAFT

Dual Enrollment Policy Exception Request

Students: You are required to complete the following petition in order to be reinstated in the dual enrollment program and are responsible for ensuring your petition has been filed with the SJR State Dual Enrollment office. All petition results will be emailed to the high school guidance counselor and the student's SJR State email address. Both pages must be completed or the petition will be deemed incomplete.

Date: _____ REQUIRED - SJR State Email: _____

Name: _____ SJR State ID # X00 □□□□□□

High School: _____ High School Graduation Date: _____

I hereby request:

- ☐ To remain in SJR State's Dual Enrollment Program
- ☐ To repeat course(s) which earned a D (Math or Communications classes only) or F grade.
List course(s): _____
- ☐ Other: _____

High School Dual Enrollment Contact Recommendation:

- ☐ Approve
- ☐ Disapprove

DE Contact Signature: _____ Date: _____

Student Statement: Please briefly explain why you were unable to be successful in your Dual Enrollment classes this past semester.

Please check all that apply for the semester you are petitioning:

- ☐ "W" – Withdrawal from the following classes _____
- ☐ "D" – Received a D in which classes _____
- ☐ "F" – Received a F in which classes _____

Total credit hours registered in this semester: _____

I understand that it is my responsibility that my dual enrollment petition is filed with the SJR State Dual Enrollment office in a timely manner. I also understand that based on the recommendation below from the DE Office my schedule for the next semester may be adjusted. I also understand it is my responsibility to contact my high school guidance counselor/DE office to convey appropriate schedule changes in order to be sure my changes are processed accordingly.

Student Signature: _____ Date: _____

To be completed by the SJR State Dual Enrollment Office:

SJR State Dual Enrollment Recommendation:

Director of Dual Enrollment

- ☐ Approve
☐ Disapprove

VP for Academic Affairs/CAO

- ☐ Approve
☐ Disapprove

Initials _____ Date: _____

Initials _____ Date: _____

Recommendations/annotations:

- ☐ Must earn a "C" or better in all future courses to remain in the Dual Enrollment Program.
☐ Limited to _____ courses during your next term of enrollment _____
☐ Must repeat: _____ ☐ Can't repeat: _____
☐ Must sit out one term.
☐ No online classes
☐ Other: _____

Current College GPA: _____

Notes regarding adjusted student schedule:

Date petition results emailed to student & counselor: _____

Clay County School District

Dual Enrollment State College Waiver Request

Student Directions: Write a letter requesting an exception be made to the policy requiring your participation in Dual Enrollment be at the state college which serves the Clay County School District. In this letter, please explain the rationale for your request. Complete Section I below and submit it with your letter to your high school guidance counselor for processing. Completing the petition process does not guarantee approval of waiver.

I. STUDENT INITIATED REQUEST

Date: _____

Name: _____

Student ID # _____

High School: _____

High School Graduation Date: _____

I hereby request a waiver to attend a college or university you wish to attend rather than SJR State due to the following:

☐ class or program of study not offered at SJR State (indicate class or program)

☐ other college or university is closer to my home or high school than SJR State

☐ Other (explain) _____

College or university you wish to attend: _____

II. CLAY COUNTY SCHOOL DISTRICT APPROVAL

HS Principal & School District Designee Approval

Recommend:

☐ Approval
☐ Disapproval

Recommend:

☐ Approval
☐ Disapproval

Principal: _____

School District Designee: _____

Date: _____

Date: _____

Comments:

III. ST. JOHNS RIVER STATE COLLEGE APPROVAL

Director of Dual Enrollment & Vice President for Academic Affairs/CAO

Recommend:

☐ Approval
☐ Disapproval

Recommend:

☐ Approval
☐ Disapproval

Director of DE: _____

VP for Academic Affairs: _____

Date: _____

Date: _____

Comments:

☐ Copy forwarded to Kelly George (kjgeorge@oneclay) and Colleen Marini (clmarini@oneclay.net)



School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title	Description	Attachments
C8 - 2019-20 Collegiate High School Contract Between Clay County School Board and District Board of Trustees of St. Johns River State College	A collaborative agreement between the St. Johns River State College and the School Board of Clay County for Dual Enrollment purposes that deals with legislation requiring all school districts to have a K-12 program in place each year. This agreement renews the contract for another year with Orange Park High School and Middleburg High School. For the 2019-20 year, OPHS will have students that entered in the 9th grade and added a grade level each year. This year will be the year that students will enter the 12th grade, and therefore, be full-time students on the campus of SJRSC, per the agreement. Middleburg High School is entering their third year and will have students from 9th grade through the junior year. This program will lead to more students earning their "AA" degree upon graduating from high school.	
Gap Analysis	Through the intentional work and collaboration of the two organizations and "Curriculum and Instructional" department, the program has gained momentum in these two communities (OPHS and MHS). The District will continue to identify students who are eligible for this opportunity by reviewing grades and goals.	
Previous Outcomes	Clay County has had a positive working relationship with SJRSC and this agreement benefits the students of the District by allowing both college credits and high school credits at the same time. For the 2018-19 year, OPHS had 41 students enrolled. For the 2019-20 year, it is expected to have 45 students enrolled. MHS had 47 students in the 2018-19 cohort and that number is expected to increase to 50.	
Expected Outcomes	Clay County will continue to provide college-level courses on the two sites and to promote the "Collegiate High School" initiative.	
Strategic Plan Goal	Goal 1: Develop a High Quality & Aligned Instructional System Strategy 1.3: Prepare all students to be full option graduates who are prepared for college, eligible to enlist in military services, or able to compete in the workforce.	
Recommendation	That the Clay County School Board approve the 2019-20 Collegiate High School Contract Between Clay County School Board and District Board of Trustees of St. Johns River State College.	
Contact	Terry Connor, Chief Academic Officer, 904.336.9405, terrence.connor@myoneclay.net	
Financial Impact	Approximately \$50,000.00 - 100,510,0730.9007.0000	
Review Comments		
Attachments		August 2019 - 2019-20 SJRSC Collegiate Contract.pdf



CONTRACT REVIEW FORM

BOARD MEETING DATE:

Aug 2019

WHEN BOARD APPROVAL IS REQUIRED
DO NOT PLACE ITEM ON AGENDA
UNTIL REVIEW IS COMPLETED

Date Submitted: 6/25/19

Name of Contract Initiator:

Telephone Number:

Michael Wingate

Email: michael.wingate@myoneclay.net

School/Department Submitting Contract:

C-12

Vendor Name:

St. Johns River State College

Contract Title:

Collegiate High School Contract Between Clay County School Board and SJRSC

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐

Date Original Contract Approved:

Prior Year's Pricing:

Contract Term:

1-year

Renewal Option(s):

Contract Cost:

\$50,000

Payment Schedule (Monthly? Upon delivery? When Finished?):

(This includes cost of Collegiate High School Program)

Funding Source:

0100 - 5100 - 0730 - 9007 - 0000

Strategic Plan Tie-in Explanation:

Pre-Approved by Superintendent or Designee? Yes _____ No _____

Additional Information:

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE:

____ Completed Contract Review Form

____ SBAO Template Contract or other Contract

____ SIGNED Addendum A (if not an SBAO Template Contract)*

* This Statement MUST BE included in the body of the Contract: "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

SBAO
RECEIVED
7/15/19

REVIEWED BY:

PLEASE ADDRESS COMMENTS BELOW:

School Board Attorney:

Review Date:

7/16/19

Approved Hold

Other Department:

Purchasing

BPG

Review Date:

7/15/2019

BPG

Approved in the Past (No COI Req'd for CO-govt entity)

Other Department:

Review Date:

**Collegiate High School Contract Between
Clay County School Board and
District Board of Trustees of St. Johns River State College**

Section 1007.273, Florida Statutes, specifies the development of a contract between the state college presidents and the superintendents of schools within their respective state college districts for the purpose of establishing a collegiate high school. The purpose of the contract is to provide a primary framework within which all future Collegiate High School's objectives and activities shall be described. The Clay County School Board, hereinafter referred to as the School Board, and the District Board of Trustees of St. Johns River State College, hereinafter called SJR State, desire to implement the above statute.

1. Parent and student notification process about student participation in the Collegiate High

School: The School Board and SJR State will work collaboratively to notify eligible students and their parents of all Dual Enrollment acceleration mechanisms. The School Board shall inform all eligible secondary students and their parents of Dual Enrollment as an educational option and mechanism for acceleration, including eligibility criteria, and the process by which students exercise their option to participate in Dual Enrollment. This information shall be included annually in each high school's curriculum guide, programs of study, student progression plan, and/or course catalog. SJR State shall work with each high school to provide information for their curriculum guides/progression plans/course catalogs, will coordinate inquiries to SJR State from parents and students with high school guidance staff, and will communicate directly with parents and students about Dual Enrollment options as appropriate. Additionally, SJR State's Director of Dual Enrollment will host annual Information Sessions for potential Dual Enrollment students on each of SJR State's campuses. The Director of Dual Enrollment will also host Information Sessions at the high school sites by request.

2. Programs and courses available to students eligible for Dual Enrollment:

Program Description: Collegiate High School is an option for public high school seniors to earn CAPE industry certifications (Section 1008.44) and to successfully complete a minimum of 30 college credit hours through the dual enrollment program. Section 1007.271, Florida Statutes, establishes that "the Dual Enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree."

In Clay County, St. Johns River State College has two collegiate high school programs: SJR State's Collegiate High School at Orange Park High School and SJR State's Collegiate High School at Middleburg High School. SJR State's collegiate high school programs allow admitted students to complete a full 60-credits of dual enrollment coursework, culminating in earning both a standard high school diploma as well as an Associate of Arts (AA) Degree upon completing four years of high school. In grades nine through eleven, collegiate high school students take both college-level and high school coursework at their high school site, and in the twelfth grade, all coursework is completed at St. Johns River State College's Orange Park Campus.

Collegiate High School Dual Enrollment Course Offerings: Dual Enrollment college credit courses are recommended to the State Board of Education by the State Articulation Coordinating Committee as meeting high school graduation requirements. The *Dual Enrollment Course -- High School Subject Area Equivalency List* states the relationship between high school and college course subject areas and dictates the awarding of credit for said classes (available online at

<http://www.fldoe.org/articulation/pdf/DEList.pdf>). All courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for Collegiate High School Dual Enrollment credit and count toward high school graduation, including electives. These courses may include but are not limited to communications, humanities, mathematics, science, social sciences, foreign languages, and workforce education courses. Physical education and college preparatory courses are excluded from this Agreement. Physical education, college preparatory, and non-credit courses in addition to courses within selected limited access programs are excluded from this agreement, as are courses with activities that presume an adult-level of maturity and personal responsibility such as study abroad. Neither traditional high school nor dual enrolled high school students may be permitted to pay to take any college courses, including physical education or college preparatory classes. Dual Enrollment students must be A.A. degree, A.S. degree, or Career and Technical Certificate seeking students.

Online Course Availability: Collegiate High School students may take online dual enrollment courses assuming seating availability exists.

Delineation of the high school credit earned for the passage of each Dual Enrollment course: Students enrolled in Dual Enrollment courses shall earn both high school credit from the School Board and college credit from SJR State if they meet the minimum requirements for satisfactory completion of such courses. Students who complete a three (3), or four (4) credit hour Dual Enrollment course at SJR State with a passing grade will earn at least one-half (1/2) elective credit towards the high school diploma and/or designated subject credit assigned by the *Dual Enrollment Course -- High School Subject Area Equivalency List*.

3. Student eligibility requirements for participation in the Collegiate High School program:

Initial Eligibility Criteria for Student Participation: Students eligible to apply for the lottery to participate in one of the Collegiate High Schools must be rising 8th graders who have a cumulative unweighted GPA of 3.0 in all academic coursework and a cumulative unweighted GPA of 3.0 in at least one academic high school course taken as an 8th grader. Collegiate high school students will be required to complete the CPT, P.E.R.T., ACT, and/or SAT so as to demonstrate readiness for college coursework. No student shall be enrolled in a college credit mathematics or English dual enrollment course unless the student has demonstrated adequate precollegiate preparation on the appropriate sections of the CPT, P.E.R.T., ACT, or SAT (a placement test score chart is available online on the College's website at <http://www.sjrstate.edu/catalog/placementtest.pdf>).

Continued Eligibility Criteria for Student Participation: Collegiate High School students who earn below a "C" (including a "W" grade) in any Dual Enrollment course will be subject to dismissal from the Collegiate High School and Dual Enrollment programs. All Dual Enrollment students must maintain an unweighted cumulative high school GPA of 3.0 or higher and a college GPA of 2.0 or higher to continue in the Dual Enrollment program. Students who do not meet these minimum standards to continue in Dual Enrollment may contact the Dual Enrollment Office to learn about the petition process. Students not maintaining this standard are subject to dismissal from the Collegiate High School and Dual Enrollment programs and will not be eligible for admission if this standard was not met at a previous college or university. Students who do not maintain satisfactory progress at the college will be placed on academic probation. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a Dual Enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Graduating seniors: Students who graduate prior to completion of the postsecondary course may not register for the course through the Collegiate High School. Graduating seniors who successfully participated in dual enrollment while in high school may be approved to register as traditional, fee-paying students in summer courses that begin prior to the award of their high school diploma after completion of a waiver process that originates in the Office of Student Affairs; however, financial aid will not be available to students until after their high school diploma has been conferred.

4. Process for students and their parents to elect to participate in the Collegiate High School:

Application Procedure: In order to participate in the Collegiate High School program at SJR State, eligible rising 8th grader students are required to attend one of SJR State's Collegiate High School Information Sessions to receive the Collegiate High School Lottery Application. The completed Collegiate High School Lottery Application must be submitted, with all necessary signatures, by the posted deadline. The School District will confirm that the student is eligible to participate in the collegiate high school prior to including the application in the Collegiate High School Lottery. Collegiate High School application deadlines will be published by the School District and posted on SJR State's website each spring http://www.sjrstate.edu/collegiate_hs.html

Registration (Enrollment) Process: The Collegiate High School's registration policies will follow the same registration policies for the Dual Enrollment courses that are addressed in the SJR State and School Board's Dual Enrollment articulation agreement

Parties involved with the Collegiate High School program will need to refer to the SJR State and School Board's Dual Enrollment articulation agreement for the following areas: Acknowledgement of Principles of Participation, Registration Process, Disabilities Accommodation, Schedule Changes, Withdrawing from a course, Weighting of DE course, College Academic Calendar, and Grade Forgiveness.

5. Identification of instructional methods and instructors for all courses:

Collegiate High School Dual Enrollment Instructors: Teachers of Dual Enrollment Collegiate High School courses will have college teaching credentials established by the Southern Association of Colleges and Schools (SACS). Appropriate School Board and SJR State staff shall meet and confer to recommend qualified faculty for Dual Enrollment classes taught on the high school site. Preference will be given to qualified high school teachers in the selection process. All instructors will meet or exceed the academic and professional preparation requirements for teaching at SJR State. All Dual Enrollment faculty will have completed at least eighteen (18) graduate semester hours in the teaching discipline and hold at least a master's degree. SJR State shall appoint all instructors.

6. Identification of student advising and progress monitoring mechanisms:

High School Guidance Services: The School Board's guidance staff will maintain oversight and monitoring responsibility to ensure the meeting of high school graduation requirements remains the first priority. In addition, each high school's Dual Enrollment contact will check the unweighted GPA of Collegiate High School students to confirm GPA qualifications are met. To ensure seamless articulation and coordination, high school guidance counselors will meet at least once per year with SJR State's college advisors.

College Guidance Services: Prior to the beginning of the fall term, SJR State's Dual Enrollment Office will host Dual Enrollment Orientation Sessions on the College campus/or high school sites for

new and returning Dual Enrollment students. The purpose of the Dual Enrollment Orientation Sessions will be to introduce the Dual Enrollment students to the College campus; highlight the SJR State guidance, career, library, and college planning services available; and clarify College policies and procedures. A key advising point that will be shared with parents and students is that Dual Enrollment grades are calculated and recorded in the student's college GPA and transcript, creating a permanent record that can impact future university admission decisions. At this time, all high school Dual Enrollment students will be assigned a MySJRState account. Through this online portal, the College will send the student communications about educational and career development activities. Additionally, Dual Enrollment students will work with the staff of SJR State's Dual Enrollment Office regularly throughout the process of planning and scheduling Dual Enrollment courses. Dual Enrollment and early admission students are encouraged to meet regularly with college counselors and to develop a post-secondary plan and major during information and orientation sessions. Dual Enrollment and Early Admission students will be required to meet with a College advisor after completion of 20-30 college credits.

Progress Monitoring Mechanism: Parties involved with the Collegiate High School program will need to refer to the SJR State and School Board's Dual Enrollment articulation agreement for the following areas: Responsibility for Student Screening and Student Policies, Procedures, and Behavioral Expectations.

7. **Program Management and Quality Assurance:** Collegiate High School Dual Enrollment courses are college courses with the identical content and learning outcomes expected of all other college courses identified with the same statewide course prefixes and numbers. To ensure that the Dual Enrollment program demonstrates the level of academic rigor expected of all college courses and programs, the School Board and SJR State's Dual Enrollment Program will adhere to the rules dictated in the *Statement of Standards of Dual Enrollment /Early College Programs in the Florida State College System* (available online at <http://www.fldoe.org/articulation/pdf/DualEnrollmentStatementStandards.pdf> that was codified in State Board of Education Rule 6A-14.064, FAC.

Student Grades and Records:

Student Grades: Transmission of student grades in Collegiate High School Dual Enrollment: Grades assigned by the post-secondary institution for Dual Enrollment courses, including the "W," are to be accepted at face value by the School Board and are not to be changed on the student's high school academic record (SBE Rule 6A-1.09941, F.A.C.).

Student Records: The School Board and SJR State may provide personally identifiable student records to each other in the performance of this agreement. Such records are provided pursuant to Section 1002.22(3)(d), Florida Statutes, and 20 U.S.C.A. 1232g. Each party further agrees to comply with Section 1002.22, Florida Statutes, and 20 U.S.C.A. 1232g, including but not limited to provisions related to confidentiality, access, consent, length of retention and security of student records.

8. Responsibility for Costs:

Full-Time Equivalency Funding: The School Board shall be eligible for Full-Time Equivalency (FTE) funding in accordance with Florida law and rules. For Collegiate High School dual enrollment courses offered on the College campus and online, the school district shall pay the standard tuition rate per credit hour from the Florida Education Finance Program (FEFP). For dual enrollment courses

offered on the high school campus by a qualified high school teacher, by an SJR State adjunct, or by an SJR State full-time instructor, the school district shall be responsible for the college's actual costs associated with paying the instructor's salary and benefits. During the 2019-2020 academic year, the following per credit hour rates will apply:

- Course taught on SJR State Campus: \$71.98/credit hour
- Course taught online: \$71.98/credit hour
- Course taught on the high school campus by a qualified instructor paid by the District: No fee due to SJR State
- Course taught on the high school campus by an SJR State adjunct with a Masters Degree or full time instructor teaching as an overload with a Masters Degree: \$580.00 per credit hour
- Course taught on the high school campus by an SJR State adjunct with a Doctoral Degree or full time instructor teaching as an overload with a Doctoral Degree: \$664.00 per credit hour

Parties involved with the Collegiate High School program will need to refer to the SJR State and School Board's Dual Enrollment articulation agreement for the following areas: Add/Drop and Withdrawal Policy, Student Fees, Instructional Materials, Instructor Fees, Facility and Laboratory Fees, Disability Services, and Student Transportation.

9. Cost Savings to Students:

Based on SJR State's 2019-2020 in-state tuition rate for Florida residents of \$110 per credit hour, for 30 credit hours, the tuition cost savings to students would be \$3,300.00, and the estimated textbook cost savings to students would be \$1420, for a total cash savings of \$4,720. For students who complete the full SJR State Collegiate High School program, completing 60 college credits and earning the Associate in Arts degree, the tuition cost savings to students would be \$6,600.00, and the estimated textbook cost savings to students would be \$2840, for a total cash savings of \$9,440.

**2020 Collegiate High School Contract Execution Between
Clay County School Board and
St. Johns River State College**

This Contract is subject to all pertinent state and federal laws and regulations of the Department of Education, State of Florida, Title VI and VII of the Civil Rights Act of 1964, and all regulations, rules, and guidelines promulgated thereunder. The parties expressly agree to maintain records in compliance with the Florida Public Records Act subject only to the privacy rights guaranteed by applicable state and federal laws and regulations. The violation of any federal or state law or regulation in the conduct of this Agreement may constitute a breach of this Agreement. Under determination of such violation, this Agreement may be terminated. It is expressly understood by both parties that neither party has authority or control over the other party's employees, officers, or agents.

This agreement is made between the District Board of Trustees of St. Johns River State College and the Clay County School Board.

Signed on this _____ day of _____ 2019

for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

President, St. Johns River State College

Signed on this _____ day of _____ 2019

for the Clay County School Board:

Chairman, Clay County School Board

Superintendent, Clay County School Board

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C9 - Interpreters Services Agreement 2019-20. Alonzo Sign Language Interpreting, LLC

Description

The School Board of Clay County must provide interpreters to meet current student needs. Students who are deaf/hard of hearing are entitled, under the Individuals with Disabilities Act (IDEA), to district-provided interpreters in order to participate successfully in their education. IDEA also requires school districts to arrange for an interpreter for parents who are deaf or hard of hearing to ensure they are afforded the opportunity to participate and understand the proceedings in IEP team meetings.

Gap Analysis

Alonzo Sign Language Interpreting provides educational interpreters to facilitate communication between students who are deaf or hard of hearing and others, including teachers, related service providers, and peers within the educational environment. They provide the students with communication access by representing classroom instruction, teacher/student dialogue, and relevant sound information in the mode of communication used by the student. Educational Interpreters also help ensure parents who are deaf or hard of hearing are afforded the opportunity to understand the proceedings in IEP team meetings.

Previous Outcomes

The district has contracted services with Alonzo Sign Language Interpreting for a number of students and parents who are deaf or hard of hearing since 2011.

Expected Outcomes

Educational interpreters will help meet the unique needs of students who are deaf or hard of hearing by providing communication access which in turn will improve the student's cognitive, linguistic, social, and emotional development. The district will continue to contract with Alonzo Sign Language Interpreting for students and parents who are deaf or hard of hearing and require interpreting services in the educational environment.

Strategic Plan Goal

1.3 Prepare all students to be full option graduates who are prepared for college, eligible to enlist in military services, or able to compete in the workforce. Services are required under the Individuals with Disabilities Education Act (IDEA).

Recommendation

Continue contracting for Interpreter services.

Contact

Mr. Michael McAuley, Assistant Superintendent of Climate and Culture, 904-336-6513, michael.mcauley@myoneclay.net
Terry D. Roth, Director, Exceptional Student Education and Student Services, 904-336-6866, terry.roth@myoneclay.net

Financial Impact

The projected cost of implementing this contractual agreement is \$375,000.00.

Review Comments

Attachments

📎 [19 20 Alonzo Signed Contract for Board.pdf](#)

☒ APPROVED

200017

AGREEMENT/CONTRACT REVIEW FORM

BOARD MEETING DATE:

8/01/19

WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED

Date Submitted: 6/18/19

Contract Initiator (Name of Person Overseeing the Contract): Jeri Hardin

Telephone Number: 336-6867

School/Department Submitting Contract: County Office/Exceptional Student Education

Vendor/Contractor Name: Alonzo Sign Language Interpreting

Contract Title: Independent Contractor Services Agreement

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐ Date Original Contract Approved: 8/20/2011

Contract Term: July 1, 2019 – June 30, 2020

Renewal Option(s):

Contract Cost: \$375,000.00

Payment Schedule: Monthly

Funding Source: 0100.5200.310.9005.0000

Purchase Requisition No.: Pending opening of 19-20 Budget

Strategic Plan Tie-in Explanation: 1.3 Prepare all students to be full option graduates who are prepared for college, eligible to enlist in military services, or able to compete in the workforce. Services are required under the Individuals with Disabilities Education Act (IDEA).

Pre-Approved by Superintendent or Designee? Yes ☒ No ☐

Additional Information: Throughout the year, the district provides sign language interpreting services for ESE students and parents. This allows the district to provide the necessary communication mode on an as needed basis. This contract provides interpreting services to eligible ESE students, as determined by the Individual Education Plan (IEP) and to parents who require such a mode of communication. Interpreters are extremely difficult to hire directly as school board employees. Contracting with Alonzo Sign Language Interpreters ensures that the district meets the IDEA requirements of a free, appropriate public education (FAPE) for all students with disabilities.

CONTRACT REQUIRED DOCUMENTS ("CRD") PACKAGE ATTACHED:

☒ Completed Contract Review Form

☒ SBAO Template Contract or other Contract (with all basic and mandatory terms)

SIGNED 2018 Addendum A (if not an SBAO Template Contract)*

*This Statement MUST BE included in the body of the Contract: "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

SBAO
RECEIVED
6/20/19

Approvals

Comments

Purchasing Department	BFS	Approved	Denied	6A.-1.012(11a) Health Services
Review Date	6-19-19	Approved	Denied	Same as last year Contract 190054
Risk Management Department		Approved	Denied	
Review Date:		Approved	Denied	
School Board Attorney		Approved	Denied	
Review Date:	6/25/19	Approved	Denied	SFB
Information & Technology Dept.		Approved	Denied	
Review Date:		Approved	Denied	
Other		Approved	Denied	
Review Date:		Approved	Denied	

RECEIVED



ALONSIG-01

CTOUSE

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
09/04/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
CH Insurance Brokerage Services Co., Inc.
100 S. Salina St. Suite 370
Syracuse, NY 13202

CONTACT Gary Meyer
NAME
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL: GMeyer@dhhinsurance.com
ADDRESS:

INSURER(S) AFFORDING COVERAGE

NAIC #

INSURER A: Philadelphia Ind Ins Co

18958

INSURER B:

INSURER C:

INSURER D:

INSURER E:

INSURER F:

INSURED

Alonzo Sign Language
PO Box 351888
Palm Coast, FL 32135-1888

appeal
by Chris
9/11/18

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTA	TYPE OF INSURANCE	ADDL SUBR INSD WYD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GENT. AGGREGATE LIMIT APPLIED PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER	X	PHSD1366824	09/02/2018	09/02/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea. occurrence) \$ 50,000 MED EXP. (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY		PHSD1366824	09/02/2018	09/02/2019	COMBINED SINGLE LIMIT (Ea. accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below					PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Professional Liab.		PHSD1366824	09/02/2018	09/02/2019	Ea. Claim 1,000,000
A	Professional Liab.		PHSD1366824	09/02/2018	09/02/2019	Aggregate 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
The School Board of Clay County is named as Additional Insured with respect to General Liability.

CERTIFICATE HOLDER

CANCELLATION

Additional Insured
School Board of Clay County
23 S. Green St.
Green Cove Springs, FL 32043

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

ACORD 25 (2016/03)

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ALONSIG-01

CTOUSE

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/28/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER CH Insurance Brokerage Services Co., Inc. 100 S. Salina St. Suite 370 Syracuse, NY 13202		CONTACT NAME: PHONE (A/C, No, Ext): (315) 234-7500 FAX (A/C, No): (315) 234-7508 E-MAIL ADDRESS:	
		INSURER(S) AFFORDING COVERAGE	
		INSURER A: Philadelphia Ind Ins Co	
		INSURER B:	
		INSURER C:	
		INSURER D:	
		INSURER E:	
		INSURER F:	

INSURED
Alonzo Sign Language
PO Box 351888
Palm Coast, FL 32135-1888

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	X	PHPK2003526	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY		PHPK2003526	7/1/2019	7/1/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		PHUB683009	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Professional Liab.		PHPK2003526	7/1/2019	7/1/2020	Each Claim 1,000,000
A	Professional Liab.		PHPK2003526	7/1/2019	7/1/2020	Aggregate 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
The School Board of Clay County is named as Additional Insured with respect to General Liability.

CERTIFICATE HOLDER

Additional Insured
School Board of Clay County
23 S. Green St.
Green Cove Springs, FL 32043

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Agreement ("Agreement") is entered into by and between **ALONZO SIGN LANGUAGE INTERPRETING** ("Contractor"), and the School Board of Clay County, Florida ("Board" or "District"), collectively referred to hereinafter as "the Parties," which Agreement shall become effective on the date it is fully executed by the Parties.

WHEREAS, the District is engaged in the activity of providing educational opportunities to children; and

WHEREAS, Contractor has experience, skill, and expertise in delivering the services and/or products described in this Agreement; and

WHEREAS, the District desires to engage the services of Contractor, the Parties agree as follows:

1. Contractor shall timely perform and deliver to the District services which include: **Interpreting services to eligible ESE students, as determined by the Individual Education Plan (IEP) and to parents who require such a mode of communication.**

2. In exchange, Contractor shall be compensated by the District as follows: **Rates remain at \$38.00 or \$40.00 per hour for intermittent/substitute service, portal to portal for interpreters traveling outside their county. Travel time is to be billed to closest quarter hour. Travel time will be capped at one hour per interpreter. The School Board agrees to notify Contractor at least twenty-four (24) hours in advance of cancellation (including student absence). The School Board agrees to pay a four (4) hour minimum for all events in which notice is provided less than twenty-four (24) hours in advance.**

Invoicing and payment obligations and procedures shall comply with and be governed by section 218.70, et seq., Florida Statutes ("Prompt Payment Act").

3. The term of this Agreement commences as of the date upon which it is fully executed and shall terminate on June 30, 2020 unless earlier terminated as set forth below.

4. Upon thirty (30) days' notice to Contractor, the District may terminate this Agreement at its convenience and without cause. However, the District may immediately terminate this Agreement without penalty upon: (a) Contractor's violation of any federal, state, or local law, regulation, or rule; (b) neglect of any duty owed to the School by Contractor, including, but not limited to any unauthorized absence from any scheduled event; (c) Contractor's inability or disqualification to perform its obligations to the School; or (d) incompetence or unprofessional conduct by or on behalf of Contractor.

5. Contractor shall perform such services in a manner customarily performed by one having special expertise in the same or substantially similar position, and such other related services as may be requested by the District during the term of this Agreement.

6. The means by which the services called for under this Agreement are performed shall be determined by the Contractor, but such means must satisfy the schedules, deadlines, and objectives established by the District.

7. Contractor shall at all times comply with state law, federal law, and School Board Policies during the performance of this Agreement. Any violation of this term will result in the immediate termination of the Agreement with no penalty to the District.

8. Contractor understands that this Agreement does not form an employer-employee or agency relationship with the District. Contractor is not authorized to enter

into agreements on behalf of the District, or to order or purchase goods or services or to otherwise purport to contractually bind or legally obligate the District in any way.

9. Contractor understands that no federal or state taxes are being withheld from compensation under this Agreement, and Contractor has the responsibility to pay any and all taxes, fees, and other payments imposed by any applicable laws, regulations, or rules. Contractor shall indemnify and hold harmless the District for any failure to satisfy such liabilities.

10. As a condition precedent to this Agreement, Contractor shall present the District with a Certificate of Insurance ("COI") which must provide for the following policies of insurance/coverages at the minimum amounts shown:

1. General Liability Policy:
\$1,000,000.00 per occurrence
\$2,000,000.00 aggregate
2. Auto Liability Policy:
\$1,000,000.00 combined single limit
\$5,000,000.00 (if charter or common carrier)
3. Worker's Compensation Policy:
\$100,000.00

Note: If the Contractor is exempt from Worker's Compensation insurance obligations, the Contractor must sign the *Worker's Compensation Acknowledgment Form* attached hereto as **Exhibit A**.

Each insurance policy shall be obtained from an insurance carrier rated as "A-" or better, under a policy approved for use in the State of Florida. Each Certificate of Insurance shall name the School Board of Clay County, Florida, as an additional insured and the policy must unconditionally entitle the School Board to thirty (30) days' notice of cancellation of such policy or any of the coverages provided by it.

11. By entering into this Agreement, Contractor acknowledges and accepts responsibility for all risks of injury and loss associated with the performance of this Agreement. In addition to any other statutory or common law obligation to indemnify and defend the School Board, Contractor shall indemnify, defend, and hold harmless the School Board, its officers, and employees from any claim, loss, damage, penalty, or liability arising from the negligent acts, omissions, misfeasance, malfeasance, or intentionally wrongful conduct of Contractor, its employees, or agents relating to the performance of duties imposed upon Contractor by this Agreement. Such indemnity shall not be limited by benefits payable by or for Contractor under worker's compensation, disability, or any other employee benefits or insurance programs or policies. Contractor shall timely provide to the District written notice of any claim, complaint, or demand asserted against Contractor related to the performance of this Agreement. Contractor's obligations under this section shall survive the termination of this Agreement.

12. Contractor represents and warrants to the District that Contractor is familiar with sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 of the Florida Statutes regarding background investigations. Contractor covenants to comply with all requirements of the above-cited statutes at Contractor's sole expense and shall provide the District proof of such compliance upon request. Contractor's indemnification obligations to the District extend to and include any liabilities, injury, or damages resulting from Contractor's failure to comply with the requirements of this paragraph.

13. Contractor is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of duties under this Agreement. Accordingly, in addition to all other Public Records obligations, Contractor shall:

- a. Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under this Agreement ("Agreement Data") which come within the definition of a "public record" under Chapter 119.

- b. Provide to the District, upon its request and free of charge, a copy of each record which Contractor seeks to produce in response to a public records request.
- c. Ensure that all Agreement Data considered exempt under Chapter 119 are not disclosed except as authorized by law.
- d. Upon completion of its obligations under the Agreement, transfer to the District, at no cost, all Agreement Data in Contractor's possession or otherwise keep and maintain such data/records as required by law.

All records transmitted to the District must be provided in a format that is compatible with the District's information technology systems. Contractor's failure to comply with the provisions set forth in this section shall constitute a default and material breach of this Agreement, which may result in immediate termination by the District without penalty.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTRACTOR SHALL CONTACT THE SCHOOL DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@myoneclay.net

14. Contractor understands and agrees that it is subject to all federal and state laws and District rules relating to the confidentiality of student information. Contractor further agrees to comply with the Family Educational Rights and Privacy Act ("FERPA") 34 C.F.R. § 99. Contractor shall regard all student information as confidential and will not disclose personally-identifiable student records or information to any third party without appropriate legal authorization.

15. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions. The Parties agree that the Circuit Court for the Fourth Judicial Circuit in and for Clay County, Florida, shall have sole and exclusive jurisdiction to enforce the terms of this Agreement and to adjudicate disputes arising from this Agreement.

16. To the extent that the District is using federal funds as a source of payment for this Agreement, Contractor shall execute and deliver to the District the following forms: (a) Regulatory Compliance Statement; (b) Certification Regarding Non-Discrimination; (c) Certification Regarding Lobbying; (d) Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion; (e) Certification Regarding Drug-Free Workplace Requirements; and (f) Non-Collusion Affidavit.

IN WITNESS WHEREOF, the Parties, by and through execution of this Agreement by their authorized representative below, concur with and bind themselves to all terms and conditions of this Agreement.

AS TO CONTRACTOR:

Wayne A. Alonzo
(Printed Name)

Wayne A. Alonzo
(Signature)

Owner
(Title)

June 11, 2019
(Date)

P.O. Box 351888

Palm Coast, FL. 32135
(Address)

(904) 347-4199
AlonzoSl@gmail.com
(Phone number and e-mail)

AS TO BOARD/DISTRICT:

(Printed Name)

(Signature)

(Title)

(Date)

(Address)

(Phone number and e-mail)

EXHIBIT A

INDEPENDENT CONTRACTOR WORKERS COMPENSATION ACKNOWLEDGEMENT

The undersigned represents and acknowledges that it is an independent contractor who is not provided coverage under any self-insured workers compensation program of the School Board of Clay County, Florida (the "District"), any primary workers compensation insurance policy purchased by or on behalf of the District, any excess workers compensation insurance purchased by or on behalf of the District, any risk sharing arrangement, risk sharing pool, or any state reimbursement fund for workers compensation payments made by the District, based on the following understandings and representations by the Contractor:

1. The undersigned is not an "Employee" as defined under Chapter 440 of the Florida Statutes describing the workers compensation laws of Florida. The parties agree that Chapter 440 describes remedies for employers and employees in place of Florida common law and limits the rights of independent contractors like the undersigned.

2. The undersigned maintains a separate business with its own work equipment, material, and accommodations.

3. The undersigned has a different federal employer identification number than the District or is a sole proprietor who is not required to obtain a federal employer identification number under state or federal regulations.

4. The undersigned receives compensation for services rendered or work performed, and such compensation is paid to a business rather than to an individual.

5. The undersigned holds at least one bank account in the name of the undersigned business entity for the purposes of paying business expenses or other expenses related to the services rendered or work performed for the District.

6. The undersigned performs work or is able to perform work for entities other than the District at the undersigned's election without the necessity of completing an employment application or process.

7. The undersigned receives compensation for work or services rendered on a competitive-bid basis or completion-of-task basis or set of tasks as defined by a contract, unless a contractual agreement expressly states that an employment relationship exists.

8. The undersigned either provides its own workers compensation coverage or has elected to be exempt from workers compensation coverage.

9. The undersigned has provided proof of other insurance, including liability insurance, to the District in the amounts required by the District.

10. I have had an opportunity to review this acknowledgement and consult with an attorney before signing same. I am freely and knowingly signing this acknowledgement on the date indicated below.

11. I understand that the District is relying upon the truthfulness and accuracy of my representations in this acknowledgement as a material basis for the District entering into an independent contractor relationship with me.

Name of Vendor/Contractor: Alonzo Sign Language Interpreting, LLC

Signature of Authorized Representative: [Signature]

Printed Name of Authorized Representative: Wayne A. Alonzo

Title of Authorized Representative: Owner

Date: June 11, 2019

MANDATORY CERTIFICATIONS: CONTRACTS SUPPORTED BY FEDERAL FUNDS

The purpose of this document is to ensure Contractor compliance with local, state, and federal regulations which apply to Contractor agreements whereby The School Board of Clay County, Florida ("School Board")/Clay County District Schools ("CCDS") provides payment from federal funding sources. By signing the following certifications and statements, the Contractor affirms its/his/her compliance with such regulations (as described below) throughout the term of an agreement with the School Board.

REGULATORY COMPLIANCE STATEMENT

1. The Contractor agrees to allow CCDS, a federal granting agency, the Comptroller General of the United States or Florida, or any of their duly authorized representatives reasonable access to Contractor's books, documents, papers, and records which are directly pertinent to the contract for the purpose of making audit, examination, excerpts and transcriptions.
2. The Contractor agrees to maintain all records related to this agreement for a period of three years after the final payment for the agreement and after all other matters are closed.
3. The Contractor affirms that it is equal opportunity and affirmative action employer and shall comply with all applicable federal, state and local laws and regulations including, but not limited to: Executive Order 11246 as amended by 11375 and 12086; 12138; 11625; 11758; 12073; the Rehabilitation Act of 1973, as amended; the Vietnam Era Veterans Readjustment Assistance Act of 1975; Civil Rights Act of 1964; Equal Pay Act of 1963; Age Discrimination Act of 1967; Immigration Reform and Control Act of 1986; Public Law 95-507; the Americans with Disabilities Act; 41 CFR Part 60 and any additions or amendments thereto.
4. The Contractor agrees to a provision for non-appropriations, whereby the contract will terminate if sufficient funds are not appropriated in any given fiscal year to allow CCDS to sustain the cost (if applicable).
5. The Contractor agrees to properly complete and submit to CCDS a federal debarment certification form for each renewal year of the Contract, if renewals apply.
6. The Contractor agrees to properly complete and submit to CCDS a non-collusion affidavit.
7. The Contractor agrees to properly complete and submit to CCDS a federal drug free workplace certification form.
8. The Contractor agrees CCDS may terminate the contract at any time for any reason. If terminated for cause, the Contractor agrees CCDS may seek remedies for damages, if applicable.

9. The Contractor agrees to comply with all applicable environmental standards, orders or requirements.

PUBLIC ENTITY CRIME BAR: A PERSON OR AFFILIATE WHO HAS BEEN PLACED ON THE CONVICTED VENDOR LIST FOLLOWING A CONVICTION FOR A PUBLIC ENTITY CRIME MAY NOT SUBMIT A PROPOSAL ON A CONTRACT TO PROVIDE ANY GOODS OR SERVICES TO A PUBLIC ENTITY, MAY NOT SUBMIT A PROPOSAL ON A CONTRACT WITH A PUBLIC ENTITY FOR THE CONSTRUCTION OR REPAIR OF A PUBLIC BUILDING OR PUBLIC WORK, MAY NOT SUBMIT PROPOSALS ON LEASES OF REAL PROPERTY TO A PUBLIC ENTITY, MAY NOT BE AWARDED OR PERFORM WORK AS A CONTRACTOR, SUPPLIER, SUBCONTRACTOR, OR CONSULTANT UNDER A CONTRACT WITH A PUBLIC ENTITY, AND MAY NOT TRANSACT BUSINESS WITH ANY PUBLIC ENTITY IN EXCESS OF THE THRESHOLD AMOUNT PROVIDED IN SECTION 287.017, FOR CATEGORY TWO FOR A PERIOD OF 36 MONTHS FROM THE DATE OF BEING PLACED ON THE CONVICTED VENDOR LIST.

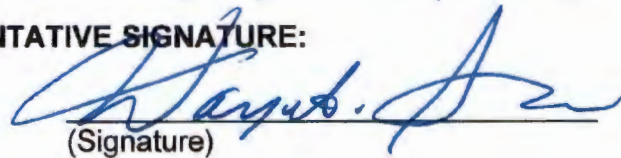
DISCRIMINATORY VENDOR BAR: AN ENTITY OR AFFILIATE WHO HAS BEEN PLACED ON THE DISCRIMINATORY VENDOR LIST MAY NOT SUBMIT A BID ON A CONTRACT TO PROVIDE GOODS OR SERVICES TO A PUBLIC ENTITY, MAY NOT SUBMIT A BID ON A CONTRACT WITH A PUBLIC ENTITY FOR THE CONSTRUCTION OR REPAIR OF A PUBLIC BUILDING OR PUBLIC WORK, MAY NOT SUBMIT BIDS ON LEASES OF REAL PROPERTY TO A PUBLIC ENTITY, MAY NOT AWARD OR PERFORM WORK AS A CONTRACTOR, SUPPLIER, SUBCONTRACTOR, OR CONSULTANT UNDER CONTRACT WITH ANY PUBLIC ENTITY, AND MAY NOT TRANSACT BUSINESS WITH ANY PUBLIC ENTITY.

THE FOREGOING IS ACKNOWLEDGED AND AGREED TO BY THE CONTRACTOR.

CONTRACTOR NAME: Alonzo Sign Language Interpreting, LLC

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Wayne A. Alonzo
(Printed Name)


(Signature)

Owner
(Title)

June 11, 2019
(Date)

CERTIFICATION REGARDING NON-DISCRIMINATION

THE UNDERSIGNED ASSURES THAT IT SHALL COMPLY WITH:

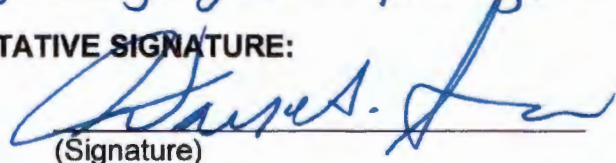
- A. TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, 42 U.S.C. 2000d ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN.
- B. SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED, 20 U.S.C. 794, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF HANDICAP.
- C. TITLE IV OF THE EDUCATION AMENDMENTS OF 1972, AS AMENDED, 20 U.S.C. 1681 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF SEX.
- D. THE AGE DISCRIMINATION ACT OF 1975, AS AMENDED, 42 U.S.C. 6101 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF AGE.
- E. SECTION 654 OF THE OMNIBUS BUDGET RECONCILIATION ACT OF 1981, AS AMENDED, 42 U.S.C. 9849, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, POLITICAL AFFILIATION OR BELIEFS.
- F. THE AMERICANS WITH DISABILITIES ACT OF 1990, P.L. 101-336, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF DISABILITY AND REQUIRES REASONABLE ACCOMMODATION FOR PERSON WITH DISABILITIES.
- G. ALL REGULATIONS, GUIDELINES, AND STANDARDS AS ARE NOW OR MAY BE LAWFULLY ADOPTED UNDER THE ABOVE STATUTES.

THE VENDOR AGREES THAT ITS GOOD FAITH PROVISION OF THIS ASSURANCE AND CERTIFICATION CONSTITUTES A CONDITION PRECEDENT TO RECEIVING PAYMENT UNDER THIS CONTRACT/PURCHASE ORDER AND THAT IT IS BINDING UPON THE VENDOR FOR THE PERIOD DURING WHICH SERVICES/PRODUCTS ARE PROVIDED.

CONTRACTOR NAME: Alonzo Sign Language Interpreting, LLC

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Wayne A. Alonzo
(Printed Name)


(Signature)

Owner
(Title)

June 11, 2019
(Date)

CERTIFICATION REGARDING LOBBYING

THE UNDERSIGNED CERTIFIES, TO THE BEST OF HIS OR HER KNOWLEDGE AND BELIEF, THAT:

1. NO FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID BY OR ON BEHALF OF THE UNDERSIGNED, TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE AWARDED OF ANY FEDERAL CONTRACT, THE MAKING OF ANY FEDERAL GRANT, THE MAKING OF ANY FEDERAL LOAN, THE ENTERING INTO OF ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT, OR MODIFICATION OF ANY FEDERAL CONTRACT, GRANT, LOAN OR COOPERATIVE AGREEMENT.

2. IF ANY FUNDS OTHER THAN FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THIS FEDERAL CONTRACT, GRANT, LOAN, OR COOPERATIVE AGREEMENT, THE UNDERSIGNED SHALL COMPLETE AND SUBMIT STANDARD FORM-LLL, "DISCLOSURE FORM TO REPORT LOBBYING," IN ACCORDANCE WITH ITS INSTRUCTIONS.

3. THE UNDERSIGNED SHALL REQUIRE THAT THE LANGUAGE OF THIS CERTIFICATION BE INCLUDED IN THE AWARD DOCUMENTS FOR ALL SUB-AWARDS AT ALL TIERS (INCLUDING SUBCONTRACTS, SUB-GRANTS AND CONTRACT UNDER GRANTS, LOANS, AND COOPERATIVE AGREEMENTS) AND THAT ALL SUB-RECIPIENTS SHALL CERTIFY AND DISCLOSE ACCORDINGLY.

THIS CERTIFICATION IS A MATERIAL REPRESENTATION OF FACT UPON WHICH RELIANCE WAS PLACED WHEN THIS TRANSACTION WAS MADE OR ENTERED INTO. SUBMISSION OF THIS CERTIFICATION IS A PREREQUISITE FOR MAKING OR ENTERING INTO THIS TRANSACTION. ANY PERSON WHO FAILS TO FILE THE REQUIRED CERTIFICATION SHALL BE SUBJECT TO CIVIL PENALTY FOR EACH SUCH FAILURE.

CONTRACTOR NAME: Alonzo Sign Language Interpreting, LLC

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Wayne A. Alonzo
(Printed Name)

Wayne A. Alonzo
(Signature)

Owner
(Title)

June 11, 2019
(Date)

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

AS REQUIRED BY EXECUTIVE ORDER 12549, DEBARMENT AND SUSPENSION, AND IMPLEMENTED AT 34 CFR PART 85, FOR PROSPECTIVE PARTICIPANTS IN PRIMARY COVERED TRANSACTIONS, AS DEFINED AT 34 CFR PART 85, SECTION 95.105 AND 85.110, THE BIDDER/CONTRACTOR CERTIFIES THAT IT AND ITS PRINCIPALS:

A. ARE NOT PRESENTLY DEBARRED, SUSPENDED, PROPOSED FOR DEBARMENT, DECLARED INELIGIBLE, OR VOLUNTARILY EXCLUDED FROM COVERED TRANSACTIONS BY ANY FEDERAL DEPARTMENT OR AGENCY;

B. HAVE NOT WITHIN A THREE YEAR PERIOD PRECEDING THIS INVITATION TO BID BEEN CONVICTED OF OR HAD CIVIL JUDGMENT RENDERED AGAINST THEM FOR COMMISSION OF FRAUD OR A CRIMINAL OFFENSE IN CONNECTION WITH OBTAINING OR ATTEMPTING TO OBTAIN, OR PERFORMING A PUBLIC (FEDERAL, STATE OR LOCAL) TRANSACTION OR CONTRACT UNDER A PUBLIC TRANSACTION: VIOLATION OF FEDERAL OR STATE ANTITRUST STATUTES OR COMMISSION OF EMBEZZLEMENT, THEFT, FORGERY, BRIBERY, FALSIFICATION OR DESTRUCTION OF RECORDS, MAKING FALSE STATEMENTS, OR RECEIVING STOLEN PROPERTY;

C. ARE NOT PRESENTLY INDICATED FOR OR OTHERWISE CRIMINALLY OR CIVILLY CHARGED BY A GOVERNMENT ENTITY (FEDERAL, STATE OR LOCAL) WITH COMMISSION OF PAYING FEDERAL FUNDS OR SHALL PAY FEDERAL FUNDS BY OR ON BEHALF OF THE UNDERSIGNED TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE MAKING OF ANY FEDERAL GRANT, THE ENTERING INTO ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT OR MODIFICATION OF ANY FEDERAL GRANT OR COOPERATIVE AGREEMENT; AND

D. HAVE NOT WITHIN A THREE YEAR PERIOD PRECEDING THIS INVITATION TO BID HAD ONE OR MORE PUBLIC TRANSACTION (FEDERAL, STATE OR LOCAL) TERMINATED FOR CAUSE OR DEFAULT.

AS A DULY AUTHORIZED REPRESENTATIVE OF THE COMPANY OR INDIVIDUAL SUBMITTING THIS CONTRACT OR BID PACKAGE OR RESPONSE TO RFP, I HEREBY CERTIFY THAT SAID COMPANY OR INDIVIDUAL FULLY COMPLIES WITH THE CONDITIONS AND REQUIREMENTS HEREIN STATED.

CONTRACTOR NAME: Alonzo Sign Language Interpreting, LLC

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Wayne A. Alonzo
(Printed Name)

Wayne A. Alonzo
(Signature)

Owner
(Title)

June 11, 2019
(Date)

DRUG-FREE WORKPLACE CERTIFICATION

Preference shall be given to vendors/contractors certifying their compliance with a drug-free workplace in accordance with Section 287.087, Fla. Stat., as follows:

IDENTICAL TIE BIDS – A bid or contract received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedure for processing tie bids shall be followed if none of the tied vendors has a drug-free workplace program. To obtain such preference, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions what shall be taken against employee for violations of such prohibition.
2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee shall abide by the terms of the statement and shall notify the employer of any conviction or plea of guilty or no contest to any violation of Chapter 893 or of any controlled substance laws of the United States or the State of Florida, for a violation occurring in the workplace no later than five (5) days after such conviction.
5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

I certify that this firm complies fully with the above requirements.

CONTRACTOR NAME: Alonzo Sign Language Interpreting, LLC

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Wayne A. Alonzo
(Printed Name)

Wayne A. Alonzo
(Signature)

Owner
(Title)

June 11, 2019
(Date)

NON-COLLUSION AFFIDAVIT

STATE OF FLORIDA)
COUNTY OF CLAY)

My name is (INSERT NAME Wayne A. Alonzo). I hereby attest that I am authorized to execute this affidavit on behalf of my firm, its owners, directors, and officers. I have personal knowledge of the price(s), guarantees and the total financial commitment represented in the firm's offer and/or contract.

(1) The firm's prices and amounts offered have been arrived at independently and without consultation, communication or agreement with any other contractor or respondent.

(2) Neither the final nor approximate prices or amounts offered have been disclosed to any other firm or person who is a respondent or potential respondent, nor were they disclosed prior to opening of offers.

(3) The offer from my firm is made in good faith and no attempt has been made to induce any firm or person to refrain from submitting an offer, or to submit an offer higher than our offer, or to submit any intentionally high or noncompetitive offer or other form of complementary offer.

(4) (INSERT NAME OF COMPANY Alonzo Sign Language Interpreting, LLC) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (INSERT NAME OF COMPANY Alonzo Sign Language Interpreting, LLC) understands and acknowledges that the above representations are material and important, and will be relied on by the School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein stated shall be treated as intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: Alonzo Sign Language Interpreting, LLC

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Wayne A. Alonzo
(Printed Name)

Wayne A. Alonzo
(Signature)

Owner
(Title)

June 11, 2019
(Date)

Mandatory Certifications, May 2018, SBAO (web)

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C10 - Advertise Adoption of the 2019-2020 Procedures Manual for Instructional Resources

Description

The 2019-2020 Procedures Manual for Instructional Materials provides information regarding implementation of state and local policies regarding the process and procedures for adoption, vetting and challenge of instructional materials. The manual serves as a tool for the purpose of standardization of procedures for school and district level staff responsible for instructional materials management.

It is important for all administrative personnel and instructional materials administrators to be familiar with the policies, procedures and guidelines applicable to instructional materials. Contents of this document are based on: 1. Current regulations, 2. State and County policies, and 3. Standardized procedures.

Gap Analysis

Adopting the 2019-2020 Procedures Manual for Instructional Materials ensures Clay County meets the requirements of the Statutes and Regulations regarding instructional materials. This document defines the roles and responsibilities of all school and district level staff related to instructional materials, policies and procedures as they relate to instructional materials, exceptions to these policies and procedures, and funding.

Every effort shall be made by Clay County District Schools to provide textbooks, library books, supplementary materials, digital materials and other educational media essential to an effective instructional program. Instructional Programs shall be selected to meet the educational goals of the district in providing basic materials for all students, to provide continuity in instructional programs, to meet the needs of special individuals and programs, and to objectively present the concerns and build upon the contributions of all genders and members of religious, ethnic and cultural groups.

Previous Outcomes

The Instructional Resources Manual is reviewed and revised each year. The previous update was September 2018.

Expected Outcomes

In accordance with state statute, an advertisement on the proposed revisions to the 2019-2020 Instructional Resources Manual 2019-2020 Procedures Manual for Instructional Materials will be made public and a vote will be taken at the conclusion of a public hearing on the proposed modifications.

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

Advertise the 2019-2020 Procedures Manual for Instructional Materials.

Contact

Terry Connor, Chief Academic Officer, 904.336.9405, terrence.connor@myoneclay.net

Financial Impact

\$0.00

Review Comments

Attachments

☞ [2019-2020 Procedures Manual for Instructional Resources NOTICE OF APPROVAL TO ADVERTISE SB Policy.docx.pdf](#)

☞ [Updates to 2019-20 IR Procedures Manual \(1\).pdf](#)

☞ [Redlined Copy Proposed 2019-2020 CCDS Instructional Resources Department Procedures Manual \(2\).pdf](#)

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT A REVISED PROCEDURES MANUAL FOR INSTRUCTIONAL RESOURCES

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of proposed amendments to the 2019-2020 Procedures Manual for Instructional Resources

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 proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - August 1, 2019. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

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

Laws Implemented: The laws implemented by the above-referenced Procedures Manual for Instructional Resources are under section 1006 of the Florida Statutes.

Person(s) Originating Policy Changes: The proposed adoption was originated by the Assistant Superintendent for Curriculum and Instruction in collaboration with the Supervisor of Instructional Resources.

Public Hearing: The Board intends to formally adopt the proposed amendments to its Policies following a public hearing. ***The public hearing shall be held on Thursday, September 5, 2019***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

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

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

Updates to 2019-20 Procedures Manual for Instructional Resources

Update	Previous Page Number	Current Page Number
School District Logo	1,2	1, 3
School Board Members (Tina Bullock)	1	1
Date Span	1	1
Added Table of Contents	0	2
District Contacts Updated and moved to section immediately after the Vision and Goals on Page 3	2	4
Introduction moved to section immediately after District Contacts	3	4
"Realignment of Instructional Resources" changed to "Alignment of Instructional Resources" and placed after Introduction section.	2	4
"Guiding Principles of the Instructional Resources Department" removed (repeat of Introduction, Purpose and Alignment sections)	2	0
Headings added to "Roles and Responsibilities" section. Links updated.	4	5-6
Library Media Manual link under Library Media Role removed as document is not currently available on the website	4	5
"Summary of Procedures for Ordering Instructional Materials" updated to a more legible copy and to remove older date (Snippet of a Word document due to Google Docs' non compatibility).	5	6
Added "Steps for Requesting Non-Board Approved Supplemental Materials" to the role of principal.		6
ALL Dual Enrollment, AP, IB and AICE placed under "Exceptions to Instructional Materials Guidelines" heading. Previously, stated the information was under this heading, but was under the Definitions section.	8-12	9-13
Added statement " <i>e. The district and petitioner shall each be responsible for payment of one-half of the fee of the hearing officer unless the legislature appropriates full funding to the district for this express purpose in the future.</i> "		19
Clay Adoption Process Timeline chart on page 19 changed to a table, due to legibility of original copy(Snippet of a Word document was blurry).	19	20
Instructional Resources Inventory and Disposal Guidelines title changed to Management of Instructional Materials with subheadings of A. Inventory Process and Procedures, B. Disposal Guidelines. Also moved to section after Instructional Materials Defined for alignment.	20	9
Outlined expectations for the receipt, distribution and monitoring of instructional materials. Added link to "Clay County District Schools Textbook and Inventory Procedure Handbook", which is detailed towards the inventory vendor, Destiny.		10

DRAFT

Clay County District Schools

Green Cove Springs, Florida

Addison Davis
Superintendent of Clay County District Schools



Procedures Manual for Instructional Resources

~~2018-2019~~ 2019-2020

Including a description of state and district policy regarding selection, adoption, inventory, funding and allocation of instructional materials.

Clay County District Schools Board Members:

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VISION

The School District of Clay County exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

Six Goals That Define the Work of the Clay County District Schools

1. Enhance the School Board and Superintendent relationship.

- Develop an efficient, collaborative, and child-focused relationship between the School Board and Superintendent.

2. Improve the instructional framework, processes, and structures that enrich student achievement.

- Establish a deeper understanding of the organization's curriculum selections, progress monitoring plans, student interventions, and technology platforms that enhance student achievement.

3. Establish a positive climate and culture throughout the organization.

- Promote and ensure a collaborative and constructive climate focused on building and sustaining a culture of respect, professionalism, and continuous learning for all stakeholders.

4. Create a performance management system.

- Establish a shared vision and mission where all roles and responsibilities are understood and lead to achieving a common goal-based design.

5. Strengthen community, public, and teacher relationships.

- Engage community members and teachers to establish their voices as advocates for Clay County students.

6. 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.

- Examine the systems in place for operations and facilities management to ensure clean, orderly, safe, cost-effective, and instructionally supportive school facilities that will enhance students' education.



Realignment of Instructional Resources

The instructional materials model for the Clay County District Schools (CCDS) is being realigned from one that focuses on instructional materials as the main delivery tool for instruction to one in which the instructional materials are used to support, assess, reference, and enhance the learning experience.

For best practices, CCDS teachers will implement a combination of digital and print content, large and small group instruction, engaging hands-on activities, electronic media, and other relevant materials that enhance critical thinking and student experiences. Student learning should be personalized at each grade level and subject area, and the instructional materials need to be aligned, standards-based, balanced, and rigorous. Teachers are encouraged to deliver instruction that encompasses a variety of modalities and resources that meet the needs of every child. CCDS teachers understand that it is high quality teaching that drives student learning, rather than assessments, textbooks, and devices.

Guiding Principles of the Instructional Resources Department

1. Every district resource must center on student learning with a focus on accountability.
2. Every interaction will be courteous, professional, accommodating and timely.
3. The learning needs of each student must be met.
4. High-quality teaching drives student learning.

DISTRICT CONTACTS FOR INSTRUCTIONAL RESOURCES

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INTRODUCTION

The purpose of this manual is to provide standardization of procedures for school and district level staff responsible for instructional materials management. For successful implementation of the instructional materials program, it is vitally important that all administrative personnel and their textbook managers become thoroughly familiar with the policies, procedures, and guidelines applicable to instructional materials. The Clay County District Schools' Instructional Resources Program must continue to be an integral and essential part of the K-12 instructional process. It is to that goal that this manual has been designed.

Contents of this document are based upon:

1. Current regulations.
2. State and county policies, and
3. Procedures standardized throughout the county.

Every effort shall be made by Clay County District Schools to provide textbooks, library books, supplementary materials, digital materials and other educational media essential to an effective instructional program. Instructional programs shall be selected to meet the educational goals of the district in providing basic materials for all students, to provide continuity in instructional programs, to meet the needs of special individuals and programs, and to objectively present the concerns and build upon the contributions of all genders and members of religious, ethnic and cultural groups.

Alignment of Instructional Resources

The instructional materials model for the Clay County District Schools (CCDS) is one that focuses on instructional materials as the main delivery tool for instruction to one in which the instructional materials are used to support, assess, reference, and enhance the learning experience.

For best practices, CCDS teachers will implement a combination of digital and print content, large and small group instruction, engaging hands-on activities, electronic media, and other relevant materials that enhance critical thinking and student experiences. Student learning should be personalized at each grade level and subject area, and the instructional materials need to be aligned, standards-based, balanced, and rigorous. Teachers are encouraged to deliver instruction that encompasses a variety of modalities and resources that meet the needs of every child. CCDS teachers understand that it is high quality teaching that drives student learning, rather than assessments, textbooks, and devices.

Statement of Purpose

The process of providing appropriate instructional materials for teachers and students in Clay County District Schools has historically been accomplished through the utilization of local committees that review textbooks from the state adopted list and other educational resources. Even though this process aligns with state guidelines, advances in technology have greatly impacted the selection and implementation of current instructional materials. With the advancement of digital technology, gone are the days of the one-teacher, one-textbook learning environment. Instead, instructional aids and information are provided to teachers and students in a variety of formats to enhance the learning experience.

To prepare our students to become lifelong learners in a global and competitive world, CCDS is tasked with using data to identify deficits throughout the county and make intentional decisions when selecting, sorting, critiquing, judging, and implementing all resources. Today's students must ~~be taught~~ learn not only content-based standards, but also needs to learn how to effectively analyze, evaluate, and utilize information and instructional resources.

INTRODUCTION

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ROLES AND RESPONSIBILITIES

District School Board

"The district school board has the duty to provide adequate instructional materials for all students in accordance with the requirements of statute. The term "adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature." FS 1006.28(1)

School District

"Instructional materials at use in classrooms are rapidly changing as the district incorporates digital texts and instructional software. All instructional materials used in the classroom are the responsibility of the school district and must meet the guidelines for research-based and standards alignment. No instructional material shall be implemented without review by appropriate personnel." Ref. 1006.283,

FS. ~~The list identifying all currently adopted/vetted instructional materials (core and supplemental) that are being used in CCDS can be found on the Instructional Resources Department web page. Below is a direct link to this documentation.~~ The list identifying all currently adopted instructional materials in CCDS can be found on the Instructional Resources Department web page using the following link: <https://www.oneclay.net/site/Default.aspx?PageID=4111>.

~~2018-19 Textbooks & Instructional Materials (Core & Supplemental)~~

Library Media

As a part of the Instructional Resource Program in Clay County District Schools, library media services are also incorporated to ensure all students and teachers are adequately supported. "The District School Board shall establish and maintain a program of school library media services for all public schools in the district." Ref. 1006.28(1)(c). ~~Use the link provided o view the current~~ Procedures Manual for CCDS Library Media Services.

Principal

At the school level, the principal (or designee) is responsible for allocating funds for the purchase of any supplementary materials not covered by the Instructional Resources Department. It is also the responsibility of the principal (or designee) to convene a school-based leadership team to review data, identify deficits, select appropriate supplemental resources and outline the implementation process for those materials.

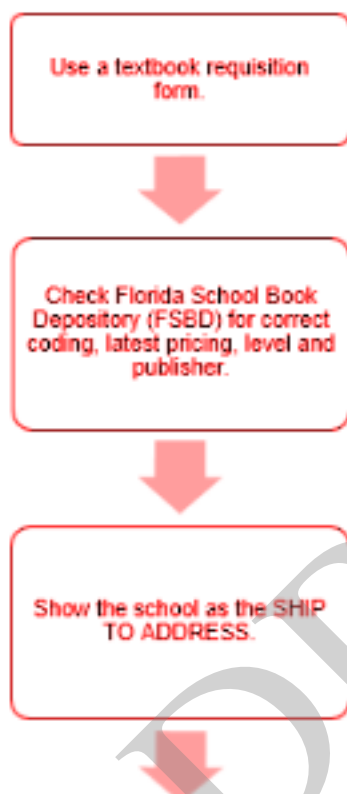
The principal and the school-based leadership team may reference the District Supplemental Resources Page to identify if or where other supplemental materials are currently in use throughout the district. A completed Curriculum Council Form (ISS-1-2535) will be submitted along with ~~the~~ requisitions and purchase orders ~~sent~~ to the Instructional Resources Department for approval. A current list of all supplemental materials shall be maintained at the campus and made viewable by all instructional and support personnel. ~~Once the supplemental material has been approved by the school-based leadership team, the following flowchart for placing orders and entering requisitions should be followed.~~

Steps for Requesting Non-Board Approved Supplemental Materials

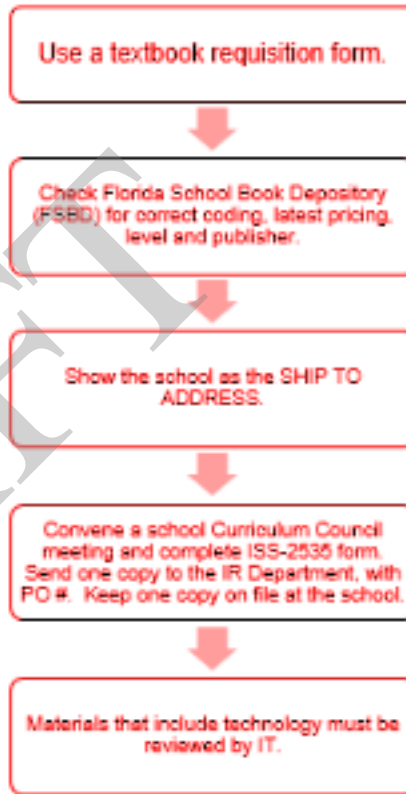
1. Staff submits a request for supplemental resource to school principal.
2. School principal convenes a **Curriculum Council** meeting and completes form ISS-1-2535. If the request is denied at the school level, the process stops. If the request is approved at the school level, continue to the next step.
3. Share the completed form ISS-1-2535 with Cynthia.Johnson@myoneclay.net as per the instructions in the form.
4. Instructional Resources Department will review, along with additional departments as needed (example: ITS, ESE) and notify school of approval or denial. If the request is denied, the process stops. If the request is approved, continue to the next step.
5. Materials will be sent by vendors directly to the school.
6. School will check in items against original purchase order.
7. Authorization for Purchase Orders will be made to Accounts Payable.
8. After order is checked-in, school will send original packing list and/or a copy of the PO with date and signature to Instructional Resources.

Summary of Procedures for Ordering Instructional Materials

For Clay County Adopted Materials



For Non Clay County Adopted Materials



One Final Check

Address/Titles/Publisher/Coding/Prices/Level/Bids

Flow of Materials to Schools

For State Adopted Materials

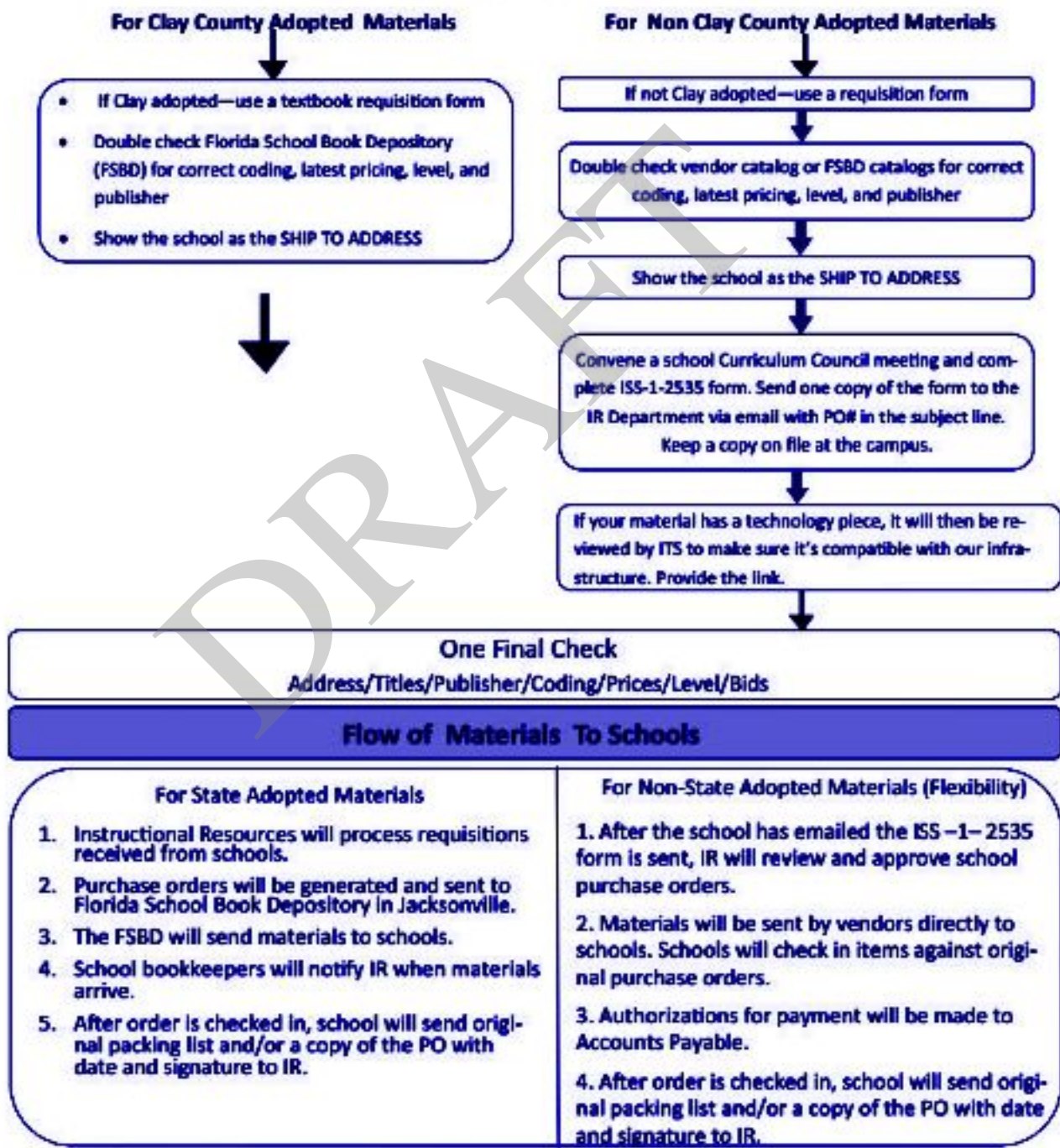
1. Instructional Resources will process requisitions received from schools.
2. Purchase orders will be generated and sent to Florida School Book Depository (FSBD).
3. FSBD will send materials to schools.
4. School bookkeepers will notify IR when materials arrive and are checked in.
5. School will send IR the original packing list and/or a copy of the PO, signed and dated.

For Non-State Adopted Materials

1. After school submits form ISS-1-2535, IR will review and approve school purchase orders.
2. Vendors will send materials directly to schools. Schools will check in items against original purchase orders.
3. Authorizations for payment will be made to Accounts Payable.
4. After order is checked in, school will send original packing list and/or copy of the PO to IR, signed and dated.



SUMMARY OF PROCEDURES FOR ORDERING INSTRUCTIONAL MATERIALS



INSTRUCTIONAL MATERIALS DEFINED

Chapter 1006 of Florida Statutes defines curriculum and instructional materials. Specifically, “instructional materials” are defined as items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit or package form and may consist of textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies. This is an expanded definition of what is generally classified as “textbooks.” The Florida Catalog of Instructional Materials reflects the new definition by providing a wide variety of instructional materials.

The current CCDS list of instructional materials can be found on the Instructional Resources Department web page at: <https://www.oneclay.net/site/Default.aspx?PageID=4111>.

On-Adoption Instructional Materials:

These instructional materials are materials currently on district adoption. These materials can be state adopted or non-state adopted, but must have gone through the rigors of the adoption process for the Clay County District Schools. These materials are generally adopted for a five to six year span, but some may remain within the district for several years longer. These are the materials that must be accounted for yearly and be reported on each campus' Textbook Inventory ~~each June~~. When ordering, these materials are the only ones that can have the object code of 0520.

~~Use the link provided to view information about the [2018-19 Textbooks & Instructional Materials \(Core & Supplemental\)](#) that are being used in CCDS.~~

Off-Adoption Instructional Materials:

The instructional materials that were adopted, but the adoption period has now expired. These materials may be catalogued in each campus' Textbook Inventory, but these titles and supplements are no longer ordered by the district.

Extended Adoption Instructional Materials:

These instructional materials are ones that the district will continue to use past the original adoption contract timeline. They are no longer available from the publisher or the Florida School Book Depository (FSBD).

Florida School Book Depository (FSBD):

The depository that carries all state-adopted instructional materials in the state of Florida, and from which the district orders all state adopted materials used in district schools. FSBD is a private business that is located in Jacksonville, Florida. The Instructional Resources Department issues elementary and secondary FSBD catalogs each year. Prices listed in the catalog are the state contract prices for the adopted materials. When looking in the catalogue, all state adopted textbooks are in all caps and all non-state adopted textbooks are in lowercase letters. The online catalogue can be found at <http://www.fsbdc.com/>.

Adoption Cycle:

The State of Florida has a predetermined adoption cycle. This cycle assist district in the purchasing cycles for each content area so that they remain current. Each school district is to provide each student with a major tool of instruction in core courses of the subject areas mathematics, language arts, science, social studies, reading, and literature in grades kindergarten through 12. Each district has three years after the effective date in which to purchase all materials for that content area.

The following is a link to the State of Florida's current Adoption Cycle Schedule:

www.fldoe.org/core/fileparse.php/5574/urlt/AdoptionCycle.pdf

Textbook Allocations:

Instructional materials are purchased through categorical funding from the state of Florida. The funding is based on the FEFP, and may fluctuate from year to year. The district allocates a portion of the funds to schools in accordance with the adoption needs for the year. Media funding and dollars for science lab materials are a part of this funding at the district level.

Consumable Instructional Materials:

Materials NOT listed on the Textbook Inventory which are intended to be written in and consumed by students. Instructional Materials Administrator (IMA) will need to maintain a count of any consumable materials on hand and order replacements as needed. Consumables that are free with adoption will be ordered in March of each year. Campus counts will be requested by the IR Department at the end of February and will be adjusted in June as needed with growth.. When ordering, these materials are the only ones that can have the object code of 0510.

Non-consumable Instructional Materials:

Materials listed on the Textbook Inventory which are not meant to be written in or consumed by students. These materials are issued to students year after year and are intended to last the length of the adoption without replacement.

Supplemental or Ancillary Materials:

These are supplemental or ancillary materials that publishers offer "free with order" during the first year or two of adoption and purchase. In subsequent years, these items must be purchased at the price listed in the FSBD Catalog. These items are meant to last the length of the adoption and the count per teacher should be reconciled at the school each year. Replacement of these items will follow the same guidelines as replacing textbooks. When ordering, these materials are the only ones that can have the object code of 0521.

Computer-Assisted Instructional (CAI) Materials:

Software used for instruction or intervention. This software is district purchased and/or approved. No software or online programs can be purchased at the school level without first getting approval from the site based curriculum (Curriculum Councils) and then the district level (Project Committee). The Instructional Resources Department and Informational Technology Department must review all

requests before purchasing. By following this last crucial step, each campus can purchase materials that the district can fully help support with portal access, standards based verification, and curriculum content knowledge. When ordering, these materials are the only ones that can have the object code of 0522.

INSTRUCTIONAL RESOURCES INVENTORY AND DISPOSAL GUIDELINES

Inventory Process and Procedures

In order to assist in the preservation and care of instructional materials, school administrators should ascertain and ensure by inspection and through every available agency that all instructional materials issued to the school, whether in use or in storage, are cared for properly. These actions include ensuring the maximum use by the students of all materials purchased until such materials have become unusable.

Procedures employed for these purposes are described below:

1. Receipt of Inventory

- a. Select a location where deliveries of instructional materials are to be held as well as a location where delivery documents are to be maintained. Communicate these decisions with pertinent staff.
- b. When delivery is made, ensure that all boxes are accounted for and check for visible damage before the driver leaves. If a specific box is determined to be missing or damaged, point it out to the driver and document it on the freight bill before signing and the driver leaves.
- c. As soon as possible, verify quantities of materials received against the packing slip.
- d. If discrepancies occur, such as missing or damaged materials, notify the Instructional Resources Department immediately. Most vendors need notification within 5 to 10 business days in order to resolve issues.
 - i. Document receipt and verification of materials, including discrepancies, using the appropriate district spreadsheet (ex: 2019 Elementary Materials Orders by School or 2019 High School Materials Orders by School).
 - ii. Email a signed copy of the packing slip to the Instructional Resources Department designee.
- e. New materials are to be prepared for distribution and added to the Destiny Inventory.
 - i. Teacher Editions are to have ONE barcode per set. Contents of the set are to be listed in the description.
 - ii. Barcode non-consumable Student Editions.
 - iii. DO NOT barcode consumable Student Editions. However, these will still be documented in Destiny.

2. Distribution of Inventory

- a. Each school is to set up specific procedures for the circulation of textbooks and materials. The district requires the following as part of these procedures:
 - i. Only designated staff are to have access to check out and check in materials through the inventory management system.
 - ii. Teacher Editions and barcoded, non-consumable Student Editions are to be scanned for check out and check in.
 - iii. Consumable Student Editions are not to be barcoded, but are to be accurately documented through the inventory management system.

- b. A record of all distributed and undistributed instructional materials should be maintained and quantities accurately reflected in the inventory management system.

3. Monitoring of Inventory

- a. It shall be the responsibility of the school site administrator to maintain a current inventory of instructional materials and verify this inventory via designated inventory checks and end-of-year inventory counts.
- b. Schools must conduct an inventory check of all issued instructional materials. Adjustments to the school inventory must be made based on the results of the inventory checks.
- c. Charges may be assessed for lost or damaged instructional materials as follows:

<u>Condition</u>	<u>Fee</u>
<u>Damage beyond use by others: includes inappropriate written language, drawings, and other defacings.</u>	<u>Full Replacement Cost</u>
<u>Lost book (regardless of the age and condition of the book at issue)</u>	<u>Full Replacement Cost</u>
<u>Damaged but usable by others</u>	<u>50% of Replacement Cost</u>

- d. In the event a student is unable to pay the necessary fee for lost or damaged materials, school site personnel may determine, as established in Florida Statute 1006.28 (3)(b), the manner in which the student may satisfy the debt.
- e. In the event a student finds instructional materials previously reported as lost and for which they paid, a refund may be issued.

4. Year-End Collection of Instructional Materials and Inventory

- a. In April the Instructional Resources Department will notify all Instructional Materials Administrators to begin their inventory process.
- b. Collect instructional materials from students and teachers as follows:
 - i. Elementary student materials should not be collected until the last week of school.
 - ii. Secondary student materials should not be collected until administration of final exam is complete.
 - iii. Teacher materials should be collected for the summer. If a school chooses to allow teachers to keep materials over the summer to prepare for the next school year, the school should maintain a record of materials checked out to teachers.
 - iv. All should check-in items through the inventory management system. Overdue reports are to be printed for each student.
- c. A physical inventory of all instructional materials is required
 - i. School administrators should organize a physical count of all instructional materials issued to teachers and students as well as those materials located in storage areas.
 - ii. Once inventory is completed and finalized, the Instructional Resources Department is to be notified using the appropriate documentation.
- d. Collection of Fees for Lost and Damaged Instructional Materials
 - i. At the end of the school year, a check for all monies collected for lost or damaged materials must be made out to the Clay County District Schools.

- ii. Accompanying the check should be a copy of the school's spreadsheet for lost and damaged textbook payments, Textbook Inventory Form and the fine/unaccounted for copies report.

For up-to-date guidelines in inventory best practice, please refer to the Clay County District Schools Textbook and Inventory Procedures Handbook.

Disposal Guidelines

1. Textbooks not being used at any given school can be declared surplus at the school level, taking into consideration the six to eight (6-8) year adoption cycle of textbook adoptions for state approved materials.
2. It is the responsibility of the office of Instructional Resources (IR) to prepare a surplus textbook bid for books going off county adoption. The Instructional Materials Administrator will be notified by year-end of procedures to follow for surplus textbooks going off county adoption.
3. For other textbooks to be declared surplus, a Surplus Textbook form MIS 22506 must be completed and forwarded to IR. If any school has a need for the listed surplus books, the administrator of IR will initiate the transfer of said books.
4. If the books are not needed by another school, the administrator of IR declares the books discardable.
5. If the textbooks are discardable, you will be notified by the administrator of IR.
6. At this point, the school must take three steps, listed below, in any order:
 - a. Have a parent giveaway during an Open House and/or PTA meeting and make the discarded books available;
 - b. Have a student giveaway in your cafetorium or library;
 - c. Give four or less books of one title to your teachers.
7. After you have taken all steps outlined above, discard any books in poor condition or books that are more than 10 years old.
8. Send any remaining textbooks to the administrator of IR.
9. IR sells instructional materials to companies that buy obsolete textbooks.
10. The administrator of IR will make the discarded textbooks available to private schools or governmental agencies and will dispose of the remainder of the discarded books.

EXCEPTIONS TO INSTRUCTIONAL MATERIALS GUIDELINES

There are exceptions to the guidelines and procedures pertaining to instructional materials for Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), and similar programs. The following is an explanation of each exception.

Dual Enrollment Materials:

These Dual Enrollment materials are issued to high school students who are also enrolled in a post-secondary courses creditable toward a vocational certificate or an associate or baccalaureate degree. Students enrolled at Saint Johns River State College (SJRSC) and attend on campus, will receive their textbooks from the Instructional Resources Department. If the course is taught on the high school campus, the textbooks are provided by the campus. Santa Fe students attending on the campus, will receive their textbooks from the campus bookstore. Currently there are two colleges Clay County has articulation agreements with: St Saint Johns River College and Santa Fe College. When ordering, these materials are the only ones that can have the object code of 0520, but will have the project code of 138X.

All dual enrollment materials are considered non-consumable; therefore, they should not be written in, highlighted, or altered in any way. This includes, but is not limited to, textbooks, lab manuals, workbooks, etc. If the student does deface the material in any way, they are required to purchase the materials at the full purchase price. All dual enrollment materials are due to the District Instructional Resources Office at the end of each semester. The dates are given to the student at the time of pickup. These materials must be returned in a timely manner in order to prepare them for students needing them the next semester. Currently, the fine for late return of dual enrollment materials is \$10.00 per item, per day up to the total cost of the resource. The student will be required to pay the fine before any additional materials can be checked out.

Dual Enrollment Website: <https://www.oneclay.net/Page/5068>.

Dual Enrollment Students:

Florida Statute 1007.271 makes three points clear:

1. Dual enrollment instructional materials are free.
2. Students enrolled in postsecondary courses not creditable toward a high school diploma shall not be considered dual enrollments and shall assume the cost of the instructional materials.
3. Instructional materials for early admission enrollment in a post-secondary institution on a full-time basis as identified by the institution are not free. FS 1007.271 (10)

Additional guidance from Florida DOE states, “Students may be responsible for materials that become the property of the individual student, such as electronic license fee.”

Dual Enrollment Procedures:

1. Dual Enrollment classes taught at the high school coordinate dual enrollment materials through the school Instructional Materials Administrator and Instructional Resources Office.
2. The following information applies to Dual Enrollment students taking their classes on the respective college campus:

a. Santa Fe State College (SFSC)

- i. Students will receive their schedules and instructor/textbook information from Santa Fe State College. The SFSC booklist can be found at the following link: <https://www.sfcc.edu/offices/bookstore>
- ii. On the assigned date, students will take their schedules from SFSC to the designated Instructional Materials Administrator at their high school. At that time, they will sign an agreement that verifies their acceptance of the district's Dual Enrollment Check-out Policy. If the instructional materials are available, they will be issued. If the materials are not available, they will be ordered and then students will be notified when they can be picked up.
- iii. Electronic access codes will be issued on an as-needed basis. If it is determined after the course begins that an access code is needed, the student may contact the Instructional Resources Office for assistance.
- iv. Dual Enrollment materials checked out from the Instructional Materials Administrator **are not** to be written in (including lab manuals). If they are, the student will be charged full replacement cost.
- v. At the end of the semester, students will return their dual enrollment materials directly to the Instructional Materials Administrator at their high school. The due date is normally on, or one day after finals for the course. Each textbook not returned on time will be assessed a daily \$10 late fee until it is either returned or the fee has reached the full replacement cost of the book. Any late fees or replacement costs not met by the student will be subject to the same textbook rules applied at his/her school. Students can check the Dual Enrollment textbook due date by logging into Destiny at <https://oneclay.follettdestiny.com>.

b. St. Johns River State College (SJRSC)

- i. Students will receive their schedules and instructor/textbook information from St. Johns River State College. The SJRSC booklist can be found at: <http://www.sjrstate.edu/bookstore.html>.
- ii. On the assigned date, students will take their schedules from SJRSC to the Instructional Resources Office (IR) in Green Cove Springs. At that time, they will sign an agreement that verifies their acceptance of the district's Dual Enrollment Check-out Policy. If the instructional materials are available, they will be issued. If the materials are not available, a voucher will be issued to the student to be redeemed at the SJRSC Bookstore. The bookstore will barcode the materials that are issued, and then relay this information to the Instructional Resources Office so it can be entered into the district's Destiny Textbook Manager.
- iii. At the end of the semester, students will return their dual enrollment materials directly to the Instructional Materials Office in Green Cove Springs. The due date is normally on, or one day after finals for the course. Each textbook not returned on time will be assessed a daily \$10 late fee until it is either returned or the fee has reached the full replacement cost of the book. Any late fees or replacement

costs not met by the student will be subject to the same textbook rules applied at his/her public high school. Students can check the Dual Enrollment textbook due date by logging into Destiny at <https://oneclay.follettdestiny.com>.

- iv. Electronic access codes will be issued on an as-needed basis. If it is determined after the course begins that an access code is needed, the student may call the Instructional Resources Office for assistance.
- v. Dual Enrollment materials checked out from the Instructional Resources Office **are not** to be written in (including lab manuals). If they are, the student will be charged full replacement cost.

c. Florida State College at Jacksonville (FSCJ)

- i. Students will receive their schedules and instructor/textbook information from Florida State College at Jacksonville. The FSCJ booklist can be found at the link <http://www.efollett.com>.
- ii. On the assigned date, students will take their schedules from FSCJ to the Instructional Resources Office (IR) in Green Cove Springs. At that time, they will sign an agreement that verifies their acceptance of the district's Dual Enrollment Check-out Policy. If the instructional materials are available, they will be issued. If the materials are not available, a voucher will be issued to the student to be redeemed at the FSCJ Bookstore. The bookstore will barcode the materials that are issued, and then relay this information to the Instructional Resources Office so it can be entered into the district's Destiny Textbook Manager.
- iii. At the end of the semester, students will return their dual enrollment materials directly to the Instructional Materials Office in Green Cove Springs. The due date is normally on, or one day after finals for the course. Each textbook not returned on time will be assessed a daily \$10 late fee until it is either returned or the fee has reached the full replacement cost of the book. Any late fees or replacement costs not met by the student will be subject to the same textbook rules applied at his/her public high school. Students can check the Dual Enrollment textbook due date by logging into Destiny at <https://oneclay.follettdestiny.com>.
- iv. Electronic access codes will be issued on an as-needed basis. If it is determined after the course begins that an access code is required, the student may call the Instructional Resources Office for assistance.
- v. Dual Enrollment materials checked out from the Instructional Resources Office **are not** to be written in (including lab manuals). If they are, the student will be charged the full replacement cost.

d. Important Reminders for All CCDS Dual Enrollment Students

- i. NO instructional materials will be provided to any returning Dual Enrollment students who have not returned the instructional materials they were issued for a previous semester.

- ii. CCDS is not responsible for the cost of consumable Dual Enrollment materials such as lab materials, solution manuals, or study guides. If any of these are available in the Instructional Resources Office, they will be checked out for student use. Students are NOT to write in any of these materials. If they do so, they will be charged full replacement cost of the material. **Please note:** Professors will allow students to write their answers on separate pieces of paper that can be submitted for credit.
- iii. CCDS is not responsible for the cost of consumable online access codes. If any of these codes are available in the Instructional Resources Office, they will be checked out for student use. It is the student's responsibility to find out if any such online access codes are a course requirement.

Advanced Placement (AP) Materials:

Advanced Placement (AP) programs provide college-bound students with more rigorous and challenging courses than those that are general or core. AP courses are mandated to follow a strict curriculum governed by the College Board. The College Board also prepares the exams that AP students are given in May. These exams are based on a scale of one to five, with five being the highest. Scores are generally released mid-July. The District is awarded .16 full-time equivalent (FTE) student membership every time an AP student scores a three or higher on an AP Exam. This amount is added and funded to the total FTE amount for the following year. The District is required to allocate 80% of the funds to the high school who generated the extra FTE dollars. These are the funds used to purchase instructional materials for all AP classes on the campus.

The AP instructional materials do not follow the state adoption cycle. Instead, they are adopted by the College Board and selected by the individual campus. The funds for these materials come from AP funds distributed to each campus by the District once per calendar year. Providing the instructional materials for all AP classes is the responsibility of each campus.

~~The following web site is a valuable resource to provide anyone with information on state policies and programs for AP:~~

~~[50-State Comparison: Advanced Placement Policies](#)~~

~~The following web site is a provides information on state policies and programs for AP:
<http://ecs.force.com/mbdata/mbprofgroupall?Rep=APA>~~

Another ~~great~~ resource for all teachers and administrators is www.nms.org. Once on the site, click on *Login*, then click on *Laying the Foundation Program*. You will be prompted to enter your username and password. The teachers also have a valuable planning and support tool at www.nmsiteachers.org.

International Baccalaureate (IB) Materials:

The International Baccalaureate (IB) Diploma Programme is offered at Ridgeview High School (RHS) which serves as a magnet school for all CCDS secondary students who qualify. This is a rigorous pre-university course of study designed to help college-bound secondary students develop the characteristics needed to succeed in college and beyond. The diploma model being used at RHS is the result of an international cooperative effort and it is recognized by most universities worldwide as a

qualification for acceptance into higher education.

The International Baccalaureate Organization mandates the curriculum that all IB classes follow. The curriculum is displayed in the shape of a hexagon with the core being surrounded by the six subject areas of instruction. The IB Organization also sets the assessment requirements and is the sole entity that awards the IB Diploma. Schools are expected to comply with all procedures and deadlines set forth in the IB Handbook, and they must follow the course of study and assessment for the diploma in order to qualify for an IB Diploma.

Cambridge Advanced International Certificate of Education (AICE) Materials:

The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international, culturally sensitive, curriculum and examination program. The AICE Program offers breadth across the curriculum and depth in subjects, such as math, science, languages, and arts and humanities. This program places emphasis on in-depth studies that focus on mastery of a broader range of skills needed in a global marketplace and universities alike.

It is the responsibility of the individual campus to develop and implement the curriculum for each course. All AICE students must pass a combination of assessments, Cambridge International AS and A Level, as well as successfully pass one course from the three subject groups. These exams are only given twice a year, November and June; results are released in August and January. It is the responsibility of the campus to purchase ~~the~~ instructional materials required for each course. The materials for each course are selected by the campus and teachers using a list of appropriate materials provided by Cambridge. The list can be viewed on the website below. Cambridge (AICE) works with publishers to vet and verify all materials to ensure they align ~~to the~~ with the philosophy and rigor of the program.

The following web site is designed to support teachers and administrators of AICE Programs:
<http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/classroom-support/>

~~EXCEPTIONS TO INSTRUCTIONAL MATERIALS GUIDELINES~~

~~There are exceptions to the guidelines and procedures pertaining to instructional materials for Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), and similar programs. The following is an explanation of each exception:~~

~~Dual Enrollment Students:~~

~~Florida Statute 1007.271 makes three points clear:~~

- ~~1. Dual enrollment instructional materials are free.~~

- ~~2. Students enrolled in postsecondary courses not creditable toward a high school diploma shall not be considered dual enrollments and shall assume the cost of the instructional materials.~~
- ~~3. Instructional materials for early admission enrollment in a post-secondary institution on a full-time basis as identified by the institution are not free. FS 1007.271 (10)~~

Additional guidance from Florida DOE states, “Students may be responsible for materials that become the property of the individual student, such as electronic license fee.”

Dual Enrollment Procedures:

- ~~1. Dual Enrollment classes taught at the high school coordinate dual enrollment materials through the school Instructional Materials Administrator and Instructional Resources Office.~~
- ~~2. The following information applies to Dual Enrollment students taking their classes on the respective college campus:~~

a. Santa Fe State College (SFSC)

- ~~i. Students will receive their schedules and instructor/textbook information from Santa Fe State College. The SFSC booklist can be found at the link below:

<https://www.sfcc.edu/offices/bookstore>~~
- ~~ii. On the assigned date, students will bring their schedules from SFSC to the Designated Instructional Materials Administrator at their high school. At that time, they will sign an agreement that verifies their acceptance of the district's Dual Enrollment Check-out Policy. If the instructional materials are available, they will be issued. If the materials are not available, they will be ordered and then students will be notified when they can be picked up.~~
- ~~iii. Electronic access codes will be issued on an as-needed basis. If it is determined after the course begins that an access code is needed, the student may call the Instructional Resources Office for assistance.~~
- ~~iv. Dual Enrollment materials checked out from the Instructional Materials Administrator **are not** to be written in (including lab manuals). If they are, the student will be charged full replacement cost.~~
- ~~v. At the end of the semester, students will return their dual enrollment materials directly to the Instructional Materials Administrator at their high school. The due date is normally on, or one day after finals for the course. Each textbook not returned on time will be assessed a daily \$10 late fee until it is either returned or the fee has reached the full replacement cost of the book. Any late fees or replacement costs not met by the student will be subject to the same textbook rules applied at his/her school. Students can check the Dual Enrollment textbook due date by logging into Destiny at <https://oneclay.follettdestiny.com>.~~

b. ~~St. Johns River State College (SJRSC)~~

- ~~i. Students will receive their schedules and instructor/textbook information from St. Johns River State College. The current SJRSC booklist can be accessed using the link to the SJR State Bookstore below:~~

~~[SJR State Bookstore](#)~~

- ~~ii. On the assigned date, students will bring their schedules from SJRSC to the Instructional Resources Office (IRO) in Green Cove Springs. At that time, they will sign an agreement that verifies their acceptance of the district's Dual Enrollment Check-out Policy. If the instructional materials are available, they will be issued. If the materials are not available, a voucher will be issued to the student to be redeemed at the SJRSC Bookstore. The bookstore will barcode the materials that are issued, and then relay this information to the Instructional Resources Office so it can be entered into the district's Destiny Textbook Manager.~~
- ~~iii. At the end of the semester, students will return their dual enrollment materials directly to the Instructional Materials Office in Green Cove Springs. The due date is normally on, or one day after finals for the course. Each textbook not returned on time will be assessed a daily \$10 late fee until it is either returned or the fee has reached the full replacement cost of the book. Any late fees or replacement costs not met by the student will be subject to the same textbook rules applied at his/her public high school. Students can check the Dual Enrollment textbook due date by logging into Destiny at <https://oneclay.follettdestiny.com>.~~
- ~~iv. Electronic access codes will be issued on an as-needed basis. If it is determined after the course begins that an access code is needed, the student may call the Instructional Resources Office for assistance.~~
- ~~v. Dual Enrollment materials checked out from the Instructional Resources Office **are not** to be written in (including lab manuals). If they are, the student will be charged full replacement cost.~~

c. ~~Florida State College at Jacksonville (FSCJ)~~

- ~~i. Students will receive their schedules and instructor/textbook information from Florida State College at Jacksonville. The FSCJ booklist can be found at the link below:~~

~~<http://www.efollett.com>~~

- ~~ii. On the assigned date, students will bring their schedules from FSCJ to the Instructional Resources Office (IRO) in Green Cove Springs. At that time, they will sign an agreement that verifies their acceptance of the district's Dual Enrollment Check-out Policy. If the instructional materials are available, they will be issued. If the materials are not available, a voucher will be issued to the student to be redeemed at the FSCJ Bookstore. The bookstore will barcode the materials that are issued, and then relay this information to the Instructional~~

~~Resources Office so it can be entered into the district's Destiny Textbook Manager.~~

- ~~iii. At the end of the semester, students will return their dual enrollment materials directly to the Instructional Materials Office in Green Cove Springs. The due date is normally on, or one day after finals for the course. Each textbook not returned on time will be assessed a daily \$10 late fee until it is either returned or the fee has reached the full replacement cost of the book. Any late fees or replacement costs not met by the student will be subject to the same textbook rules applied at his/her public high school. Students can check the Dual Enrollment textbook due dates by logging into Destiny at <https://oneclay.follettdestiny.com>.~~
- ~~iv. Electronic access codes will be issued on an as-needed basis. If it is determined after the course begins that an access code is required, the student may call the Instructional Resources Office for assistance.~~
- ~~v. Dual Enrollment materials checked out from the Instructional Resources Office **are not** to be written in (including lab manuals). If they are, the student will be charged full replacement cost.~~

~~d. **Important Reminders for All CCDS Dual Enrollment Students**~~

- ~~i. NO instructional materials will be provided to any returning Dual Enrollment students who have not returned the instructional materials they were issued for a previous semester.~~
- ~~ii. CCDS is not responsible for the cost of consumable Dual Enrollment materials such as lab materials, solution manuals, or study guides. If any of these are available in the Instructional Resources Office, they will be checked out for student use. Students are NOT to write in any of these materials. If they do so, they will be charged full replacement cost of the material. **Please note:** Professors will allow students to write their answers on separate pieces of paper that can be submitted for credit.~~
- ~~iii. CCDS is not responsible for the cost of consumable online access codes. If any of these codes are available in the Instructional Resources Office, they will be checked out for student use. It is the student's responsibility to find out if any such online access codes are a course requirement.~~

INSTRUCTIONAL MATERIALS ADOPTIONS

State Level

The Florida Commissioner of Education determines the cycle of subject areas to be considered for adoption and the selection committees needed to initiate the process. By April 15th, the Department of Education determines the committees for each subject area being adopted. These committees are composed of nine members who range from teachers, members of the public, school board members, and supervisors. They are charged with the responsibility of establishing criteria for participating publishers based upon existing course descriptions and requirements in each subject area. These

criteria are then given to publishers and districts who will be participating in the pre-adoption process. Materials are evaluated by this team and their recommendations are then submitted to the State Board of Education by January 1st of each year. Superintendents and school districts will be notified immediately of all newly adopted titles so they can prepare to start their district-level evaluations. Once adopted, the materials are placed on contract generally for a five year period. Information regarding the adoption of instructional materials in the state of Florida can be viewed using the link below.

[Policies and Procedures Specifications for the Florida Instructional Materials Adoption](#)

The state of Florida uses a cycle of approximately five years to maintain current practices in all subject areas. Generally, they apply to the core content areas, but have been known to include other areas such as Career and Technical Education, Music, and World Languages. For a copy of the current adoption cycle, please visit www.fldoe.org/core/fileparse.php/5574/urlt/AdoptionCycle.pdf. Due to the wide variety of courses and the fast pace in which the standards and content change, sometimes only a portion of the current content area may be adopted by the district or state.

District Level

The state releases its preliminary list of state adopted materials for the content area currently being considered for adoption. The district then determines their individual priorities, and forms two committees to begin the adoption process. The preselection committee is comprised of representatives from each campus who has been selected by their principals as master teachers of the curriculum and/or grade level. Representatives from ESE, ESOL, and other special populations will also be represented on this committee so that every student's needs are addressed. The district adoption committee is comprised from the chairs of the preselection committee, a professional development representative, an instructional resource representative, a digital integration representative, community members, School Board members, student representatives, and other administrators with expertise in the curriculum being reviewed.

Campus Level

State law mandates the following as the duties and responsibilities of the school principal for the management and care of instructional materials:

1. Proper Use of Instructional Materials - It is the responsibility of the school principal to assure that instructional materials are used for instruction of students enrolled in the grade level(s) for which they are designed, pursuant to School Board policy.
2. Money Collected for Lost or Damaged Books - It is the duty and responsibility of the school principal to collect from each student or the student's parent the purchase price for any instructional material that the student has lost, destroyed, or unnecessarily damaged and to report and transmit such collections to the Superintendent of CCDS. Regardless of the age of the material, the principal is authorized to collect the full purchase price. If reasonable effort has been made by the principal, and the collection of such sum has failed, the student may be suspended from participation in extracurricular activities, or may be allowed to satisfy the debt through community service activities at the school site. At the school site, documentation of "clearance of debt" must be kept on file and provided upon request by the District.

3. Disposition of Funds - All monies collected from the sale, exchange, loss, or damage of instructional materials should be transmitted to the district Instructional Resources Department so they can be added to the district appropriation for instructional materials. Reminder: These funds and all instructional materials (with the exceptions of AP and IB materials) are the property of Clay County District Schools. All decisions regarding said materials and funds are at the discretion of the District.
4. Conservation and Care - It is the responsibility of the school principal to ensure that all instructional materials issued to the school are accounted for and cared for properly. This shall be done using the forms prescribed by the Department of Education and the district Instructional Resources Department.
5. Records and Reports - The principal will prepare and transmit such instructional materials records and reports that may be required by the Department of Education, and any supplementary records and reports that the Superintendent may direct.

The 2016 Florida Statutes Regarding Materials Reviewers

1006.30 Affidavit of state instructional materials reviewers.—Before transacting any business, each state instructional materials reviewer shall make an affidavit, to be filed with the department, that:

- (1) The reviewer will faithfully discharge the duties imposed upon him or her.
- (2) The reviewer has no interest in any publishing or manufacturing organization that produces or sells instructional materials.
- (3) The reviewer is in no way connected with the distribution of the instructional materials.
- (4) The reviewer does not have any direct or indirect pecuniary interest in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the public schools.
- (5) The reviewer will not accept any emolument or promise of future reward of any kind from any publisher or manufacturer of instructional materials or his or her agent or anyone interested in, or intending to bias his or her judgment in any way in, the selection of any materials to be adopted.
- (6) The reviewer understands that it is unlawful to discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the publisher or manufacturer is providing a presentation for the reviewer during his or her review of the instructional materials submitted for adoption.

History.—s. 305, ch. 2002-387; s. 22, ch. 2011-55.

Instructional Materials Adoption Process in Clay County

1. The Instructional Resources Department of CCDS will obtain the short list of bids for adoption selections from the FLDOE website.

<http://www.fl DOE.org/academics/standards/instructional-materials/>

2. The Instructional Resources and Information Technology Services Departments will coordinate efforts to contact each participating publisher and have them complete the District Technology Survey to ensure compatibility of their delivery platform with our infrastructure.
3. The subject area curriculum specialist(s) will meet with the Instructional Resources Department to discuss the adoption process, identify due dates, and determine priority of needs for the district.
4. The Instructional Resources Department and the subject area curriculum specialist(s) will work together to develop a textbook evaluation rubric and other evaluation tools that align to state standards and Clay County student needs.
5. The Instructional Resources Department will contact publishers who have no technology incompatibilities to ask for online access information for the public and the adoption process.
6. Publishers will be asked to provide a signed Clay County District Schools Adoption Proposal Bid by the determined due date.
7. The Instructional Resources Department's Online Resource Specialist will upload all public access information for each potential publisher/curriculum under consideration to the IR web page.
8. The subject area curriculum specialists will work alongside the IR Department to select dates, arrange committee meetings, and notify all committee members. If appropriate the IR Department may invite publishers to make presentations of their materials at committee meetings.
9. The IR Department and subject area curriculum specialists are responsible for maintaining records related to current adoption, but not limited to:
 - a. List of all meeting dates and summary minutes
 - b. Committee evaluation forms/rubrics
 - c. Recommendations for materials, both print and digital
 - d. Minority Reports (if applicable) - A written report from any committee member who disagrees with the majority decision. This one page summary must be submitted to the Instructional Resources Supervisor twenty days prior to the final recommendation presentation to the School Board.
10. The Preselection Committee will:
 - a. Consist of teachers identified as master teachers in their grade band and/or curriculum at their schools, and nominated by their principals to serve
 - b. Consist of representatives from ESE, ESOL, parents, community members, students (when possible), and other special populations
 - c. Evaluate each publisher submission using the textbook rubric and consensus forms provided by the IR Department and the subject area specialist(s)
 - d. Come to consensus on top selections
 - e. Communicate selections, set up samples for review, and explain how all stakeholders can provide input to the adoption process

11. The review process includes voting on selections by all affected teachers, and it is confidential and maintained for future reference.
12. The voting results are reported at a meeting of the District Adoption Committee by the Supervisor of Instructional Resources.
13. Access to any materials being considered for adoption will be advertised in the *Clay Today*, and posted to the district website at least 20 calendar days prior to School Board consideration.
14. The District Adoption Committee will be comprised of a variety of the following individuals:
 - a. Preselection Committee Chair(s)
 - b. Professional Development representative
 - c. Instructional Resource representative
 - d. Digital Integration representative
 - e. Community members
 - f. School Board members
 - g. Student representatives
 - h. Administrators with expertise in the curriculum being reviewed
15. To finalize the selection, the District Adoption Committee will review results of the teacher vote, analyze public input and the written comments from all who responded. The District Adoption Committee will discuss and determine the final outcome to present to the School Board.
16. A final report will be generated by the subject area curriculum specialist(s) and Supervisor of Instructional Resources, and will be submitted to the School Board for approval.
17. The CCDS School Board will hold an open-noticed public hearing, separate from an official Board meeting, to allow for public comment on the final materials selected. Committee members, subject area curriculum specialist(s) and the Instructional Resources Department team will be in attendance to answer questions pertaining to the selected materials.
18. The School Board will vote after all recommendations are heard.
19. The Supervisor of Instructional Resources will draft a formal letter with the assistance from the subject area curriculum specialist to summarize the process used to select the materials, the district priorities being met by the materials, and the title and publisher information for all materials being adopted.
20. The Supervisor of Instructional Resources will notify all publishers about the selected materials that have been adopted by CCDS.
21. After the approval of materials by the School Board, a parent of a currently enrolled CCDS student or a Clay County resident may file a petition to contest the Board's adoption of a specific instructional material utilizing the approved form [ISS 2-2501](#), which is posted on the Instructional Resources Department page of the District website.
 - a. Objections must be submitted within thirty days of school board approval of the selected materials.

- b. Thirty days after the 30-day period has expired, the School Board must conduct at least one open public hearing on all petitions timely received.
- c. The petitioner will receive written notification of the date and time of the hearing at least seven days prior to the hearing.
- d. The School Board's determination at the end of the hearing is final and not subject to further petition or review.
- a. The district and petitioner shall each be responsible for payment of one-half of the fee of the hearing officer unless the legislature appropriates full funding to the district for this express purpose in the future.

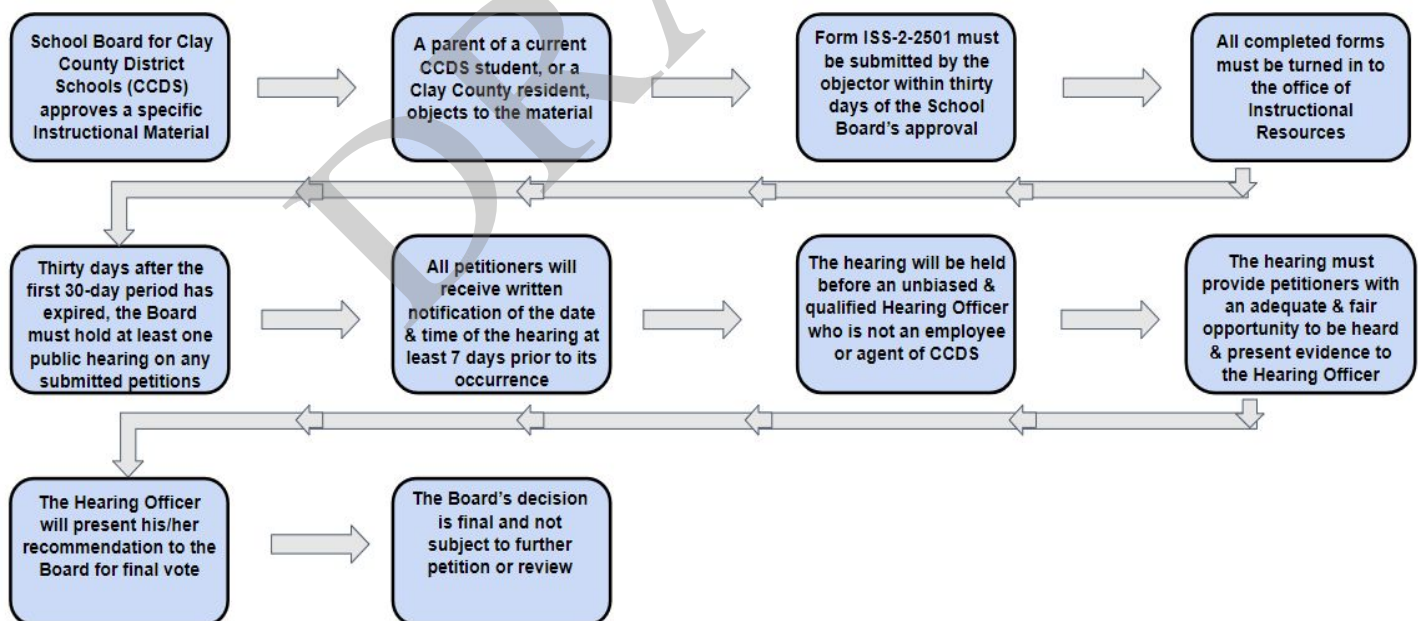
22. The superintendent will notify the FLDOE by April 1 of each year about the state adopted instructional materials that will be requisitioned for use in the district.

23. Please refer to the ~~illustration on the next page~~ Clay County Adoption Process Estimated Timeline which depicts a typical timeline for ~~the Textbook Adoption Process for~~ Clay County District Schools.

~~Please review the following flow chart for the Instructional Materials Challenge Process in Clay County:~~

The following flow chart outlines the Instructional Materials Challenge Process in Clay County:

Instructional Materials Challenge Process for Clay County District Schools



Clay County Adoption Process Estimated Timeline

June	Clay County follows the FLDOE adoption cycle. FLDOE posts a tentative list of publishers' vetted materials for adoption in January. Principals send names of representatives for K-2, 3-5, 6,7,8, and subject areas to
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	<u>form the Pre-Selection Committee. All publishers on the K-12 list are sent an IT survey and an invitation to participate pending IT approval. Electronic samples are requested by the IR Department.</u>
July 1	<u>All publishers and materials under consideration are posted on the IR Department's webpage for the public to view, if received by the required due date.</u>
July	<u>Pre-Selection Committee meets, signs <i>Affidavit of District Instructional Material Reviewers</i>, and narrows down selection to top 2 or 3 choices. All teachers by grade/subject are notified and provided access to standards, Test Specifications (if appropriate), online access to textbook digital samples, and a form to provide feedback. This is voluntary for teachers.</u>
October	<u>District Personnel and the public evaluate all materials being considered. The public is asked to participate through the IR Department's webpage. Publishers may present at a set date. Teacher selections are finalized. Public and teacher comments are compiled and presented to the District Committee (community leaders, principals, district leaders, curriculum specialists, School Board members, parents, and students).</u>
December	<u>Board presentation and public hearing. Publishers and schools notified of selections.</u>
January	<u>Gather needs assessments from campuses and review school improvement plans to determine the professional development needed. Presentation to the Board regarding Instructional Resources implementation and purchase plan. All challenges that reach Hearing Office status are heard.</u>
March	<u>Instructional Resources Department will secure detailed textbook order forms from publishing companies that lists all materials included in the adoption and obtain order forms. Instructional Resources Department will work with the Assistant Superintendent for Curriculum and Instruction and the Instructional Materials Administrators to review growth projections and to plan textbook orders.</u>
May	<u>Digital components of new instructional materials will be tested on portal for compatibility.</u>
May-July	<u>Professional development opportunities for new materials will begin for all teachers.</u>
August	<u>New Materials will have arrived at the school.</u>



Clay County Adoption Process

June	→	Clay County follows the FLDOE adoption cycle. FLDOE posts a tentative list of publishers' materials they vetted for adoption in January. Principals send names of representatives for K-2, 3-5, 6,7,8, and subject areas to form the Pre-Selection Committee. All publishers on K-12 list are sent an IT survey and an invitation to participate pending IT approval. Electronic samples are requested by the IR Department.
July 1	→	All publishers and materials under consideration are posted on the IR Department's webpage for public to view if received by the required due date.
July	→	Pre-Selection Committee meets, signs <i>Affidavit of District Instructional Material Reviewers</i> , and narrows down selections to top 2 to 3 choices. All teachers by grade/subject are then emailed a folder with standards, Test Specifications (if appropriate), online access to textbook digital samples, and a form to provide input. This is all voluntary for all teachers' input.
October	→	District Personnel and public evaluate all materials being considered. The public is asked to participate through the IR Department's webpage. Publishers Present at a set date. Teacher selections finalized. Public and teacher comments compiled and presented to the District Committee (community leaders, principals, district leaders, curriculum specialist, School Board members, parents, and students).
December	→	Board presentation and public hearing. Publishers & schools notified of selections.
January	→	Gather needs assessments from campuses and review school improvement plans to determine the professional development needed. The Instructional Resources Department presents to the Board an Instructional Resource Implementation and Purchase Plan. All Challenges that reach the Hearing Officer status are heard.
March	→	Instructional Resources Department will secure detailed textbook order forms from publishing companies that list all materials included in the adoption and obtain order forms. Content Area Curriculum Specialist will meet with the IMA's to place textbook orders for new adoptions. A preliminary inventory template will also be provided to IMA's for reporting textbook inventory; orders will be placed based on growth projections.
May	→	Digital Components of new instructional materials will be tested on portal for compatibility.
May—July	→	Professional development opportunities for new materials start for all teachers.
August	→	New materials arrive at the school by early August.

FUNDING

Funding for instructional materials is a categorical allocation from the state that is supplemented with district funds in order to ensure each student has access to the major instructional tool for all core classes. Since this funding is categorical it is set aside by the Legislature for the specific purpose of purchasing instructional materials. These funds may not be used on any other types of materials. Each year, the Legislature determines the amount of funding provided to each district based on student projections, materials cost provided by the Florida Department of Education, and the anticipated state revenues. A preliminary allocation is disbursed to each district based on the projections provided by that district, less ten percent holdback in case the projections are miscalculated. These funds are typically awarded to each district in July.

A preliminary allocation is made to each county based on projected enrollment provided by the county. This allotment, less ten percent holdback in case the projections are in error, is sent to the school district during July. These funds are then allocated to purchase adopted materials. These funds may be expended for instructional materials selected from the Florida School Book Depository Catalog for Instructional Materials as well as from other approved sources.

INSTRUCTIONAL RESOURCES INVENTORY AND DISPOSAL GUIDELINES

- ~~1. Textbooks not being used at any given school can be declared surplus at the school level, taking into consideration the six to eight (6-8) year adoption cycle of textbook adoptions for state approved materials.~~
- ~~2. It is the responsibility of the office of Instructional Resources (IR) to prepare a surplus textbook bid for books going off county adoption. The Instructional Materials Administrator will be notified by year-end of procedures to follow for surplus textbooks going off county adoption.~~
- ~~3. For other textbooks to be declared surplus, a Surplus Textbook form MIS 22506 must be completed and forwarded to IR. If any school has a need for the listed surplus books, the administrator of IR will initiate the transfer of said books.~~
- ~~4. If the books are not needed by another school, the administrator of IR declares the books discardable.~~
- ~~5. If the textbooks are discardable, you will be notified by the administrator of IR.~~
- ~~6. At this point, the school must take three steps, listed below, in any order:
 - ~~a. Have a parent giveaway during an Open House and/or PTA meeting and make the discarded books available;~~
 - ~~b. Have a student giveaway in your cafetorium or library;~~
 - ~~c. Give four or less books of one title to your teachers.~~~~
- ~~7. After you have taken all steps outlined above, discard any books in poor condition or books that are more than 10 years old.~~

- ~~8. Send any remaining textbooks to the administrator of IR.~~
- ~~9. IR sells instructional materials to companies that buy obsolete textbooks.~~
- ~~10. The administrator of IR will make the discarded textbooks available to private schools or governmental agencies and will dispose of the remainder of the discarded books.~~

STATE REPORTING

Each superintendent of schools shall notify the Department of Education by April 1st of each year the state-adopted instructional materials that will be requisitioned for use in his or her district. All materials must be aligned to standards. The notification shall include a district plan for instructional materials use to assist in determining if adequate instructional materials have been requisitioned. It is the intent of the Department of Education to simplify to every extent possible the collection of this information. It will be made available to the Florida School Book Depository who will, in turn, share the information with the publishing industry. This will provide the publishing industry with information necessary to print on demand supplies sufficient to fill orders for delivery prior to the fall opening of schools. This notification from superintendents will be directly tied to the adoption schedule approved by the Commissioner.

Information will be solicited from districts to identify: 1) which publisher(s) is selected, and 2) quantities requisitioned in each newly adopted subject area to assure that adequate and current materials are being made available to students and teachers.

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C11 - Professional Learning Catalog 2019-2020

Description

The Professional Learning Catalog identifies the educational training programs offered by the district in order for educational professionals to earn points toward recertification. The state of Florida establishes requirements for these components that must be updated and approved by the school board on an annual basis. The following draft is an update on the components that Clay County District Schools offers its constituents. We have included additional components in areas of reading, ESE, athletics, ESOL, etc. so that all of our professional development offerings are aligned with state regulations.

Gap Analysis

District professional development systems must include a Professional Learning Catalog that identifies the educational training programs, called components of professional learning, that may generate points toward recertification or add-on certification.

Section 1012.98, Florida Statutes, the School Community Professional Development Act, sets forth requirements for educational training programs with further requirements outlined in State Board of Education Rule 6A-5.071, F.A.C. The Professional Learning Catalog shall be updated and approved by the district school boards on an annual basis.

Previous Outcomes

Professional development components have an impact on targeted areas. Effective modules have the capacity to change the instructional and learning environment as well as increase the proficiency of the educator in targeted standards and initiatives.

Expected Outcomes

By including additional components, Clay County District Schools can increase the amount and variety of professional learning opportunities available to its personnel. This increase in offerings will allow for the improvement of instruction, data analysis, learning environment, and interventions to improve overall student achievement.

Strategic Plan Goal

Goal 1- Develop Great Educators and Leaders

Strategy 1.1 Develop a high quality and aligned instructional system.

Initiative 1.1.6 Train all educators and leaders how to use principles of excellent instruction in every school within all curriculum areas.

Strategy- Increase the amount and variety of professional learning opportunities offered to district personnel.

Goal 5- Develop and support great educators, support personnel, and leaders

Strategy 5.2 Provide on-going training and support for teachers, support staff, and leaders

Initiatives 5.2.1 - Develop and design a wide variety of professional learning opportunities for all district personnel

Strategy- Increase the amount and variety of professional learning opportunities offered to district personnel.

Recommendation

Approve the Professional Learning Catalog

Contact

Terry Connor, Chief Academic Officer, 904.336.9405, terrence.connor@myoneclay.net

Financial Impact

\$0

Review Comments

Attachments

[professional-learning-catalog-2019-20.pdf](#)

SCHOOL DISTRICT OF CLAY COUNTY



Master Inservice Plan Professional Learning Catalog

2019 – 2020 8-2019

Addison G. Davis, Superintendent of Schools

Review Date: ~~September 6, 2019~~ July 12, 2019

Discovering Endless Possibilities

Clay County School Board

Janice Kerekes
Carol Studdard
Tina Bullock

District 1
District 2
District 3

Master Inservice Plan Professional Learning Catalog



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Mary Bolla District 4
 Ashley Gilhousen District 5

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RATIONALE

The commitment to a quality philosophy and the development and implementation of school improvement has significantly impacted the focus, content, and delivery of professional development. The School District of Clay County does not see itself as unrelated collections of School Board members, administrators, classroom teachers, support personnel, community groups, and students operating on separate agendas. It is, rather, a collective group of stakeholders pursuing the principles of quality and the school improvement mission of providing "a quality education in a safe, inviting environment so that all students learn and become successful, responsible citizens". Quality principles and school improvement beliefs and goals reflect the importance of ongoing evaluation of processes, shared responsibility, and professional education of all personnel. The Florida legislature recognizes the importance of planning for developing human potential and requires each district to develop a comprehensive ~~master inservice plan~~ [Professional Learning Catalog](#).

MANAGEMENT PROCESSES

Individual schools and District Administration divisions and departments are challenged to incorporate quality principles, research-based instructional strategies and school improvement concepts into their planning and implementation processes. As a result of site-based planning and decision making and the involvement of internal and external stakeholders, professional development must address specific school needs, division and department needs, and community needs and expectations. Data collection becomes a valuable tool to identify common priorities while evaluation and follow up are essential to providing quality professional development experiences.

The responsibility for management of professional development in Clay County Schools lies primarily with the Professional Development Department. The Professional Development Department and the local sites facilitate the planning, delivery, follow-up and evaluation for the training and development experiences for instructional and non- instructional personnel.

Professional development experiences are designed for individuals, teams, departments, and schools to reflect the variation in stakeholder needs. They are delivered on Inservice Days, outside of work day, during the work day, and during the summer. Workshops may be site- based or in a central or other applicable location. Personnel also have access to district online courses and courses at local universities and community colleges.

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All inservice offerings focus on one of the following categories: Florida Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, or parental involvement. Stakeholders may request professional development experiences as identified by a needs assessment and as prioritized funding permits.

Much of the professional development for technical and other support services is administered by the specific departments involved due to varied funding sources, number of personnel, and specialized job knowledge. Departments use internal instructors as well as external consultants and trainers.

Participation

Stakeholders are informed about available opportunities through a district-wide training automated staff development management system, professional development calendar, flyers, announcements in faculty meetings, and electronic notices.

Registration Process

The registration process varies. Potential participants register via the internet by accessing the current automated professional development management system. In some instances, participants are recommended by their immediate supervisor.

Component Information

The ~~Master Inservice Plan~~ [Professional Learning Catalog \(MIP\)](#) contains the available components for use in training school board employees. Components may be written by district employees and submitted to the Professional Development Department for consideration. If it is determined that the need reflected in the new component is not addressed in a component currently in the plan, the Professional Development Department submits the new component to the Clay County School Board for approval. Once the board approves a component, it becomes a part of the [Professional Learning Catalog MIP](#) and can then be offered for component credit.

Component Points

The School District of Clay County offers professional development for certificated and non-certificated personnel. All activities for which inservice (component) points are awarded must be covered by an approved component outlined in the [Professional Learning Catalog MIP](#). Final approval for component point credit will be given by the Professional Development Department.

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One (1) component point is equivalent to one (1) clock hour of participation in a training activity. Any component activity that has a partial hour will be rounded down (3.75 hours/points will become 3). The maximum number of points per day is six (6) for training conducted outside the School District of Clay County.

All personnel involved in a professional development activity are expected to successfully implement newly learned strategies and complete the assigned follow-up activity to demonstrate increased competency on the specific objectives addressed and its impact on student performance. Once evidence of participation and follow-up are completed, points will be awarded.

Instructors of courses that lead to an add-on endorsement may receive inservice points the equivalent of the course hours. Points may only be awarded one time per course.

Each individual is responsible for accessing his/her own personal professional development portfolio to determine the status of his/her progress in working toward certificate renewal and in completing activities in which they are currently enrolled.

College Credit

College credit can be used for the renewal of a certificate by requesting the *College Credit Advisement* form (HR-3-4040) from the Human Resources Department. Approval must be received prior to the first day of class.

Renewing Professional Educator's Certificate

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. Each staff member who wishes to have his/her 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) of that 120 must be credit in teaching students with disabilities.



ESE-SWD (Exceptional Student Education – Students with Disabilities) Credit – Effective July 1, 2014

The Florida State Legislative group approved a new law 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.

One (1) Semester Hour in Teaching SWD (students with disabilities)

- ✓ 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

- Unacceptable ~~MIP (Master Inservice Plan)~~ [Professional Learning Catalog](#) ESE Component Areas
 - ✓ Procedural/Legal Requirements
 - ✓ Working with Aides/Volunteers/Mentors
 - ✓ Gifted Training
- Acceptable ~~MIP (Master Inservice Plan)~~ [Professional Learning Catalog](#) ESE Component Areas
 - ✓ Instructional Strategies
 - ✓ Classroom/Behavior Management

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- ✓ Assessment
- ✓ Curriculum

This requirement may be met through the completion of online and/or face-to-face training opportunities that meet the state requirements listed above. The tracking of this requirement will be included in the district's professional development management system. Certificated staff will be able to know their status toward meeting this requirement at any time by accessing their professional development portfolio.

Administrators will be able to monitor their faculty's progress toward meeting recertification requirements including the ESE-SWD 20-hours of professional development credit.

Descriptions

- Middle Grades Code of conduct training—The district has adopted a Student Code of Conduct that applies to all students in Elementary and Secondary schools. All schools in the district ensure student understanding of the Code of Conduct at the start of the school year. Parents and students are provided an electronic copy of the Code of Conduct, and it is posted on the district website.
- The district provides Career And Professional Education (CAPE) Digital Tool certificates and CAPE Industry certifications through Career and Technical Education courses provided at both the Junior High and High school levels. Junior High students have the opportunity to take Digital Tool certification exams via local school course offerings on an elective basis. High School students complete CAPE Industry certifications via elective Career and Technical Education courses provided at each high school. Teachers are provided inservice locally at the district level and through Perkins PDI (Professional Development Institute).
- The district utilizes Google Apps for Education (G-Suite) throughout the district. All staff/faculty and students in grades 3-12 have Google accounts, and the district has procured Google Chromebooks to aid in the integration of technology in the classroom. Inservices are offered at both the local school and district levels, and the district has made Google certified courses available to teachers to increase their skills and knowledge in integrating technology for learning. In addition, multiple technology tools are available for personalized learning including iReady and Achieve 3000.
- Extended Learning Opportunities for Students—The district has numerous venues to offer extended learning opportunities for students. Some of these include Dual Enrollment, Collegiate High School, Advanced International Certificate of Education (AICE), International Baccalaureate (IB), virtual and blended models of learning through Clay Virtual and Florida Virtual. Students also receive extended learning through programs, electives and clubs in addition to differentiated instruction in the classroom.



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Bankable Points

Per the Florida Department of Education, the only professional development points that can be categorized as “Bankable” are ESOL, Reading and ESE-SWD (Students with Disabilities). The objective and/or focus of the training must relate directly to a curriculum standard for ESOL, Reading or Students with Disabilities.

Reading Credit

- Reading training completed prior to July 1, 1999 cannot be banked.
- A temporary certificate holder who completes bankable inservice points in teaching reading 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.
- A professional certificate holder who completes bankable inservice points in the teaching of reading in excess of the 120 inservice 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, Inservice Coordinators must receive approval from the Supervisor of Elementary Education.

ESOL Credit (English for Speakers of Other Languages)

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

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

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

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Schools of Excellence—Professional Certificate Renewal Credit

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

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

Per the Florida Department of Education, “Each certified individual employed at a designated School of Excellence may be awarded twenty (20) inservice points for the 2017-2018 school year. If the school maintains the three-year designation as a School of Excellence, each certified individual employed at the school during the respective designation years can earn another twenty (20) inservice points for the 2018-2019 school year and an additional twenty (20) inservice points for the 2019-2020 school year.”

“An individual who changes employment only earns credit for a year of employment at a School of Excellence if s/he 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)

Procedure for Updating [Professional Learning Catalog](#) ~~MIP~~

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Revisions for the ~~MIP~~ [PROFESSIONAL LEARNING CATALOG](#) are approved by the Clay County School Board with input from various sources. Some examples are listed below.

- Participant evaluations of professional education experiences
- A review of existing components by component authors
- Program evaluations
- Legislative, Department of Education, School Improvement and district expectations

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PROFESSIONAL DEVELOPMENT SYSTEMS

Planning

The most significant aspect of a district-wide professional development system is planning. Professional development must include scientifically research-based opportunities that align with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning. Within the planning process, the areas of needs assessment, developing a plan, addressing content learning and ensuring that trainers are highly skilled are imperative for success. The primary focus for training falls in one or more of the following categories: Florida State Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, or family involvement.

To determine and plan for the professional development teachers need to improve student performance, the academic progress of our students must be evaluated. A formal needs assessment survey is presented (annually) to all faculty members. The needs assessment process is composed of six steps.

- Identify data sources
- Identify data collection methods
- Educate participants to the purpose of the process
- Collect data
- Analyze data and establish priorities
- Consider implications of the data

A description of each follows:

1. **Identify Data Sources**—Multiple data sources are used to assess the professional development needs of faculty members:
 - Classroom disaggregated student achievement data by content area and skills
 - District assessments
 - State assessments
 - School Improvement Plans
 - Annual performance appraisal data for teachers and administrators
 - Annual school reports
 - District plans for professional development
 - District strategic plans
 - K-12 Reading Plan
 - District Technology Plan

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- o Feedback from teachers, administrators, Professional Development Advisory Council members, and curriculum specialists
- o Professional Development Department staff regarding requests for service from schools and departments/divisions
- o Clay County Education Association (CCEA)
- o Clay Educational Staff Professional Association (CESPA)

2. Identify Data Collection Methods

- o Review student achievement data
- o Learning Target Plans
- o Personal interviews
- o Professional Development needs assessment survey completed and returned to the Professional Development Department
- o Review of teacher and administrator performance appraisals and school reports

3. Educate Participants to Purpose of the Process

Participants are oriented to the needs assessment process. They are given instructions for completing the needs assessment survey. They are also given instructions in the methods that should be used to identify their professional development needs.

4. Collect Data

Data collection methods are as follows:

- o *Review Student Achievement Data*
Faculty members are asked to review classroom disaggregated student achievement data in conjunction with district assessments, state assessments, school reports, and School Improvement Plans to identify professional development needs for increased student performance.
- o *Learning Target Plans*
Learning Target Plans are reviewed for unmet professional development needs.
- o *Personal Interviews*
Professional development needs are identified by collegial conversations between teachers, administrators, and the Professional Development Department.
- o *Professional Development Needs Assessment Survey*



A needs assessment survey is sent to all employees on an annual basis to determine teacher, administrator, and support employees professional development needs.

- o *Teacher and Administrator Performance Appraisals*
Performance appraisals for teachers and administrators are reviewed in the process for determining the district wide professional development needs for improving student performance.

5. Analyze Data and Establish Priorities

The Professional Development Department, along with other departments in the district, analyzes the data collected and establishes the training priorities for the district.

Delivery

The delivery of professional development opportunities will focus on relevance, learning strategies, continuous training, technology usage, time resources, funding resources, coordinated records, leadership and growing the organization. To ensure relevance of professional development, evaluations completed by participants will be reviewed for similarity between identified needs and delivery.

The most effective means for enforcing newly learned strategies are modeling, practice and feedback. These most often take place through participation in professional learning communities. Instructors and/or facilitators are requested to model the techniques they are presenting in the same way a teacher would use them in the classroom. The opportunity for practice is an invaluable teaching method for ensuring mastery. Facilitators are also encouraged to allow opportunities for feedback once participants have implemented the new strategy into their classroom.

Sustained or continuous professional learning is the best tool for reinforcing skills and knowledge that are new. Multiple sessions over an extended period of time allows for implementation and feedback and gives participants the opportunity for collegial conversations to discuss the implementation results.

Many different forms of technology are used in providing training. They include, but are not limited to, online PD resources, Learning Management Systems, presentation software programs, videos, and educational software programs.

One of the most significant elements in providing professional development is having the time available for delivery of training. Professional development is provided before, during and after the school day, on the weekends, during summer and during pre- and post-planning.

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Funding for professional development is based on the district's FTE. Other funding may be provided through grants and state and federal funds designated for teacher growth.

Easy access to coordinated records on received professional development is provided by an automated staff development management system. All certificated personnel are able to view their professional development portfolio to determine their progress toward certificate renewal. School administrators can also view the portfolios of their faculty members to ensure certificated personnel are on track with keeping their certificate renewed.

A commitment to professional development is a primary focus when implementing district-wide initiatives to improve student performance. Change is always linked to improved student performance. Professional development is the best tool to use in dealing with change. The administrative staff is the catalyst in promoting change and in mentoring those who aspire to become leaders.

Follow-up

Effective professional development cannot happen without the transfer of newly learned skills/knowledge into the classroom. If professional development is to have a positive impact on student performance, it must be implemented. For this reason, all inservice opportunities will have a follow-up activity. Follow-up activities will be determined by the facilitator. Inservice points will not be awarded until follow-up has been successfully completed.

For teachers to be successful in the implementation of new strategies, it is important for coaching and mentoring to take place. Administrators and professional development facilitators are encouraged to be available for consultation and feedback after training takes place. They are also encouraged to provide web-based resources, including email correspondence, for additional information and assistance. If training is initiated at the school level, the Inservice Coordinator at that school is responsible for ensuring follow-up takes place. If training is initiated at the district level, the facilitator will coordinate the follow-up activity(ies) and ensure consistency throughout the district.

Evaluation

The most important aspect of an effective professional development system is evaluation. The only way to determine if a professional development activity has been implemented and if it is effective or ineffective is to conduct an evaluation to

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determine if there has been transfer into the classroom. If transfer into the classroom has taken place, it should be documented by tracking student change. Tracking student change can be done in many different ways. Some methods for tracking student change are: standardized achievement tests, district achievement tests, teacher-constructed tests, action research, performance checklists, and student portfolios.

The results of professional development evaluations are used in planning for the subsequent years' professional learning activities. They are also used to eliminate ineffective training that does not have a positive impact on student performance.

The legislature requires all districts to document expenditures for professional development resources in the following categories: Florida State Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

Participant Follow-up

- Each participant will submit evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
- The evidence may be on-line and must be submitted to the Professional Development Facilitator for each activity.
- Each participant will submit to the Professional Development Facilitator documentary evidence of implementation for each of the related activities completed by the participant.

Program Evaluation

Program evaluation asks the fundamental question, "Is professional education in our district effectively meeting the needs of our organization and its employees?" This requires knowing stakeholder expectations and gauging them against our organizational purpose, the Professional Development mission, and the effectiveness of systems support. Program evaluation makes extensive use of existing data as well as the collection of new data through surveys, interviews, and focus groups. Program evaluation is the responsibility of the Professional Development Department.



Reporting

Evaluation data is reported in the following ways:

- **Participation Evaluation**
Results are used by the provider and coordinator of the professional development offering and are reported to the district for individual sessions. This data is most useful when combined with other participant evaluations to help evaluate a component.
- **Component Evaluation**
Results of all component evaluations are reported to the Professional Development Department. This data is reviewed and used to assess the effectiveness of individual components.
- **Program Evaluation**
The School District of Clay County has a process for program evaluation. Data will be compiled and the results will be reported to all schools, departments, and the Professional Development Department.

Tracking changes in educator practice is documented in one or more of the following methods: reflection logs, student assessments, professional learning community team logs, results documented in collaborative learning activities examining educator practice and work samples, learning walks, peer visits, and/or professional portfolios.

Major professional learning initiatives at both the school level and district level will be documented and evaluated using the Professional Development Evaluation form. This form is completed by participants and submitted to the Professional Development Department. The facilitator is asked to summarize the planning, implementation, follow-up, and evaluation of the training. They are also asked to provide input into how the evaluation of this training can be used in future professional learning initiatives. This document is used in planning future



professional learning opportunities. This information is also used to fine-tune or discontinue ineffective professional learning.

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Evaluation Matrix

An organization that expects to improve must systematically collect data to monitor and determine the effectiveness and appropriateness of its actions. Consequently, professional education services are continually evaluated by customers and suppliers. Three evaluation types are listed below.

Evaluation Type	Description	Data Sources	Collection Methods	Responsible
Participant evaluation	Were skills, attitude, knowledge increased? Were activities effective?	Participants	Surveys, evaluations, interviews	Consultant, Program Administrator, Prof. Dev. Facilitators
Component Evaluation	Were activities beneficial? Were participants and presenters satisfied?	Participants, presenters	Component Evaluation, surveys, interviews	Consultants, Program Administrators, Professional Development Facilitators
Program Evaluation	Was the overall plan for professional education effective?	Mission, goals, needs, assessment, evaluations, surveys	Surveys, review existing data	Professional Development Department



ADDENDUM

~~Master Inservice Plan~~ Professional Learning Catalog (MIP) Addendum

The ~~Professional Learning Catalog 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 ~~Professional Learning Catalog 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	New Leaders <u>Level II Principalship Certification</u> The New Teacher Project (TNTP) Novice Principals 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:

Program	Location & 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: Kathleen Moeller <u>Jamie Iannone, Director</u> Supervisor , Professional Development
<u>Level II Principalship Certification</u> <u>Aspiring APs Program</u> New Leaders The New Teacher Project (TNTP) Novice Principals Aspiring APs Program	Contact: Kathleen Moeller, Director <u>Jamie Iannone, Supervisor</u> Professional Development

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Course work	Human Resources Division Contact: Brenda Troutman, Director, Instructional Personnel
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TRAINING COMPONENTS

Teaching Students with Disabilities Component

State Identifier: 2-100-011 Effective 7/1/2014

Component Title: Teaching Students with Disabilities Professional Development

Inservice Points: 20

Certification Areas: All

General Objectives:

Participants will be able to:

- Define and identify the federal and state requirements for identification and provision of services to students with disabilities.
- Compare and contrast development and characteristics of students with disabilities to non-disabled peers.
- Identify strategies for differentiating, adapting and providing accommodations in the classroom for students with disabilities.
- Identify instructional methods for integrating instruction in the classroom.

Specific Objectives:

1. Identify state and federal legislation that has affected the education of students with disabilities.
2. Identify the six principles of the Individuals with Disabilities Education Act (IDEA).
3. Recognize the sequence in the exceptional education process from referral to reevaluation.
4. Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected.
5. Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.
6. Compare and contrast the classifications and eligibility criteria established under IDEA and in the Florida State Board of Education rules.
7. Identify models of support for assisting students with disabilities in accessing the general education curricula.
8. Identify the guidelines of differentiated instruction used to maximize achievement for all students.
9. Identify the principles and guidelines to eliminate barriers to learning.
10. Explore how specially designed instruction for students with disabilities is related to instruction.
11. Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
12. Identify ongoing informal assessment techniques for adjusting instruction.
13. Identify instructional tools and adjustments that can be used to support a differentiated learning environment to accommodate individual learner needs.



Activities may include:

1. Completion of all learning activities.
2. Review references and resources provided by facilitator/instructor.
3. Identify key terms associated with the exceptional students with disabilities
4. Demonstrate an understanding of the steps involved in the exceptional education process.
5. Demonstrate an understanding of strategies for differentiating and adapting instruction.
6. Acquire skills in instructional methods for integrating instruction in the classroom.
7. Demonstrate 80% mastery of course objectives.

Participant Follow-up:

Following successful completion of the training, participants must complete all required follow-up activities assigned.

Facilitator Component Evaluation:

1. Each facilitator will collect documentary evidence of follow-up from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.



Administrator Components

State Identifier: 7-507-016 Effective: 7.1.2010

Component Title: Administrator Development

Inservice Points: 3-120

Certification Areas: All

General Objectives:

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants 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.

Participants will also be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Understand and apply the Florida Principal Standards.
2. Develop knowledge of the research done on identifying effective teacher strategies in order to become certified in the evaluation process.
3. Develop and demonstrate knowledge of the Clay County Assessment System (CAS).
4. Demonstrate knowledge of research and competency development through preparation and presentation of inservice components.
5. Identify, develop, and implement appropriate use of computers and other technologies for instruction and management.
6. Develop knowledge and application of the Florida Standards.
7. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.
8. Establish and oversee professional learning communities based upon individual needs identified in student assessment data.

Activities may include:

1. Participating in or developing research-based workshops, on-site visitations/demonstrations (including technology), videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), collaborative learning walks, lectures and role-playing that will enhance the development of administrators and staff.



2. Participating in and implementing distance learning administrative activities.
3. Participating in training to understand and apply the Florida Principal Standards.
4. Preparing a portfolio for the HRMD Leadership Development Program.
5. Participating in training and demonstrating the ability to use formative, summative, and benchmark data through observation, diagnostic skills, analyses of the data, and providing appropriate feedback to teachers.
6. Demonstrating knowledge of and applying appropriate procedures for implementing the CAS (Clay Assessment System)
7. Participating in training on C.E.T. (Clinical Educator Training) that will enhance knowledge of interpersonal communication skills, effective supervisory responses, instructional diagnostic instruments, recording anecdotal data, techniques in interactive data, steps of the clinical supervision model, and procedures for conducting pre- and post-observation conferences.
8. Participating in training of Principal Perceiver Interviews and implementing use of the instrument.
9. Participating in and implementing Professional Development Plan training through the S.P.R.I.N.T. (Supervisors of Pre-Intern Teachers) office.
10. Participating in and implementing strategies through collegial conversations between and among schools through the Crown Consortium, Florida Leaders.net, SREB (Southern Regional Education Board), and PEP (Professional Enhancement Program) programs to enhance instructional leadership qualities among administrative staff.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve teacher performance/student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than last day for teachers of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each activity completed by the participant.



Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of teacher performance/student achievement in reading, writing, science, and/or math to the Professional Development Office.

State Identifier: 7-512-001 Effective: 7.1.2010

Component Title: Instructional Leadership

Inservice Points: 3-120

Certification Area(s):

General Objectives:

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective classrooms at all grade levels. It will also enable administrators to recognize and evaluate research-based instructional strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more student-centered learning environment.

Participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Demonstrate knowledge of effective implementation of School Improvement plans at the local school/district levels including the purpose and oversight of the Learning Target Plans.
2. Develop knowledge of first year school advisory council members and/or chairpersons in the effective implementation of the school improvement planning process at the local school and district level as it pertains to State Educational Goals, Section 9, 229.591, Florida Statutes.
3. Develop knowledge of the evaluative self-study and purposes and procedures of the AdvancEd external five year review.
4. Demonstrate knowledge of the accreditation process for planned improvements.
5. Demonstrate knowledge and effective implementation of the Florida Continuous Improvement Model
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.
7. Demonstrate knowledge, participation and effective implementation in the Multi-Tiered System of Support.



8. Establish and oversee professional learning communities for instructional staff based upon individual needs identified in student assessment data.

Activities may include:

1. Developing and implementing strategies to meet objectives of the school improvement plan model.
2. Developing knowledge and skill in identifying measurable outcomes for specific goals while developing, implementing, and assessing adequate progress according to the school improvement plan model.
3. Participating in the monitoring and evaluation of current school/district improvement plans including the K-12 Reading Plan.
4. Developing and implementing professional learning communities, lesson study/design groups, and action research to develop practical strategies for data collection and analysis.
5. Demonstrating knowledge of the AdvanceEd evaluation manual to acquire the ability to interpret policies, practices, and standards and evaluate the status of the school.
6. Increasing knowledge of the practical role of the School Advisory Council in advancing student achievement.
7. Demonstrating the ability to deal with interpersonal processes, such as collaboration, conflict management, problem solving and decision making that accompany change efforts.
8. Acquiring knowledge in the development of a variety of valid needs assessments so that the goals and objectives of the school improvement plan will reflect those assessments.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant will submit to the PDF documentary evidence of school-wide student achievement in reading, writing, science, and/or math skills.

Facilitator Component Evaluation:

1. Each facilitator will collect documentary evidence of follow-up from each participant.



2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

DRAFT



State Identifier: 1-000-001 Effective 7.1.2010
Component Title: Learning With Art (Visual)
Inservice Points: 3-120
Certification Area(s): All

General Objectives:

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, 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.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in art.
2. Describe the process used to select textbooks for adoption in art.
3. Demonstrate knowledge of current copyright procedures and policies in art.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in art.
6. Develop and implement techniques that will teach students how to analyze information in art.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities 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 art textbook adoption committee to insure alignment with the Florida Standards and the Next Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing an artworks copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional

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learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing pertaining to art in school.

5. Participating in distance learning arts activities, such as those programs offered by the Cummer Museum of Art or the Appleton Museum of Art and implementing those activities in the classroom.
6. Developing and implementing a community art awareness program.
7. Developing and implementing cross-curricula art lessons.
8. Developing and implementing an art-in-the-home program involving parents and children in the arts.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

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State Identifier: 1-004-001 Effective: 7.1.2010
Component Title: Foreign Language Learning
Inservice Points: 3-120
Certification Area(s): Foreign Language

General Objectives:

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, 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.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in foreign languages.
2. Describe the process used to select textbooks for adoption in foreign languages.
3. Demonstrate knowledge of current copyright procedures and policies in foreign languages.
4. Demonstrate competencies related to cooperative consultations and planning among regular education and exceptional student education staff members.
5. Develop knowledge and implement techniques for motivating students in foreign languages.
6. Develop and implement techniques that will teach students how to learn, use, and analyze information in foreign languages.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

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1. Participating in professional learning communities that reflect on 21st century skills that could be taught in Foreign Language to advance student learning.
2. Serving on District or State foreign language textbook adoption committee to insure alignment with Florida Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a foreign language copyright presentation.
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), lectures or role-playing, and action research.
5. Participating in and implementing district/school curriculum articulation in foreign language grades K-12.
6. Developing, participating in, and implementing in the production of materials to be used in foreign language to align with the FL Standards and NGSSS.
7. Participating in and implementing distance learning foreign language activities.
8. Developing, participating in and implementing cross-curricula foreign language lessons.
9. Reviewing, analyzing and identifying research related to ways to integrate foreign language through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the related activities completed by the participant.



Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-407-001 Effective: 7.1.2010

Component Title: Information Literacy

Inservice Points: 3-120

Certification Area(s): All

General Objective:

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.

Participants will also be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in information literacy.
2. Describe the process used to select materials for the media center.
3. Demonstrate knowledge of current copyright procedures and policies.
4. Demonstrate competencies related to cooperative consultations and planning between regular education, media, technology, and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in library media/information literacy.
6. Develop and implement techniques that will teach students how to analyze information.



7. Acquire skills in motivating students to become avid and enthusiastic readers.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught using information literacy to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.
5. Participating in and implementing distance learning activities.
6. Developing (through collaboration with classroom teachers), participating in, and implementing cross-curricula information literacy lessons.
7. Demonstrating knowledge of and skills in library/media programs and instructional resources.
8. Using interlibrary loan services through various providers.
9. Identifying and using services and training available through distance learning.
10. Demonstrating the ability to operate and maintain audiovisual materials and equipment.
11. Demonstrating ethical behavior in regard to information and information technology.
12. Developing and describing strategies to encourage students to read age-appropriate literature.
13. Participating in the selection of research-based adolescent and/or children's literature within the field of general education or a specific content area.
14. Identifying ways to monitor student progress as competent and motivated readers.
15. Developing and describing collaborative strategies to assist and encourage classroom teachers in introducing specific titles/resources to their students.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective



logs/journals, newspaper stories, and PowerPoint or multimedia presentations.

2. The evidence may be on disk, on-line, or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



State Identifier: 1-008-002 Effective: 7.1.2010
Component Title: Learning with ELA (English Language Arts)
Inservice Points: 3-120
Certification Area(s): All

General Objective:

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.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in English Language Arts.
2. Describe the process used to select textbooks for adoption in English Language Arts.



3. Demonstrate knowledge of current copyright procedures and policies in ELA.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in language arts.
6. Develop and implement techniques that will teach students how to analyze information in ELA.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on student-centered strategies and skills that could be taught using literacy strategies to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with Florida State Standards.
3. Developing, participating in, and implementing an ELA copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, and role-playing.
5. Participating in and implementing distance learning English Language Arts activities.
6. Developing, participating in, and implementing cross-curricula English Language Arts lessons.
7. Reviewing, analyzing, and identifying research related to ways to integrate language arts through the other content areas.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Developing and implementing a parent awareness program describing the advantages of integrated language arts instruction across the content areas.
10. Developing and implementing appropriate language arts teaching strategies.
11. Creating thematic units that integrate English Language Arts with the other content areas.
12. Developing an understanding of and techniques for implementing the Collaborative Classroom principles.
13. Developing, describing, and implementing strategies to encourage students to read and discuss age-appropriate literature.



14. Identifying and implementing ways to monitor student progress as competent and motivated readers.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the language arts related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-009-001 Effective: 7.1.2010

Component Title: Learning with Mathematics

Inservice Points: 3-120

Certification Area(s): All

General Objectives:

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.

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Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in math.
2. Describe the process used to select textbooks for adoption in math.
3. Demonstrate knowledge of current copyright procedures and policies in math.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in math.
6. Develop and implement techniques that will teach students how to analyze formative, summative, and benchmark assessment data.
7. Develop knowledge and effective implementation of the Response to Intervention (RtI) process.
8. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century strategies and skills that could be taught in mathematics advance student learning.
2. Serving on District or State math textbook adoption committee to insure alignment with the Florida State Standards.
3. Developing, participating in, and implementing a math copyright presentation.
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), lectures, role-playing, or action research.
5. Participating in and implementing district/school curriculum articulation in mathematics grades K-12.
6. Developing, participating in, and implementing materials to be used in math to align with the Florida State Standards.
7. Participating in and implementing distance learning math activities.
8. Developing, participating in, and implementing cross-curricula math lessons.
9. Reviewing, analyzing, and identifying research related to ways to integrate math through the other content areas.



Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Uoneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the mathematics related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-011-001 Effective: 7.1.2010

Component Title: Learning Through Physical Education

Inservice Points: 3-120

Certification Area(s): All

General Objectives:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning

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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.

Specific Objectives:

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.
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.

Activities 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.
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.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-012-001 Effective: 7.1.2010

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Component Title: Pre-Kindergarten
Inservice Points: 3-60
Certification Area(s): Pre-K, to include ESE Pre-K

General Objectives:

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 the pre-kindergarten level. 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.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in pre-kindergarten elementary school.
2. Describe the process used to select textbooks for adoption in specific content areas.
3. Demonstrate knowledge of current copyright procedures and policies in pre-kindergarten elementary education.
4. Demonstrate competencies related to cooperative consultations and planning between regular pre-kindergarten education and pre-kindergarten exceptional student education staffs.
5. Develop knowledge in and implement techniques for motivating students in pre-kindergarten elementary classrooms.
6. Develop and implement techniques that will teach students how to analyze information in pre-kindergarten elementary situations.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught at the preK, K level to advance student learning.
2. Serving on District or State pre-kindergarten textbook adoption committee to insure alignment with Florida State Standards.
3. Participating in and implementing distance learning Pre-kindergarten activities.



4. Participating in or developing a pre-kindergarten elementary copyright presentation.
5. Participating in or developing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance elementary learning.
6. Developing and implementing Pre-Kindergarten curriculum.
7. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
8. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading and writing.
9. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading, and writing.
10. Developing and implementing evaluation techniques of students and programs.
11. Developing and implementing key experiences and activities that advance the cognitive development within the classroom.
12. Develop skills in identifying the characteristics of a developmentally appropriate and cognitively oriented pre-kindergarten curriculum to include establishing a daily routine and arranging and equipping a pre-kindergarten classroom to maximize learning opportunities.
13. Develop and implement knowledge and skills of child safety and first aid.
14. Develop knowledge of the problems children face (child abuse, cocaine babies) as these problems relate to learning.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.



Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: ~~Master Inservice Plan~~[Professional Learning Catalog](#) Committee, October 2009

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State Identifier: 1-013-008 Effective: 7.1.2010
Component Title: Learning With Reading
Inservice Points: 3-120 (Bankable when district approved)
Certification Area(s): All

General Objective:

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.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in reading.
2. Describe the process used to select textbooks for adoption in reading.
3. Demonstrate knowledge of current copyright procedures and policies in reading.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in reading.
6. Develop and implement techniques that will teach students how to analyze student data from formative, summative, and benchmark assessments.
7. Develop knowledge and effective implementation of the MTSS process.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in reading to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with the Florida State Standards.



3. Developing, participating in, and implementing a reading copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.
5. Developing the skills necessary to implement student-centered, collaborative research-based reading programs,
6. Participating in training provided for reading tutors and coaches.
7. Participating in and implementing distance learning reading activities.
8. Developing, participating in, and implementing cross-curricula reading lessons.
9. Reviewing, analyzing, and identifying research related to ways to integrate Reading through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



State Identifier: 1-015-001 Effective: 7.1.2010
Component Title: Learning with Science
Inservice Points: 3-120
Certification Area(s): All

General Objectives:

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 student-centered collaborative learning environment. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in science.
2. Describe the process used to select textbooks for adoption in science.
3. Demonstrate knowledge of current copyright procedures and policies in science.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in science using strategies such as Argument Driven Inquiry (ADI).
6. Develop and implement techniques that will teach students how to analyze student data from formative, summative, and benchmark assessments.
7. Develop knowledge and effective implementation of the MTSS process.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:



1. Participate in and implement science safety standards procedures (all grades).
2. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in science to advance student learning.
3. Serving on District or State science textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
4. Developing, participating in, and implementing a science copyright presentation.
5. Developing, participating in, and implementing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and/or role-playing, and action research.
6. Participating in and implementing district/school curriculum articulation in science grades K-12.
7. Developing, participating in, and implementing in the production of materials to be used in science to align with the Next Generation Sunshine State Standards (NGSSS).
8. Developing, participating in, and implementing in the production of materials to be used in science that align with the NGSSS.
9. Participating in and implementing distance learning science activities.
10. Developing, participating in, and implementing cross-curricula science lessons and labs.
11. Reviewing, analyzing and identifying research related to ways to integrate science through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.



Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-016-001 Effective: 7.1.2010

Component Title: Social Sciences Learning

Inservice Points: 3-120

Certification Area(s): All

General Objective:

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.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in social sciences.
2. Describe the process used to select textbooks for adoption in social sciences.
3. Demonstrate knowledge of current copyright procedures and policies in social sciences.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in social sciences.



6. Develop and implement techniques that will teach students how to analyze information in social sciences.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in social sciences to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with the Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a social sciences copyright presentation.
4. Developing, participating in, and implementing workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, and role-playing.
5. Participating in and implementing distance learning social sciences activities.
6. Identifying and implementing research-based practices to enhance student learning in social sciences.
7. Developing knowledge of and implementing techniques for motivating students in social sciences.
8. Developing, participating in, and implementing techniques that will teach students how to analyze information in social sciences.
9. Developing, participating in, and implementing networks for communicating with others in the state and country on innovative strategies for teaching social sciences.
10. Developing, participating in, and implementing appropriate social sciences teaching strategies.
11. Reviewing, analyzing, and implementing test instruments appropriate for social sciences evaluation.
12. Developing and implementing methods to incorporate reading in the content area of social sciences.
13. Developing and implementing thematic units that integrate social sciences with reading and language arts skills.
14. Updating knowledge in content area of social sciences.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve

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student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.

2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Uoneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



State Identifier: 3-003-003 Effective: 7.1.2010
Component Title: Computer Science/Technology Education
Inservice Points: 3-120
Certification Area(s): All

General Objectives:

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 using technology education tools. It will also enable administrators to recognize and evaluate effective use of technology in the classroom.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment utilizing technology. Administrator participants will be able to recognize and evaluate effective research-based technology education tools/programs.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning through computer science and technology.
2. Demonstrate knowledge of current copyright procedures and policies regarding computer use in courses.
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 staffs.
5. Develop knowledge and implement techniques for motivating students to use computers and technology in their studies.
6. Develop and implement techniques that will teach students how to analyze information gained through technology use.
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.

Activities may include:

1. Participating in or developing a computer/technology copyright presentation.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper



paperwork is submitted), lectures, or role-playing that will enhance the use of computer software and hardware.

3. Demonstrating the ability to use technology equipment and to define the personnel involved in producing a video that enhances student learning.
4. Demonstrating the ability to devise and implement assignments that use multimedia (the melding of multi-media) to enhance student learning.
5. Developing classroom websites that encourage involvement in the classroom.
6. Demonstrating the ability to devise and implement programs for classroom management as well as programs for classroom lessons that indicate a restructuring of the lecture-oriented classroom to a more student-centered one.
7. Demonstrating the ability to use textbook-related technology to enhance student learning.
8. Demonstrating the ability to implement and maintain a successful TCP/IP network.
9. Demonstrating the ability to explain and employ administrative automated information management systems.
10. Identifying and using services and training available through distance learning.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the technology related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.



2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: [Master Inservice Plan](#)[Professional Learning Catalog](#) Committee, October 2009

State Identifier: 3-007-005 Effective 7/1/2010

Component Title: Technology - Integration into the Curriculum

Inservice Points: 3-120

Certification Area(s): All

General Objectives:

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 by integrating technology into the curriculum. It will also enable administrators to recognize and evaluate effective use of technology systems.

Upon successful completion of the components, 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 technology strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning through technology integration.
2. Demonstrate knowledge of current copyright procedures and policies regarding technology use in courses.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students to use technology in their studies.
6. Develop and implement techniques that will teach students how to analyze information gained through technology use.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Develop skills and implement techniques that will teach students how to effectively utilize online collaboration programs, systems, or applications.

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9. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in or developing a technology copyright presentation.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance the integration of technology in the instructional setting.
3. Demonstrating the ability to incorporate diverse software programs to enhance student learning.
4. Demonstrating the ability to devise and implement assignments that use multimedia (the melding of multi-media) to enhance student learning.
5. Demonstrating the ability to devise and implement programs for classroom management as well as programs for classroom lessons that indicate a restructuring of the lecture-oriented classroom to a more student-centered one.
6. Demonstrating the ability to devise and implement strategies for and lessons involving the use of adaptive software and hardware to enhance student learning.
7. Demonstrating the ability to devise and implement the adaptation of a traditional unit of study into an on-line unit of study through an interactive website.
8. Demonstrating the ability to use textbook-related technology to enhance student learning.
9. Demonstrate the ability to design lessons and activities that involve (incorporate) online student collaboration through the use of blog's, wiki's, and social networking.
10. Identifying and using services and training available through distance learning.
11. Developing classroom websites that encourage family involvement in the classroom.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This



evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.

3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the technology related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



State Identifier: 1-017-001 Effective: 7.1.2010
Component Title: Learning through Writing
Inservice Points: 3-120
Certification Area(s): All

General Objective:

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 student-centered learning environment.

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in writing.
2. Demonstrate knowledge of current copyright procedures and policies.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
4. Develop knowledge and implement techniques for motivating students in writing and improvement of student writing skills.
5. Develop and implement techniques that will teach students how to analyze information in writing.
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in writing to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with the Florida Standards.
3. Developing, participating in, and implementing a writing copyright presentation.
4. Developing, participating in, and implementing workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.

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5. Participating in and implementing distance learning writing activities.
6. Developing, participating in, and implementing cross-curricula writing lessons.
7. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
8. Developing lessons and activities to be used in writing instruction throughout the school day.
9. Identifying ways to monitor student progress and assess student performance in writing.
10. Identifying ways to teach students how to assess and reflect on their own writing.
11. Modeling a variety of techniques for pre-writing, drafting, revising, and editing student writing.
12. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
13. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

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Additional Components

State Identifier: 6-414-002 Effective: 7.1.2010

Component Title: Basic Life Saving Training

Inservice Points: 3-120

Certification Area(s): Content for all areas

General Objective(s):

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.

Specific Objective(s):

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.

Activities:



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.

Participant Evaluation:

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.

Component Evaluation:

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.

Organization Information:

Submitted: [Master Inservice Plan](#) [Professional Learning Catalog](#) Committee, October, 2009



State Identifier: 5-404-003 Effective: 7.1.2010
Component Title: Classroom Management
Inservice Points: 3-120
Certification Area(s): Content for all areas

General Objective(s):

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all levels. This component will enable administrators to recognize and evaluate effective classroom management strategies.

Upon successful completion of the component, all participants will be able to implement classroom management strategies that will create an atmosphere allowing for effective learning to take place. Administrators will be able to recognize and evaluate effective research-based classroom management strategies.

Specific Objectives:

1. Demonstrate knowledge of the skills of high performing teachers such as organization, questioning techniques, effective presentations, developing and administering assessments, conferencing with parents, teaching/learning styles, multiple intelligences, the difference between concepts, academic rules, value knowledge, laws and law-like, Learning Target Plans, and Professional Development Plans.
2. Demonstrate knowledge of productive group work, cooperative learning and group work.
3. Develop and implement classroom management concepts and techniques.
4. Develop knowledge of high -risk student characteristics and research-based instructional strategies designed to meet their needs.
5. Develop a variety of strategies for improving behavior management including cognitive and empirical approaches.
6. Develop and implement knowledge of cooperative discipline.



7. Demonstrate skills in teaching students from varied cultures.
8. Research and implement proven strategies for motivating students.
9. Develop and implement knowledge and skills of the MTSS process.
10. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities:

1. Developing and participating in research-based workshops, on-site visitation/demonstrations (including technology), videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the implementation of effective classroom management, instructional strategies, and cooperative learning.
2. Participating in professional learning communities that reflect on 21st century skills and classroom management strategies that could be implemented to advance student learning.
3. Developing, participating in, and implementing procedures for reducing restrictions in a student's optimal learning environment including CHAMPS (Conversation Help Activity Movement Participation System) training.
4. Developing, participating in, and implementing consequences designed to reduce the occurrence of behaviors that warrant a suspension or expelling in accordance with the Clay County School Board policies.
5. Developing, participating in, and implementing classroom management procedures that will integrate the affective curriculum with academics that will enhance students' learning environment.
6. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
8. Develop and implement a behavior management system appropriate for use with high risk students.
9. Develop and implement techniques for individualizing instruction for specific high risk students.
10. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This



evidence will be returned to the participant follow the submission of the Professional Development Follow-up Form.

3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: [Master Inservice Plan Professional Learning Catalog](#) Committee, October, 2009



State Identifier: 4-401-002 Effective: 7.1.2010
Component Title: Data Analysis/Assessment
Inservice Points: 3-120
Certification Area(s): All

General Objectives:

The purpose of this component is to enable participants to increase knowledge and acquire skills in data analysis and assessment methods and systems 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 data analysis and assessment methods.

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 research-based data analysis and assessment tools and techniques that can be used to identify student instructional needs.

Specific Objectives:

1. Identify and implement research-based practices/assessments to enhance student learning.
2. Demonstrate knowledge of current data analysis/assessment procedures and policies.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
4. Develop and implement techniques that will teach students how to analyze information and their own assessment data.
5. Demonstrate knowledge and understanding of rubrics, portfolios, effective alternative assessments, disaggregation and interpretation of student data, and formal and informal assessment strategies/techniques.
6. Develop and implement knowledge and skills of the MTSS process.
7. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. 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), lectures, or role-playing pertaining to data analysis or assessments in school.



2. Participating in distance learning data analysis and/or assessment activities.
3. Developing and implementing cross-curricula desegregated/aggregated data/assessment analysis lessons to enhance the learning of students.
4. Developing and implementing the use of state/district testing/assessment data provided as well as data in all forms collected within the classroom to make informed academic decisions for individual students.
5. Developing, participating in, and implementing data analysis training through the Southern Regional Education Board (SREB--Schultz Center) and within the district.
6. Developing, participating in, and implementing generic and/or specific rubric for a variety of tasks.
7. Developing, participating in, and implementing requirements, locating appropriate data elements, and specific data to be input into TERMS and the DOE Data Base for specific Survey periods.
8. Develop and implement knowledge of procedures to verify accuracy of reporting data and the correction of already submitted data to DOE.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:



Submitted: [Master Inservice Plan](#)[Professional Learning Catalog](#) Committee, October 2009

State Identifier: 2-400-004 Effective: 7.1.2010
Component Title: Elementary Education
Inservice Points: 3-120
Certification Area(s): Elementary

General Objectives:

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 the elementary 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.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in the elementary school.
2. Describe the process used to select textbooks for adoption in specific content areas.
3. Demonstrate knowledge of current copyright procedures and policies in elementary education.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in elementary classrooms.
6. Develop and implement techniques that will teach students how to analyze information in elementary situations.
7. Develop and implement knowledge and skills of the MTSS process.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.



Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught to advance student learning.
2. Serving on District or State elementary textbook adoption committee to insure alignment with the Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Participating in or developing an elementary copyright presentation.
4. Participating in or developing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, a professional learning community, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance elementary learning.
5. Developing and implementing school-wide homework guidelines.
6. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
7. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading, writing and all instructional areas.
8. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
9. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by: ~~Master Inservice Plan~~ [Professional Learning Catalog](#) Committee,
October 2009

State Identifier: 8-413-001 Effective: 7.1.2010

Component Title: Family Involvement

Inservice Points: 3-120

Certification Area(s): All

General Objectives:

The purpose of this component is to enable the school community to improve student learning, improve student behavior, and create more efficient and effective classrooms at all grade levels. It will also enable administrators to recognize and evaluate effective processes for family involvement in the educational setting.

Upon successful completion of the component, all participants will be able to implement strategies that will construct a home/school connection that will emphasize an individualized learning environment. Administrator participants will be able to recognize and evaluate research- based strategies for improving the school community.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning through family involvement.
2. Demonstrate knowledge of current copyright procedures and policies in regard to family involvement.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs and families.
4. Develop knowledge and implement techniques for motivating students and parents to increase family involvement.

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5. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing, participating in, and implementing a family-focused copyright presentation.
2. Developing, participating in, and implementing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that enhance the home/school connection.
3. Develop and implement techniques that will teach students how to make effective decisions.
4. Developing and implementing guidelines for parent conferences that positively impact student achievement.
5. Developing, participating in, and implementing programs that will enhance a parent's awareness of and involvement with their child's academic/societal/extra-curricular activities and responsibilities.
6. Developing and implementing programs that increase family involvement in behavior rehabilitation programs.
7. Developing, participating in, and implementing family literacy programs.
8. Developing, participating in, and implementing effective parenting programs to include effective listening skills and enhanced communication between parents and their child.
9. Developing, participating in, and implementing programs that encourage family involvement in literacy building.
10. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
11. Developing, participating in, and implementing programs that will increase educator knowledge of the importance of family involvement in drug/alcohol/anger management programs.
12. Develop classroom websites that encourage family involvement in the classroom/school environment.
13. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.



2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Uoneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by: [Master Inservice Plan Professional Learning Catalog](#) Committee,
October 2009



State Identifier: 6-103-005 Effective: 7.1.2010
Component Title: Safe Crisis Management
Inservice Points: 3-94
Certification Area(s): Content for all areas

General Objective(s):

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants to recognize and evaluate effective strategies for controlling crisis situations.

Upon successful completion of the component, all participants will be able to implement research-based strategies that will create a safe learning environment. Participants will also be able to recognize, evaluate and use safe crisis management strategies.

Specific Objectives:

1. Participants will demonstrate knowledge of the stages of a crisis situation.
2. Participants will demonstrate knowledge of verbal and non-verbal interactive techniques to prevent/de-escalate explosive situations.
3. Participants will become familiar with safe crisis management concepts and techniques such as safe zone, pivot, balance and parry.
4. Participants will be able to correctly use/teach physical control and evasive techniques.
5. Participants will acquire knowledge of the dynamics of explosive behaviors.
6. Participants will be able to successfully utilize/teach holding techniques.

Participants will be able to explain rationale and to demonstrate correct performance of current safe crisis management techniques/technologies.

7. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities:

1. Participating in or developing research-based workshops, on-site visitation/demonstrations (including technology), videotaped presentations, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the implementation of Safe Crisis Management.
2. Participating in inservice on Safe Crisis Management.
3. Participating in trainer-focused inservice on Safe Crisis Management.

Participant Follow-up:

1. Each participant must successfully demonstrate mastery of skills through a formal assessment administered by the facilitator.

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2. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
3. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
4. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net. within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by: Master-Inservice Plan Committee, October 2009



State Identifier: 8-510-004 Effective: 7.1.2010
Component Title: Support Services Training
Inservice Points: 3-120
Certification Area(s): N/A

General Objective(s):

1. Participants will increase the quality of their work area by increasing knowledge of trouble shooting techniques, test procedures, and leadership techniques.
2. Participants will increase effectiveness by maintaining safe work practices and procedures.
3. Participants will become better equipped to deal with the changes in technology evident in the repair industry.
4. The Support Services Personnel shall perform more efficiently and effectively in support of the district's goals related to pupil transportation.
5. Participants will achieve certification and/or licensure as defined in the specific objective.
6. Support employees shall acquire skills in achieving a positive learning environment for all students.
7. Identify effective practices that promote human rights for developing an understanding an appreciation of diversity.

Specific Objectives:

1. Receiving certification in Refrigeration and Recovery; Liquid Petroleum Gas; Boiler; Lift Station; School Bus Inspection and Backflow Prevention.
2. Participating in and implementing recommended methods of eliminating "down-time" through preventive maintenance.
3. Learning to identify defects that may jeopardize safety and the proper response to such defects.
4. Becoming familiar with appropriate standards of accounting associated with all work.
5. Becoming proficient in the role of the driver or attendant, demonstrating professional standards in pupil management and the District's discipline plan and displaying knowledge of customer service techniques and standards applied in the local setting.
6. Demonstrating increased skill in troubleshooting equipment maintained by the District.



7. Receiving training and certification in fork-lift, ram set nail gun and pin gun, Uniform Building Code Inspector and AutoCADD (Computer Aided Drafting and Drawing) Systems.
8. Demonstrating increased knowledge of local, state, and national codes and directives.
9. Increasing skill in safe working practices.
10. Developing skills in building the team concept in the workplace, and in working and interacting successfully with fellow employees.
11. Increasing skills in the use of computer software programs related to the employees' specific job assignment.
12. Increasing skills in effectively managing, training and directing personnel.

Activities:

Activities may consist of but are not limited to lectures, demonstrations, self-directed study materials, workshops, question/answer discussions and/or laboratory exercises designed for practicing new techniques.

Participant Evaluation:

A pre- and post- assessment will be administered to each participant. The participant shall successfully demonstrate increased competency on 80% of the specific objectives of the component.

Component Evaluation:

The instructor will submit to the facilitator a summary of the pass/fail rate of the participants post-assessment. At least 90% of the participants shall demonstrate increased skills or knowledge.

Organization Information:

Submitted by: [Master Inservice Plan Professional Learning Catalog](#) Committee, October 2009



District Only Components

State Identifier: 2-007-002 Effective: 7.1.2010

Component Title: Best Teaching Practices K-12

Inservice Points: 3-120

Certification Area(s): All

General Objectives:

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 components, 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 research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning.
2. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
3. Develop knowledge and implement techniques for motivating students.
4. Develop and implement techniques that will teach students how to analyze information.
5. Research, identify, and implement instructional strategies that relate to learning methods.

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6. Identify student differences and apply supplemental/specific instructional techniques in the classroom to promote student performance.
7. Increase knowledge in and translate research-based academic intervention methods into the K-12 classroom.
8. Increase knowledge and demonstrate skills in research-based techniques used in motivating students to learn.
9. Develop knowledge and effective implementation of the MTSS process.
10. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. 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), lectures or role-playing, or action research.
2. Teaching a professional development course that leads to an add-on endorsement.
3. Developing, participating in, and implementing the production of materials to be used to align with the Florida State Standards and Next Generation Sunshine State Standards.
4. Participating in and implementing distance learning activities.
5. Developing, participating in, and implementing performance-based strategies and cross-curricula activities.
6. Reviewing, analyzing, and identifying research related to ways to integrate instruction in the content areas.
7. Creating a learning environment that meets the needs of the diverse student population.
8. Improving skills in using a variety of performance assessment techniques and strategies.
9. Expanding knowledge and techniques for effective communication in the classroom.
10. Acquiring knowledge and trends related to specific content areas.
11. Expanding skills and using technology to manage, evaluate, and improve classroom instruction.
12. Utilizing peer observations and feedback sessions to improve teaching and student learning.
13. Recognizing the need and implementing the process for continuous improvement for the teacher and the school.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve



student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.

2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the activities completed by the participant.
5. Submit grade report showing completion of course participants.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development follow-up Form from each Participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by the [Master Inservice Plan](#) [Professional Learning Catalog](#) Committee, October 2009



State Identifier: 2-100-006 Effective: 7.1.2010
Component Title: ESE (Exceptional Student Education) Learning
Inservice Points: 3-120
Certification Area(s): All

General Objectives:

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 research-based strategies that will create a more individualized learning environment.

Administrator participants will be able to recognize and evaluate effective research-based strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in Exceptional Student Education (ESE).
2. Describe the process used to select textbooks for adoption in ESE.
3. Demonstrate knowledge of current copyright procedures and policies in ESE.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge of and will implement techniques for motivating students in ESE.
6. Develop and implement techniques that will teach students how to analyze information in ESE.
7. Identify and implement strategies to deal with affective needs through behavior plans and specific curriculum.
8. Develop and implement specific guidelines that comply with state and federal regulations.
9. Develop awareness of and implement successful and varied assessments.
10. Develop and implement curricula accommodations/modifications and behavioral management skills that will promote positive student functioning/learning.
11. Develop and implement knowledge and skills to identify and appropriately place ESE students.
12. Develop knowledge and effective implementation of MTSS process.
13. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.



Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and instructional strategies that could be implemented to advance student learning.
2. Serving on District or State ESE textbook adoption committee to insure alignment with Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing an ESE copyright presentation.
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 ESE.
5. Participating in distance learning ESE activities and implementing those activities in the classroom.
6. Developing and implementing a community ESE awareness program.
7. Developing and implementing cross-curricula and inclusion ESE lessons.
8. Demonstrating and developing instructional/ behavioral techniques for use with ESE students.
9. Develop an understanding of medical conditions and medications, using information from evaluations, for appropriate delivery of strategies that will positively impact student learning/progress.
10. Develop, participate in, and implement techniques for safely positioning, moving, and lifting students for optimal learning opportunities.
11. Develop knowledge and skills for successful use of assistive technology devices that will positively impact student learning/progress.
12. Developing and demonstrating the appropriate writing of goals and objectives for optimal learning opportunities of students.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.



3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the ESE related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



State Identifier: 6-404-001 Effective: 7.1.2010
Component Title: Student Services – A Safe Learning Environment
Inservice Points: 3-60
Certification Area(s): Content for all areas

General Objectives:

The purpose of this component is to enable participants to establish an inviting and safe learning environment for students at all grade levels. This component will enable participants to recognize and evaluate effective strategies and techniques for creating a safe, positive place for learning.

Upon successful completion of the component, all participants will be able to implement strategies that will create safe learning environments. Participants will be able to recognize and evaluate procedures and research-based best practices in eliminating any physical, cultural, or mental health threats or barriers that may interfere with the academic achievement of students.

Specific Objectives:

1. Demonstrate knowledge of analyzing information to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues and implement effective methods of communication, consultation, and collaboration with students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in educational teams.
3. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students.
4. Develop and implement research-based intervention strategies for violence prevention and resolution of student/faculty conflicts.
5. Implement established procedures within schools in the event of an emergency or catastrophic event.
6. Identify and implement behavioral interventions that promote and support safety in the learning environment.
7. Recognize and apply the laws, rules, policies, and established procedures that are required in providing a safe place to learn.
8. Develop knowledge and effective implementation of the MTSS process.
9. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing and participating in research-based workshops, on-site visitation, demonstrations (including technology), videotaped presentations, problem-

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solving teams, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, and role-playing that will enhance the role of Student Services.

2. Participating in professional learning communities that reflect on 21st century skills strategies that could be implemented to advance student learning.
3. Participating in and implementing Question, Persuade, Refer, (QPR) strategies with students and adults to enhance health, safety, while reducing risk.
4. Participating in and implementing Foundations, a research-based school-wide discipline program.
5. Participating in and implementing techniques of Crisis Intervention training.
6. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
8. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

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Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 6-409-001 Effective: 7.1.2010

Component Title: Student Services – Social, Counseling, Psychological and Health

Inservice Points: 3-120

Certification Area(s): Content for all areas

General Objectives:

The purpose of this component is to enable participants to improve student learning, improve student behavior, recognize multicultural issues, and create more efficient and effective schools at all grade levels. This component will enable participants to recognize and evaluate effective student services procedures and learning strategies.

Upon successful completion of the component, all participants will be able to implement strategies that will create a more individualized learning environment. Participants will be able to recognize and evaluate research-based academic interventions and best practices to eliminate physical, cultural, or mental health threats or barriers that may interfere with student's academic achievement.

Specific Objectives:

1. 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.
2. Demonstrate knowledge of legal and ethical issues involved in the social, counseling, psychological, and health issues in the schools.
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. Develop and implement methods of accommodating assessment, instruction, and materials to meet individual student needs.
5. Develop and implement knowledge of transition planning from elementary to secondary education to develop desired post-school outcomes.
6. Identify and deliver methods/techniques to generate a dropout retrieval program.
7. Implement the knowledge of state and federal legislation affecting the education of students by adapting that knowledge to academic and career planning for post-school outcomes.



8. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students and faculties.
9. Demonstrate knowledge and implement new testing instruments and evaluation techniques for all forms of assessment.
10. Analyze and relate current information regarding scholarships, financial aid, and transitional trends in education.
11. Identify and use current laws, rules, policies, and procedures in managing student records.
12. Knowledge in analyzing and maintaining student attendance records.
13. Develop and implement research-based models that promote parent involvement and parent support.
14. Develop and implement knowledge and skills in the Multi Tiered System of Support process.
15. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing and participating 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.
2. Participating in and implementing Question, Persuade, Refer, (QPR) strategies with students and adults to enhance health, safety, while reducing risk.
3. Participating in and implementing Foundations, a research-based school-wide discipline program.
4. Participating in and implementing Crisis Intervention.
5. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
6. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
7. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This



evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.

3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



State Identifier: 1-002-001 Effective: 7.1.2010
Component Title: CTE (Career & Technical Education)/TECH PREP Learning
Inservice Points: 3-120
Certification Area(s): Agriculture, Business, Distributive, Diversified, Health Science, Public Service, Family and Consumer Sciences, Technical Education, Marketing Education, Trades/Industrial Education, Exploratory Education, and ESE/ CTE.

General Objectives:

The purpose of this component is to enable all CTE/TECH PREP teachers to improve student learning, improve student behavior, and create more efficient and effective classrooms at secondary grade levels. It will enable administrators to recognize and evaluate effective instructional 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.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in CTE/TECH PREP courses.
2. Describe the process used to select textbooks for adoption in CTE/TECH PREP courses.
3. Demonstrate knowledge of current copyright procedures and policies in CTE/TECH PREP courses.
4. Demonstrate competencies related to cooperative consultations and planning between regular education, exceptional student education and CTE/TECH PREP staffs.
5. Develop knowledge of and will implement techniques for motivating students in CTE/TECH PREP studies.
6. Develop and implement techniques that will teach students how to analyze information in CTE/TECH PREP courses.
7. Research, evaluate, and implement models that promote work force readiness.
8. Acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE/TECH PREP classroom.
9. Identify and implement reading strategies within the CTE/TECH PREP classroom.
10. Developing, participating in and implementing cross-curricula lessons and labs.



11. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Serving on District or State CTE/TECH PREP textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
2. Participating in or developing a CTE/TECH PREP copyright presentation.
3. Implementing interactive computer/laser disk software as it pertains to CTE/TECH PREP.
4. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance CTE/TECH PREP learning.
5. Participating in the summer CTE internship program.
6. Participating in and implementing distance learning CTE/TECH PREP activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on line, or in print and must be submitted to the professional development facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in Reading, Writing, Science and/or Math.



Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

PDA-ESE Components

STATE IDENTIFIER: 1-103-001 Effective: 7.1.2010

COMPONENT TITLE: Module 1 - Foundations of ESE

INSERVICE POINTS: 60

CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES:

Increase knowledge of foundations of exceptional student educations.

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify state and federal legislation and case law that have affected the education of student with disabilities.
2. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free and appropriate public education).
3. Identify the required components of Individual Educational Plans, Family Support Plans and Individual Transition Plans.
4. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).
5. Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics.
6. Recognize the roles and responsibilities of IEP and child study team members.
7. Identify models of support for providing assistance in general education curricula.
8. Identify the purposes and functions of professional and advocacy organizations relevant to education of students with disabilities.

ACTIVITIES:

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Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist



STATE IDENTIFIER: 4-102-001 Effective: 7.1.2010
COMPONENT TITLE: Module 2 - Knowledge of Assessment and Evaluation
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of assessment and evaluation

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify the purpose of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
2. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for students with special needs).
3. Identify appropriate formal and informal assessments for students across disciplines.
4. Interpret, analyze, and apply the results of formal and informal assessments for students across disciplines.
5. Identify alternative assessment strategies and procedures (e.g. observations, performance-based assessments, interviews, and portfolios) and their appropriate use.
6. Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.

ACTIVITIES:

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Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist



STATE IDENTIFIER:2-100-003 Effective: 7.1.2010
COMPONENT TITLE: Module 3 - Instructional Practices
INSERVICE POINTS:60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of instructional practices in exceptional student education

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Analyze assessment information to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine IEP content.
2. Select instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities.
3. Identify instructional strategies for acquisition, generalization, and maintenance of skills across real-life situations at school, at home, and in the community.
4. Select relevant general education and special education curricula appropriate for a given student's age, instructional needs, and functional performance across settings.
5. Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.
6. Identify methods of accommodating and modifying assessment, instruction, and materials to meet individual student needs.
7. Analyze educational activities to assist in the determination and development of accommodations and modifications that allow students across disabilities to participate in a meaningful way.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas

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6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist



STATE IDENTIFIER:5-101-001 Effective: 7.1.2010
COMPONENT TITLE: Module 4 - Positive Behavioral Supports
INSERVICE POINTS:60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of assessment, design, and implementing positive behavioral supports

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Identify data collection strategies to assess student behavior.
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
4. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
5. Recognize the various concepts and models of positive behavior management.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

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COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment.

Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist

DRAFT



STATE IDENTIFIER: 2-100-004 Effective: 7.1.2010
COMPONENT TITLE: Module 5 - Language Development and Communication
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of language development and communication skills

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify the sequence of expressive and receptive language development and the components of language structure.
2. Identify communication deficits and select appropriate interventions.
3. Select strategies for integrating communication instruction into education settings.
4. Select appropriate assistive technology and alternative communication systems to facilitate communication.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.



ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist

STATE IDENTIFIER: 2-100-005 Effective: 7.1.2010

COMPONENT TITLE: Module 6 - Interpersonal Interactions and Participation

INSERVICE POINTS: 30

CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of skills related to interpersonal interactions and participation

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.
2. Identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g. at school, at home, and in the community).
3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point

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assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist

DRAFT



STATE IDENTIFIER:1-103-002 Effective: 7.1.2010

COMPONENT TITLE: Module 7 - Transition

INSERVICE POINTS: 60

CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of the transition process

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify activities relevant to the four stages of career development (i.e. awareness, exploration, preparation, and placement).
2. Identify the essential domains of transition planning (e.g. personal/social, general community functioning, and leisure/recreational) for students with disabilities.
3. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes.
4. Identify resources and strategies to assist in students functioning effectively in a variety of environments to which they will be transitioning.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Successful completion will be based on demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC.

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COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist

DRAFT



Clay County District Schools
High Quality ~~MIP~~ Professional Learning Catalog (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Theory & Practice of Coaching a Specific Sport
Component Number:	1-011-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	011
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of athletic coaches in the knowledge of instruction and physiological principles applied to coaching a specific sport.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

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- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. Select appropriate instructional strategies for athletic coaching.
2. Outline the development of athletic program philosophy, including goals and objectives.
3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.
4. Distinguish characteristics of coaching an activity or sport.
5. List feedback methods used in athletic coaching.
6. Define methods used to evaluate student athletes and program effectiveness.
7. Analyze and utilize evaluated data when redesigning programs.
8. Identify available and suitable professional resources for coaching.
9. Identify basic training principles (e.g. overload, progression, specificity).
10. Identify the variables by which overload can be modified.
11. Evaluate and interpret the results of pre-physical fitness and motor assessments.
12. Using evaluated data, apply principles of training to formulate individual and group conditioning programs.
13. Explain body composition factors related to athletic performance potential including body weight as it affects performance and the percentage body fat related to conditioning.
14. Identify environmental conditions and their effects on personal health, safety, and learning (e.g. temperature, humidity, lighting, etc.)

7. Learning Procedures (Methods):

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WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the coaching of a specific sport.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to the coaching of a specific sport.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)



- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section*

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titled "Impact Areas" and priority issues from "Specific Learner Outcomes".

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what*

will be done with the data obtained through the evaluation processes.

Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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
Department

**Professional
Development**

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Revised: July 1 Revised: August 17,

Name of component author

Katie Moeller

DRAFT

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Revised: July 1 revised: August 17,

Clay County District Schools High Quality [MIP Professional Learning Catalog](#) Professional Learning Communities

11. Identification

Title: <i>Name of Component</i>	Professional Learning Communities
Component Number:	2-408-023
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	408
Local Sequence Number(s): <i>(3 digit code(s))</i>	023
Points to be Earned: <i>Number/range of points to be earned for component</i>	3-120

12. Description: Briefly describe the content or general objectives.

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning 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.

13. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ 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)

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- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: [Click or tap here to enter text.](#)

14. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning	1.1.1. Individual Needs Assessment: The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.	2.1.4. Generating a School-wide Professional Development Plan: As part of the School Improvement Plan and in collaboration with the district's Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research and/or evidence-based professional development aligned to identified classroom level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.	3.1.5. Integration of Initiatives: Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.



Learning	1.2.1. Learning Communities: The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.	2.2.1. Learning Communities: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' IPDPs and the school and district goals for student achievement.	3.2.1. Learning Communities: The district supports and encourages professional learning in collaborative teams of educators.
Implementing	1.3.1. Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.	2.3.1. Implementation of Learning: The school provides follow-up support to facilitate implementation of professional learning in the workplace.	3.3.2. Coaching and Mentoring: The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.
Evaluating	1.4.2. Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.	2.4.4. Evaluation Measures: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student	3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.



		work to assess the impact of professional learning.	
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☐ Check here if not significantly related to any Protocol Standard.

15. Impact Area(s): *Select all that apply.*

- ☐ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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

16. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation 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.

17. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

Educators will collaborate in common subject areas. Collaboration will consist of analyzing student data and making instructional decisions as a result of data analysis. Educators will co-plan units of study and lesson plans to ensure consistency across grade-level/subject area. Educators will create flexible groups of students to ensure personalized learning is occurring for each student.



HOW will the experiences by provided to participants during this delivery?
Participants will collaborate with same grade-level/subject area teachers. Based on the needs of the collaborative teams, local schools may provide targeted, research-based Professional Development opportunities for teachers and will provide necessary resources that meet teachers' needs to support student learning.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).
Effective research-based practices, data analysis, flexible grouping, personalized learning, collaborative problem solving

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

18. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

19. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

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.

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.

20. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these*

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aspects of PD evaluation data?

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

Department

Name of component author

Professional
Development/Learning
Katie Moeller



**Specialized Training Components
Add-on Endorsement Programs**

Training components used for Add-on Endorsement programs are found within the written program submitted under separate cover. For information regarding these components, please contact the Professional Development Department.

Approved Add-on Endorsement Programs:

- Athletic Coaching
- English for Speakers of Other Languages (ESOL)
- Gifted
- Reading
- Autism Spectrum Disorders

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Clay County District Schools
High Quality ~~MIP~~ Professional Learning Catalog (~~HOMIP~~)
Component

1. Identification

<u>Title: Name of Component</u>	<u>Performing Arts</u>
<u>Component Number:</u>	<u>1-010-002</u>
<u>Function: (One digit code)</u>	<u>1</u>
<u>Focus Area: (3 digit code)</u>	<u>010</u>
<u>Local Sequence Number(s): (3 digit code(s))</u>	<u>002</u>
<u>Points to be Earned: Number/range of points to be earned for component</u>	<u>60 Points maximum</u>

2. Description: Briefly describe the content or general objectives.

To broaden professional competencies of performing arts teachers in the knowledge of instruction and effective skills in teaching performing arts to students.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)

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- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	<u>Educator</u>	<u>School</u>	<u>District</u>
<u>Planning</u>			
<u>Learning</u>	<u>1.2.2 Content Focused:</u> Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	<u>2.2.3 Learning Strategies:</u> Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	<u>3.2.8 District Support:</u> The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
<u>Implementing</u>			
<u>Evaluating</u>			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

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- ☒ 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: Identify the priority study and/or on-the-job implementation outcomes.

- 1. Select appropriate instructional strategies for performing arts.**
- 2. Outline the development of performing arts program philosophy, including goals and objectives.**
- 3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
- 4. Distinguish characteristics of teaching performing arts.**
- 5. List feedback methods used in performing arts.**
- 6. Define methods used to evaluate students in performing arts and program effectiveness.**
- 7. Analyze and utilize evaluated data when redesigning programs.**
- 8. Identify available and suitable professional resources for performing arts instructors.**

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7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in performing arts.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused



on instructional improvement and student achievement
pertaining to students in performing arts.

KEY ISSUES to be included in participant implementation agreements
(should 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.

Select ONE

- ☒ **A** Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ **B** Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ **C** Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ **D** Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ **E** Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ **G** Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ **H** Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ **I** Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ **I** Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ **K** Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

**8. Implementation/Monitoring Procedures: Describe the method(s) and
resources(s) that will be provided to support, monitor, and enable participants to**

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receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.

- ☐ **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)
- ☒ **N** Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ **Q** 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
- ☒ **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)
- ☐ **Q** Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ **R** Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ **S** Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ **T** Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".

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

- Changes in instructional or learning environment practices. "A"
- Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
- Results of school/teacher constructed student growth measure(s) that track student progress. "B"
- Observation of student performance. "D"

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

Professional
Development
Jamie Iannone



Clay County District Schools
High Quality ~~MIP~~ Professional Learning Catalog (HQMIP)
Component

1. Identification

<u>Title: Name of Component</u>	<u>Reading Competency 1</u>
<u>Component Number:</u>	<u>1-013-009</u>
<u>Function: (One digit code)</u>	<u>1</u>
<u>Focus Area: (3 digit code)</u>	<u>013</u>
<u>Local Sequence Number(s): (3 digit code(s))</u>	<u>009</u>
<u>Points to be Earned: Number/range of points to be earned for component</u>	<u>60 Points maximum</u>

2. Description: Briefly describe the content or general objectives.

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ 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)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success

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- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	<u>Educator</u>	<u>School</u>	<u>District</u>
<u>Planning</u>			
<u>Learning</u>	<u>1.2.2 Content Focused:</u> <u>Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.</u>	<u>2.2.3 Learning Strategies:</u> <u>Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.</u>	<u>3.2.8 District Support:</u> <u>The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.</u>
<u>Implementing</u>			
<u>Evaluating</u>			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted
- ☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

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- ☒ Tracking improvements in student learning growth supported by the professional learning

6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for effectively teaching reading.**
- 2. Outline the development of high quality reading programs.**
- 3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
- 4. Distinguish characteristics of effective reading strategies.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

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7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at specific reading skills.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☐ **A** Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ **B** Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ **C** Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ **D** Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ **E** Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ **G** Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ **H** Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ **I** Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ **I** Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ **K** Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.



- ☐ **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)
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- ☒ **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
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- ☐ **Q** Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ **R** Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ **S** Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ **T** Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".

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

- Changes in instructional or learning environment practices. "A"
- Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
- Results of school/teacher constructed student growth measure(s) that track student progress. "B"
- Observation of student performance. "D"

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

Professional Development
Jamie Iannone



Clay County District Schools
High Quality ~~MIP~~ Professional Learning Catalog (~~HOMIP~~)
Component

1. Identification

<u>Title: Name of Component</u>	<u>Reading Competency 2</u>
<u>Component Number:</u>	<u>1-013-010</u>
<u>Function: (One digit code)</u>	<u>1</u>
<u>Focus Area: (3 digit code)</u>	<u>013</u>
<u>Local Sequence Number(s): (3 digit code(s))</u>	<u>010</u>
<u>Points to be Earned: Number/range of points to be earned for component</u>	<u>60 Points maximum</u>

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices

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- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	<u>Educator</u>	<u>School</u>	<u>District</u>
<u>Planning</u>			
<u>Learning</u>	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.



	<u>district and state initiatives.</u>	<u>classroom-based feedback.</u>	
<u>Implementing</u>			
<u>Evaluating</u>			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. Select appropriate instructional strategies for effectively teaching reading.
2. Outline the development of high quality reading programs.
3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.
4. Distinguish characteristics of effective reading strategies.
5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective interventions for students.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)

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- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at specific reading skills.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☐ **A** Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ **B** Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ **C** Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ **D** Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ **E** Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ **G** Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ **H** Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)



- ☒ **I** Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ **I** Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ **K** Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ **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)
- ☐ **N** Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ **Q** 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
- ☐ **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)
- ☐ **Q** Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ **R** Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ **S** Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ **T** Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- Changes in instructional or learning environment practices.
- "A"



- Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
- Results of school/teacher constructed student growth measure(s) that track student progress. "B"
- Observation of student performance. "D"

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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

Department

Name of component author

Professional

Development

Jamie Iannone



Clay County District Schools
High Quality MIP Professional Learning Catalog (HQMIP)
Component

1. Identification

<u>Title: Name of Component</u>	<u>Reading Competency 3</u>
<u>Component Number:</u>	<u>1-013-011</u>
<u>Function: (One digit code)</u>	<u>1</u>
<u>Focus Area: (3 digit code)</u>	<u>013</u>
<u>Local Sequence Number(s): (3 digit code(s))</u>	<u>011</u>
<u>Points to be Earned: Number/range of points to be earned for component</u>	<u>60 Points maximum</u>

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2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ [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 \(as per FEAPS standards\)](#)
- ☐ [Mastery of a specific instructional practice: Click or tap here to enter text.](#)
- ☐ [Mastery of a specific leadership practice: Click or tap here to enter text.](#)
- ☐ [Multi-tiered System of Supports \(MTSS\)](#)
- ☐ [Needs Assessments/Problem Solving supporting improvement planning \(SIP, IPDP, DP\)](#)
- ☐ [Non-classroom instructional staff proficiencies supporting student success](#)
- ☐ [Organizational leadership proficiencies \(as per FPLS\)](#)
- ☐ [Professional and ethical behavior](#)
- ☐ [Regulatory or compliance requirements](#)
- ☒ [Other: To provide Clay County students with the highest quality teaching and learning processes available.](#)

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on	2.2.3 Learning Strategies: Professional learning uses strategies aligned	3.2.8 District Support: The district recognizes and supports

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	<u>developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.</u>	<u>with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.</u>	<u>professional learning as a key strategy for improving teaching quality and student learning.</u>
<u>Implementing</u>			
<u>Evaluating</u>			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: Identify the priority study and/or on-the-job implementation outcomes.

- 1. Select appropriate instructional strategies for effectively teaching reading.**
- 2. Outline the development of high quality reading programs.**
- 3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
- 4. Distinguish characteristics of effective reading strategies.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**



7. Utilizing data, identify areas of growth and determine effective interventions for students.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at specific reading skills.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.
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Select ONE



- ☐ **A** Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ **B** Electronic, Interactive (includes facilitation supporting development/application on the job)
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- ☐ **E** Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ **G** Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ **H** Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ **I** Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ **I** Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ **K** Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.

- ☐ **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)
- ☐ **N** Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ **Q** 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
- ☐ **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)
- ☐ **Q** Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ **R** Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ **S** Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors



☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- Changes in instructional or learning environment practices. "A"
- Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
- Results of school/teacher constructed student growth measure(s) that track student progress. "B"
- Observation of student performance. "D"

Who will use the evaluation impact data gathered?

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10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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

Department

Name of component author

**Professional
Development**
Jamie Iannone

DRAFT

Clay County District Schools
High Quality ~~MIP~~ Professional Learning Catalog (HQMIP)
Component

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1. Identification

Title: <i>Name of Component</i>	Reading Competency 4
Component Number:	1-013-012
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	012
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: Briefly describe the content or general objectives.

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements



- ☒ Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

- ☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. **Select appropriate instructional strategies for effectively teaching reading.**
2. **Outline the development of high quality reading programs.**
3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
4. **Distinguish characteristics of effective reading strategies.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at specific reading skills.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)



- ☒ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

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evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality ~~MIP~~ Professional Learning Catalog (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Reading Competency 5
Component Number:	1-013-013
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	013
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ 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)

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- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

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5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for effectively teaching reading.**
- 2. Outline the development of high quality reading programs.**
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- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at specific reading skills.



- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))



8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	1-102-005
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	102
Local Sequence Number(s): <i>(3 digit code(s))</i>	005
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the nature & needs, assessment & diagnostic of students with special needs.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district

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priorities (select all that apply).

- ☐ 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)
- ☒ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

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	the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	research- and/or evidence-based instruction, practice and classroom-based feedback.	
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. **Select appropriate accommodations and modifications for students with ASD**
2. **Outline the development of an effective classroom environment that supports students with ASD.**
3. **Recognize the importance of assessments and diagnostics in establishing instructional levels.**
4. **Distinguish characteristics of effective instruction for students with ASD.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):



WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)



- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
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- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section*

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titled "Impact Areas" and priority issues from "Specific Learner Outcomes".

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

**Professional
Development**

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Revised: July 1 Revised: August 17,

Name of component author

Jamie Iannone

Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	2-100-009
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	009
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

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2. Description: Briefly describe the content or general objectives.

To broaden professional competencies of ASD teachers in the knowledge of the applied behavior analysis and positive behavior supports for students with ASD.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☒ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on	2.2.3 Learning Strategies: Professional learning uses strategies aligned	3.2.8 District Support: The district recognizes and supports

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	developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students with ASD**
- 2. Outline the development of an effective classroom environment that supports students with ASD.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**



5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective interventions for students.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.



Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning



- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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	Professional Development
Department	Jamie Iannone
Name of component author	

Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMP)
Component

1. Identification

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Revised: July 1 revised: August 17,

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	2-100-010
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	010
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the applied behavior analysis and positive behavior supports for students with ASD through field-based experiences.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☒ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**



4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

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1. **Select appropriate accommodations and modifications for students with ASD**
2. **Outline the development of an effective classroom environment that supports students with ASD.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
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6. **Analyze and utilize evaluated data when redesigning programs.**
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7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)



- ☒ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

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evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	3-100-001
Function: <i>(One digit code)</i>	3
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the assistive/instructional technology and alternative/augmentative communication systems.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☒ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)

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- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

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- ☒ 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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students with ASD**
- 2. Outline the development of an effective classroom environment that supports students with ASD.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused



on instructional improvement and student achievement
pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements
(should 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.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to*

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receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.

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- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

Who will use the evaluation impact data gathered?

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in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

Professional
Development
Jamie Iannone



Clay County District Schools
High Quality [Professional Learning Catalog MIP \(HQMIP\)](#)
Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	3-100-002
Function: <i>(One digit code)</i>	3
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	002
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the assistive/instructional technology and alternative/augmentative communication systems.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices

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- ☐ 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)
- ☒ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

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Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. **Select appropriate accommodations and modifications for students with ASD**
2. **Outline the development of an effective classroom environment that supports students with ASD.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)

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- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - Develop an action plan for demonstrating the objectives in the workplace.
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 - 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 component providers.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)



- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

- **Changes in instructional or learning environment practices.**
"A"



- Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality [Professional Learning Catalog MIP \(HQMIP\)](#)
Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	1-102-004
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	102
Local Sequence Number(s): <i>(3 digit code(s))</i>	004
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in understanding the nature & needs, and assessment & diagnostic of students with ASD.

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3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
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- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality

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	instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted
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- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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

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Revised: July 1 revised: August 17,

Department

Professional
Development
Jamie Iannone

Name of component author

Clay County District Schools
High Quality [Professional Learning Catalog MIP \(HQMIP\)](#)
Component

1. Identification

Title: <i>Name of Component</i>	ESE Procedures and Practices
Component Number:	8-103-102
Function: <i>(One digit code)</i>	8
Focus Area: <i>(3 digit code)</i>	103
Local Sequence Number(s): <i>(3 digit code(s))</i>	102
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

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2. **Description:** *Briefly describe the content or general objectives.*

To broaden professional competencies of ESE teachers when following district procedures and best practices for students with special needs.

3. **Link(s) to Priority Initiatives:**

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. **Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)**

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses	2.2.3 Learning Strategies: Professional learning uses	3.2.8 District Support: The district recognizes and

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	primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students with disabilities.**
- 2. Outline the development of an effective classroom environment that supports students with disabilities.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students with disabilities.**



5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective interventions for students.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.



Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (LDP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning



- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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	Professional Development
Department	Jamie Iannone
Name of component author	

Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMP)
Component

1. Identification

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Revised: July 1 revised: August 17,

Title: *Name of Component* **Schools of Excellence**
 Component Number: **8-521-001**
 Function: *(One digit code)* **8**
 Focus Area: *(3 digit code)* **521**
 Local Sequence Number(s): *(3 digit code(s))* **001**
 Points to be Earned: *Number/range of points to be earned for component* **60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of personnel that are responsible for leading and changing the learning environment at a school in order to increase student achievement and be identified as a school of excellence.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☒ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**



4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. **Select appropriate systems for instruction and leadership in order to improve student achievement.**
2. **Outline the development of an effective classroom environment including school wide behavior systems.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective interventions for students and teachers.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*



- ☐ 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)
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- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Gifted Competency 2
Component Number:	1-105-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	105
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including curriculum development and implementation strategies.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ 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)

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- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

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5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that are gifted.**
- 2. Outline the development of effective curriculum and design for students that are gifted.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective changes for curriculum.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?



- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.
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- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)



- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Select ONE

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
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- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**



➤ **Observation of student performance. “D”**

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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Gifted Competency 1
Component Number:	4-102-002
Function: <i>(One digit code)</i>	4
Focus Area: <i>(3 digit code)</i>	102
Local Sequence Number(s): <i>(3 digit code(s))</i>	002
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including understanding the nature and needs of students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district

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priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

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	the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	research- and/or evidence-based instruction, practice and classroom-based feedback.	
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. **Select appropriate accommodations and modifications for students that are gifted.**
2. **Outline the foundation of an effective classroom environment for students that are gifted.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective changes for curriculum.**

7. Learning Procedures (Methods):



WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)



- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Select ONE

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*



9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes.*

Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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

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Revised: July 1 revised: August 17,

Department

Professional
Development
Jamie Iannone

Name of component author

Clay County District Schools
High Quality [Professional Learning Catalog MIP \(HQMIP\)](#)
Component

1. Identification

Title: <i>Name of Component</i>	Gifted Competency 3
Component Number:	4-102-003
Function: <i>(One digit code)</i>	4
Focus Area: <i>(3 digit code)</i>	102
Local Sequence Number(s): <i>(3 digit code(s))</i>	003
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

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2. **Description:** *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including guidance and counseling for students that are gifted.

3. **Link(s) to Priority Initiatives:**

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. **Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)**

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses	2.2.3 Learning Strategies: Professional learning uses	3.2.8 District Support: The district recognizes and

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	primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. **Select appropriate accommodations and modifications for students that are gifted.**
2. **Outline the development of guidance and counseling protocols for students that are gifted.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**



5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective changes for how to counsel students that are gifted.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.



Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ 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
- ☒ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)



- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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

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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	
Department	Professional Development
Name of component author	Jamie Iannone

Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

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1. Identification

Title: <i>Name of Component</i>	Gifted Competency 4
Component Number:	2-100-007
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	007
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: Briefly describe the content or general objectives.

To broaden professional competencies of potential teachers of the gifted including the instruction and support of special populations students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements



- ☒ Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

- ☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that are gifted.**
- 2. Outline the development of an effective learning environment for students that are gifted.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective changes for curriculum.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).



- Each participant will complete one or more of the following:
- 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 component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

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- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

Who will use the evaluation impact data gathered?

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10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Gifted Competency 5
Component Number:	2-100-008
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	000
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including the theory and development of creativity of students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)

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- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

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5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional and engagement strategies for students that are gifted.**
- 2. Outline the development of an effective learning environment that cultivates creativity for students that are gifted.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective changes for curriculum and instruction.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?



- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)



- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Select ONE

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ 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
- ☒ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**

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➤ **Observation of student performance. “D”**

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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-700-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	700
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes effective methodology for teaching English to speakers of other languages.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district

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priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

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	the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	research- and/or evidence-based instruction, practice and classroom-based feedback.	
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. Select appropriate accommodations and modifications for students that speak English as a second language.
2. Understand and practice the effective methodology for teaching English to students that speak other languages.
3. Outline the development of effective curriculum and design for students that are speakers of other languages.
4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.
5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. Learning Procedures (Methods):



WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)



- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Select ONE

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*



9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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

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Department

Professional
Development
Jamie Iannone

Name of component author

Clay County District Schools
High Quality [Professional Learning Catalog MIP \(HQMIP\)](#)
Component

1. Identification

Title: *Name of Component* ESOL
Component Number: 1-701-001
Function: *(One digit code)* 1
Focus Area: *(3 digit code)* 701
Local Sequence Number(s): *(3 digit code(s))* 001
Points to be Earned: *Number/range of points to be earned for component* 60 Points maximum

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2. **Description:** *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that are ESOL that includes the effective testing and evaluation of students.

3. **Link(s) to Priority Initiatives:**

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. **Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)**

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses	2.2.3 Learning Strategies: Professional learning uses	3.2.8 District Support: The district recognizes and

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	primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Understand and implement effective testing and evaluations for students that are ESOL.**
- 3. Outline the development of effective curriculum and assessment for students that are speakers of other languages.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**



5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.



Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)



- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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

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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	
Department	Professional Development
Name of component author	Jamie Iannone

Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

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1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-702-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	702
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: Briefly describe the content or general objectives.

To broaden professional competencies of teachers of ESOL students that includes applied linguistics for teaching English to speakers of other languages.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
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- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements



- ☒ Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

- ☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Understand and practice the applied linguistics for teaching English to students that speak other languages.**
- 3. Outline the implementation of applied linguistics for students that are speakers of other languages.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
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7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
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HOW will the experiences be provided to participants during this delivery?

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KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).



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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*



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- ☒ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-703-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	703
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes the effective development of curriculum and materials for teaching students that are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ 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)

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- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

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5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Outline the development of effective curriculum and design for students that are speakers of other languages.**
- 3. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 4. Define methods used to evaluate student progress and program effectiveness.**
- 5. Analyze and utilize evaluated data when redesigning programs.**
- 6. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.

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- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))



8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ 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
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- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-704-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	704
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes enriching the various content classes that students who are ESOL participate in.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

☐ Academic content standards for student achievement

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- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction,	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.



	aligned with district and state initiatives.	practice and classroom-based feedback.	
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. Select appropriate accommodations and modifications for students that speak English as a second language.
2. Understand and practice incorporating engagement strategies for students that are ESOL into other content areas.
3. Outline effective enrichment strategies for students that are speakers of other languages into other content areas.
4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.
5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion

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- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)



- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Select ONE

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ 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
- ☐ 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)
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- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*



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

- **Changes in instructional or learning environment practices. “A”**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. “F”**
- **Results of school/teacher constructed student growth measure(s) that track student progress. “B”**
- **Observation of student performance. “D”**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

**Professional
Development
Jamie Iannone**

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Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-704-002
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	704
Local Sequence Number(s): <i>(3 digit code(s))</i>	002
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: Briefly describe the content or general objectives.

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To broaden professional competencies of category III teachers of ESOL students that includes effective methodology for teaching students that are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and	3.2.8 District Support: The district recognizes and supports professional learning as a key

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	knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
2. **Understand and practice the effective methodology for teaching English to students that speak other languages.**
3. **Outline the development of effective curriculum and design for students that are speakers of other languages.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**



7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

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Select ONE

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- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
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- **Observation of student performance. "D"**

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content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	Professional Development
Department	Jamie Iannone
Name of component author	

Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMP)
Component

1. Identification

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Revised: July 1 revised: August 17,

Title: *Name of Component* **ESOL**
 Component Number: **1-705-001**
 Function: *(One digit code)* **1**
 Focus Area: *(3 digit code)* **705**
 Local Sequence Number(s): *(3 digit code(s))* **001**
 Points to be Earned: *Number/range of points to be earned for component* **60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes effective strategies for cross-cultural communication skills.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**



4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

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1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
2. **Understand and practice cross-cultural communication skills for students that are ESOL.**
3. **Outline the development of effective curriculum and design that incorporates cross-cultural communication skills.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

Professional
Development
Jamie Iannone



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-705-004
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	705
Local Sequence Number(s): <i>(3 digit code(s))</i>	004
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of administrators and guidance counselors for working with students who are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)

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- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.



5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Inform staff of appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Understand and promote the effective methodology for teaching students that speak English as a second language.**
- 3. Understand the resources available for students that speak English as a second language.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?



- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
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- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)



- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Select ONE

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**



➤ **Observation of student performance. “D”**

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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Reading Difficulties, Disabilities, and Dyslexia
Component Number:	2-013-005
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	005
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that have reading difficulties, disabilities, and dyslexia. Teachers will learn instructional and intervention strategies in order to raise student achievement.



3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

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	strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

2. **Select appropriate accommodations and modifications for students that have reading difficulties, disabilities, or dyslexia.**
3. **Understand and implement effective testing and evaluations for students that have reading difficulties, disabilities, or dyslexia.**
4. **Outline the development of effective lessons for students that have reading difficulties, disabilities, or dyslexia.**
5. **Distinguish characteristics of positive behavior supports for effective instruction of students that have reading difficulties, disabilities, or dyslexia.**
6. **Define methods used to evaluate student progress and program effectiveness.**
7. **Analyze and utilize evaluated data when redesigning programs.**
8. **Utilizing data, identify areas of growth and determine effective strategies for students that have reading difficulties, disabilities, or dyslexia.**



7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.



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



- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
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- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors



- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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

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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

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10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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District record keeping data related to development of this component:

Date Approved	Professional Development
Department	Jamie Iannone
Name of component author	

Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Reading Difficulties, Disabilities, and Dyslexia for SWD
Component Number:	2-100-018
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	100

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Local Sequence Number(s): (3 digit code(s)) **018**
 Points to be Earned: Number/range of points to be earned for component **60 Points maximum**

2. Description: Briefly describe the content or general objectives.

To broaden professional competencies of teachers of students that have reading difficulties, disabilities, and dyslexia. Teachers will learn instructional and intervention strategies in order to raise student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

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Revised: July 1 revised: August 17,

20198

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that have reading difficulties, disabilities, or dyslexia.**



2. Understand and implement effective testing and evaluations for students that have reading difficulties, disabilities, or dyslexia.
3. Outline the development of effective lessons for students that have reading difficulties, disabilities, or dyslexia.
4. Distinguish characteristics of positive behavior supports for effective instruction of students that have reading difficulties, disabilities, or dyslexia.
5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective strategies for students that have reading difficulties, disabilities, or dyslexia.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ 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
- ☒ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

Professional
Development
Jamie Iannone



Clay County District Schools
High Quality Professional Learning Catalog ~~MIP (HQMIP)~~
Component

1. Identification

Title: <i>Name of Component</i>	Character Education
Component Number:	2-016-001
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	016
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers in the area of character education. Teachers will learn how to infuse character lessons into other content areas and assist students with social and emotional learning.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)

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- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for character development of students.**
- 2. Outline the development of effective character lessons for students.**
- 3. Distinguish characteristics of positive behavior supports for effective character instruction of students.**
- 4. Define methods used to evaluate student progress and program effectiveness.**
- 5. Analyze and utilize evaluated data when redesigning programs.**
- 6. Utilizing data, identify areas of growth and determine effective strategies for character education of students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused



on instructional improvement and student achievement
pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements
(should 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.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
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- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to*
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receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.

- ☐ 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)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

Professional
Development
Jamie Iannone



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Athletic Coaching Endorsement
Component Number:	2-011-001
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	011
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about coaching theory and practice.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices

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- ☒ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.



	district and state initiatives.	classroom-based feedback.	
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. Select appropriate coaching strategies for students who participate in athletics.
2. Understand and implement effective athletic assessment of students in order to create a united team.
3. Outline the development of effective lessons for athletic students.
4. Distinguish characteristics of positive behavior supports for effective instruction of students in athletics.
5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective strategies for students in athletics.

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration

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- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
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- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)



- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Select ONE

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

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- Changes in instructional or learning environment practices. "A"
- Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
- Results of school/teacher constructed student growth measure(s) that track student progress. "B"
- Observation of student performance. "D"

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Athletic Coaching Endorsement
Component Number:	2-011-002
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	011
Local Sequence Number(s): <i>(3 digit code(s))</i>	002
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

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To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about how to care for and prevent athletic injuries.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and	3.2.8 District Support: The district recognizes and supports professional learning as a key

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	knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

1. Select appropriate care strategies for athletics who get injured.
2. Understand and implement effective assessment of athletic injuries so that proper care can be provided to students.
3. Outline the development of effective injury prevention strategies to be followed by coaches.
4. Define methods used to evaluate student progress and program effectiveness.
5. Analyze and utilize evaluated data when redesigning programs.
6. Utilizing data, identify areas of growth and determine effective strategies for the care and prevention of athletic injuries.



7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.



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



- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Select ONE

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)
- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors



- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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	Professional Development
Department	Jamie Iannone
Name of component author	

DRAFT

Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Master Inservice Plan Professional Learning Catalog 316



20198 Revised: July 1 revised: August 17,

Title: <i>Name of Component</i>	Athletic Coaching Endorsement
Component Number:	1-103-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	103
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about specific sporting rules and procedures.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**



4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

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1. **Select appropriate coaching strategies for students who participate in specific sports.**
2. **Understand and implement effective athletic assessment of students in a specific sport.**
3. **Outline the development of effective lessons for athletic students.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students in athletics.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective strategies for students in a specific sport.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ 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)



- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ 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
- ☐ 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)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

Professional
Development
Jamie Iannone



Clay County District Schools
High Quality Professional Learning Catalog MIP (HQMIP)
Component

1. Identification

Title: <i>Name of Component</i>	Job Embedded Reading Endorsement
Component Number:	2-013-014
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	014
Points to be Earned: <i>Number/range of points to be earned for component</i>	<u>150-300</u> Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the reading endorsement through a job embedded pathway. Teachers will learn high effect strategies for the instruction of reading and how to provide quality interventions to students who need additional reading assistance.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ 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

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- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: [Reading](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			



☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for creating an effective reading block.**
- 2. Understand and implement effective assessment strategies for students in reading.**
- 3. Outline the development of effective lessons for reading.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students in reading.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students in reading.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- 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 delivery?

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- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

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J | Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
Electronic, Interactive (includes facilitation supporting development/application on the job)
Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
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Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP) |
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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

Select ONE

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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

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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**

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➤ **Observation of student performance. “D”**

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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools
High Quality Professional Learning Catalog Component

11. Identification

Title: Name of Component **Ethics – Instructional Personnel**
Component Number: **8-410-503**
Function: (One digit code) **8**
Focus Area: (3 digit code) **410**
Local Sequence Number(s): (3 digit code(s)) **503**
Points to be Earned: Number/range of points to be earned for component **3 Points maximum**

12. Description: Briefly describe the content or general objectives.

Florida certified educators are held to standards of conduct as outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guideposts of what professional educators and members of the community can and should expect from educators. This training coves all components of Rule 6A-10.081 and F.S.1012.795

13. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ 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)
- ☐ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)



- ☐ [Non-classroom instructional staff proficiencies supporting student success](#)
- ☐ [Organizational leadership proficiencies \(as per FPLS\)](#)
- ☒ [Professional and ethical behavior](#)
- ☒ [Regulatory or compliance requirements](#)
- ☐

14. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

☒ [Check here if not significantly related to any Protocol Standard.](#)

15. Impact Area(s): *Select all that apply.*

- ☒ [Study leading to deep understanding of the practice\(s\), standard\(s\), and/or processes\(es\) targeted](#)
- ☐ [Repetitive practice leading to changes in proficiency of educator or leader on job](#)
- ☐ [Tracking improvements in student learning growth supported by the professional learning](#)

16. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 8. [Understand and implement professional judgment in decision making](#)**
- 9. [Understand and apply required obligations to student, profession, and public - Rule 6A-10.081](#)**
- 10. [Understand function of PPS and PPC](#)**
- 11. [Understand why educators are held to higher standard of conduct than general public and possible consequences of decision made](#)**

17. Learning Procedures (Methods):

[WHAT will occur during the professional development component delivery?](#)

- [Lecture](#)
- [Discussion](#)
- [Demonstration](#)
- [Audio-visual aids](#)

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➤ Laboratory activities (role-playing)

▲ HOW will the experiences be provided to participants during this delivery?

➤ Participants will participate in scenarios and determine if there are any violations of Principles of Professional Conduct.

➤ Teachers will engage actively in discussions or proper decision making on and off campuses.

▲ KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

➤ Each participant will complete one or more of the following:

i. Survey of training and questions that may need addressing

ii. Write reflection of learned knowledge from training

▲ Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning-delivery method)
- ☐ E Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher/school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ I Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IDPP), Leadership Development Plans (LDDP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

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18. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ **M** - Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection or practice demonstration/modeling)
- ☐ **N** - Independent Learning/Action Research related to job responsibilities, specific professional learning goals or practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ **Q** - Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning or other properly implemented team learning practices focused on job embedded learning supported by collegial training resources)
- ☒ **P** - Participant Product related to training or learning process (may include lesson plans, written reflection on audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, collegial training resources)
- ☐ **Q** - Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study impact of the process on lessons implemented)
- ☐ **R** - Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ **S** - Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant reports or modeling to peers or supervisors
- ☐ **T** - Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target aligned to specific personnel evaluation system indicators/components/and/or domains)

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19. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

> NA

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Who will use the evaluation impact data gathered?

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NA

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20. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes.*

Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these

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aspects of PD evaluation data?

NA

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District record keeping data related to development of this component:

Date Approved

Department

Human
Resources

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Name of component author

Brenda
Troutman

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Specialized Training Components
Add-on Endorsement Programs

Training components used for Add-on Endorsement programs are found within the written program submitted under separate cover. For information regarding these components, please contact the Professional Development Department.

Approved Add-on Endorsement Programs:

- Athletic Coaching
- English for Speakers of Other Languages (ESOL)
- Gifted
- Reading
- Autism Spectrum Disorders



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School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C12 - College/University Agreements for Student Placement

Description

This agreement is between Clay County District Schools and the Polk State College for pre-service teacher candidates and interns (formerly known as student teachers) to be placed in and receive instruction in Clay County schools.

Gap Analysis

Without this agreement, interns and pre-interns cannot be placed in Clay County District Schools and would thereby prevent potential teacher candidates from choosing Clay to begin their career.

Previous Outcomes

This is the first agreement and partnership between Clay County District Schools and Polk State College.

Expected Outcomes

Field placement for pre-service teachers provides teacher candidates with real-world experiences that better prepares them for the rigors of classroom teaching.

Strategic Plan Goal

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

Recommendation

Approve the Agreement between Clay County District Schools and Polk State College.

Contact

Terrence.Connor@myoneclay.net

Financial Impact

\$0

Review Comments**Attachments**

📎 [200019 Polk State College.pdf](#)

PURCHASING

JUN 18 2019

RECEIVED

Review Date:			
Business Affairs Division	Approved	Denied	
Review Date:			
Information & Technology Dept.	Approved	Denied	
Review Date: 6/24/19	576		
School Board Attorney	Approved	Denied	
Review Date:			
Risk Management Department	Approved	Denied	
Review Date: 6-19-19			
Purchasing Department	Approved	Denied	
878			

Cost

Comments

Approvals

CONTRACT REVIEW FORM ("CRF")

DATE SUBMITTED: 6/18/19

CONTRACT INITIATOR (Name of Person Overseeing the Contract): Jamie Iannone

TELEPHONE NUMBER: 336-6951

SCHOOL/DEPARTMENT SUBMITTING CONTRACT: Professional Development

VENDOR/CONTRACTOR NAME: Polk State College

CONTRACT TITLE: Polk State College Agreement

CONTRACT TYPE: ☒ New ☐ Renewal ☐ Amendment ☐ Extension

DATE ORIGINAL CONTRACT APPROVED: 4/11/19 - 3/31/22

RENEWAL OPTION(S):

CONTRACT COST: 0

PAYMENT SCHEDULE (Monthly? Upon delivery? When finished?):

FUNDING SOURCE: N/A

STRATEGIC PLAN TIE-IN EXPLANATION: Goal 5: Develop & support great educators, support personnel, and leaders.

PRE-APPROVED BY SUPERINTENDENT OR DESIGNEE? Yes ☐ No ☐

ADDITIONAL INFORMATION:

CONTRACT REQUIRED DOCUMENTS ("CRD") PACKAGE ATTACHED?

Completed Contract Review Form

SBAO Template Contract or other Contract (with all basic and mandatory terms)

SIGNED 2018 Addendum A (if not an SBAO Template Contract)*

*This Statement MUST be included in the body of the Contract. "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

CERTIFICATE OF INSURANCE (COI) FOR GENERAL LIABILITY & WORKERS' COMPENSATION THAT MEET THESE REQUIREMENTS:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificates Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

RECEIVED 6/20/19

STUDENT TEACHING AFFILIATION AGREEMENT

This Student Teaching Affiliation Agreement ("Agreement") is entered into on this 17 day of May, 2019, by and between POLK STATE COLLEGE, located at 999 AVENUE H, N.E., WINTER HAVEN, FL 33881 ("PSC"), and THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, located at 900 Walnut Street, Green Cove Springs, Florida, 32043 ("the District").

1. **Purpose.** The purpose of this Agreement is to establish the terms and conditions under which PSC students ("PSC Students") may participate in Student Teaching Internships, Practicums, and Observations at the schools located in the District.

2. **PSC Student Placements.** The District shall accept PSC students for placement in Student Teaching Internships, Practicums, and Observations on the terms and conditions set forth herein.

3. Policies Governing PSC Student Placements.

a. Placements for all clinical field experiences will be arranged by the designated representatives of the District in collaboration with representatives of PSC. PSC Student applications for final internship will be submitted to the District by the appropriate PSC representative according to the following dates or as otherwise agreed upon by the parties:

April 15 – Submission of applications for final internships for
Fall Semester
October 15 – Submission of applications for final internships for
Spring Semester

b. Under no circumstances will PSC students be allowed to contact principals, administrators, or teachers to request a specific preferred placement.

c. PSC student applicants for college practicums or final internships cannot be placed in a school in which the applicant has a relative who is an employee or a student.

4. PSC Responsibilities.

a. PSC will provide a university supervisor for each practicum student or final intern placed in a District school. Each university supervisor will meet the minimum qualifications set forth by the Florida Department of Education which presently include the following:

- i. Three or more years of K-12 Teaching Experience
- ii. Evidence of Clinical Educator Training or commensurate clinical training
- iii. A Master's Degree or higher in an appropriate educational field

5. **Confidentiality.** PSC and the District shall inform each PSC student of federal and state laws governing the confidentiality of District student information, including FERPA. The parties agree that any breach of confidentiality by an PSC Student shall be grounds for immediate termination of the student's clinical experience.

7. **Indemnification and Hold Harmless.** Neither party shall be responsible to the other for personal injury or property damage or other loss except that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible. The District will provide PSC Students with immediate first aid for work-related injuries or illnesses, such as blood or bodily fluid exposure.

8. **Insurance.** During the term of this Agreement, PSC shall maintain in full force and effect commercial liability insurance in the minimum amount of \$1,000,000 per occurrence and \$2,000,000 aggregate.

9. **Notices.** Notices under this Agreement shall be mailed or delivered to the parties as follows:

To the District:

Ms. Jamie Iannone
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
900 Walnut Street
Green Cove Springs, Florida 32043

To PSC:

Polk State College
Attention: EPI COORDINATOR & OMBUDSMAN
999 Avenue H, N.E.
Winter Haven, FL 33881

10. **Term and Termination.** The term of this Agreement begins April 1, 2019, and ends on March 31, 2022. Either party may, either with or without cause, upon thirty (30) days' written notice to the other party, terminate this Agreement. Terminating this Agreement as set forth herein shall not operate to interrupt the progress of any student who has been assigned to a teaching internship, practicum or observation. A student who is assigned to any student teaching or practicum pursuant to this contract shall be allowed to complete their assignment.

11. **Assignment.** The provisions of this Agreement shall inure to the benefit of and shall be binding upon the successors of the parties hereto. Neither this Agreement nor any of the rights or obligations hereunder may be transferred or assigned without prior written consent of the other party.

12. **Modification of Agreement.** This Agreement may be modified only by written amendment executed by all parties.

13. **Partnership/Joint Venture/Employment.** Nothing herein shall in any way be construed or intended to create a partnership or joint venture between the parties or to create the relationship of principal and agent between or among any of the parties.

14. **Nondiscrimination.** The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Americans with Disabilities Act of 1990 and the regulations related thereto. The parties will not discriminate against any individual, including but not limited to employees or applicants for employment

and/or students because of race, religion, creed, color, sex, age, disability, veteran status, or national origin. This section shall not apply to discrimination in employment on the basis of religion that is specifically exempt under the Civil Rights Act of 1964 (42 U.S.C. §2000 e).

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officials thereunto duly authorized as of the date first above written.

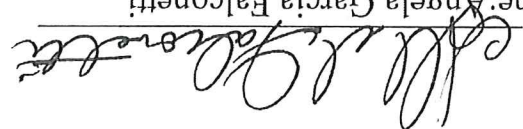
**THE SCHOOL BOARD OF CLAY
COUNTY, FLORIDA**

By: _____
Name: Carol Y. Studdard
Title: Chairman
"District"

Approved as to Form:

Attorney for the School Board

POLK STATE COLLEGE,

By: 
Name: Angela Garcia Falconetti
Title: President
"PSC"

Approved as to form:

**“ADDENDUM A”
TO**

CONTRACT WITH THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

Notwithstanding any contractual language to the contrary, the terms and conditions of this “Addendum A” shall govern and prevail over any conflicting or inconsistent terms and conditions in the underlying contract to which this “Addendum A” is attached and/or otherwise incorporated. All references herein made to the School Board of Clay County, Florida (“Board”) shall be interpreted to include the School Board of Clay County, Florida, Clay County District Schools (“District”), and all Board officers and employees.

1. INDEMNIFICATION

In addition to any other statutory or common law obligation to indemnify and defend the Board, Contractor/Vendor shall indemnify, defend, and hold harmless the Board, its officers, and employees from and against any claim, loss, damage, penalty, or liability arising from any negligent act, omission, misfeasance, malfeasance, or intentional wrongful conduct of Contractor/Vendor, its employees, and/or agents relating to the performance of duties contemplated by or arising from the underlying contract. Such obligations of the Contractor/Vendor include the duty to defend the Board and its officers and employees from and against any claim, complaint, payment, penalty, or other liability arising from the negligent act, omission, misfeasance, malfeasance, or intentionally wrongful conduct of Contractor/Vendor, its employees, and/or its agents. These obligations shall survive termination of the underlying contract. Polk State College is a political subdivision or agency of the State of Florida for purposes of sovereign immunity from tort liability. Notwithstanding any other provision either contained herein or foregoing, any indemnity and hold harmless provisions provided herein by Polk State College shall be limited to and subject to the limitations set forth in Florida Statute 768.28, and the above provisions of this section shall in no way serve as a waiver of Polk State College’s sovereign immunity beyond that which is provided in Section 768.28, Florida Statutes or be construed as a waiver of any other defenses that Polk State College may have to any such claims.

2. INSURANCE

Polk State College participates in a program of self-insurance with 26 other state community colleges in the State of Florida. The program of self-insurance for general liability provides for limits of \$200,000.00 per person, \$300,000.00 per occurrence which amount meets the statutory limits for the waiver of sovereign immunity set forth in Florida Statute 768.28. Further coverage is not required per statute.

3. RESERVATION OF SOVEREIGN IMMUNITY

No provision or language in the underlying contract shall be construed or interpreted to increase the scope or dollar limit of either parties liability beyond that which is set forth in section 768.28 of the Florida Statutes. Nor shall any such language be construed or interpreted to waive either parties sovereign immunity from suit, or to require either party to indemnify the other party or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts or omissions other

- a. Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under the contract ("Contract Data") which come within the definition of a "public record" under Chapter 119.
- b. Provide to the Board, upon its request and free of charge, a copy of each record which Contractor/Vendor seeks to produce in response to a public records request.

Contractor/Vendor is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance duties imposed by the underlying contract. Accordingly, in addition to all other Public Records obligations, Contractor/Vendor shall:

7. PUBLIC RECORDS

The services and/or products provided by Contractor/Vendor pursuant to the underlying contract are rendered to the Board in the capacity of an independent contractor. Accordingly, Contractor/Vendor is not authorized to assume or create any obligations or responsibilities (expressed or implied) on behalf of the Board. Nothing contained in the underlying contract shall be construed as creating an employer-employee or principal-agent relationship or a joint venture between Contractor/Vendor and the Board. In this regard, neither Contractor/Vendor nor its officers, employees, or agents shall be deemed to be employed by the Board for purposes of taxes or contributions levied by, under, or in accordance with any federal, state, or local laws with respect to employment or compensation for employment.

6. INDEPENDENT CONTRACTOR

Contractor/Vendor represents and warrants to the Board that it is familiar with sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 of the Florida Statutes regarding background investigations. Contractor/Vendor agrees to comply with all requirements of the above-cited statutes and background screening(s) at its own expense, and shall provide the Board with proof of clearance/compliance upon request. Contractor/Vendor agrees that its duty to defend, hold harmless, and indemnify the Board extends to any liability, damages, penalties, and costs which result from its failure to comply with the requirements of this provision.

5. LEVEL II BACKGROUND SCREENING

The underlying contract and this "Addendum A" shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions. Further, the Circuit Court for the Fourth Judicial Circuit in and for Clay County, Florida, shall have exclusive jurisdiction to enforce the terms of and adjudicate any disputes arising from the underlying contract and this "Addendum A."

4. GOVERNING LAW AND VENUE

than those which arise from their own actionable negligence. Both parties to this agreement expressly reserve all other protections and privileges related to their sovereign immunity.

Unless otherwise required by law, the Board's payment obligations (if any) arising from the underlying contract are contingent upon an annual appropriation by the Board and the availability of funds to pay for the contracted goods and/or services provided. If such funds are not appropriated or made available for the underlying contract and results in its termination, such conditions/events shall not constitute a default by the Board.

9. PAYMENT TERMS AND CONTINGENCIES

Notwithstanding any provision to the contrary contained in the underlying contract, Contractor/Vendor, its officers, employees, and agents shall fully comply with the requirements of the Family Education Rights and Privacy Act, sections 1002.22 and 1002.221 of the Florida Statutes, and all applicable laws and regulations regarding the confidentiality of personally identifiable student information and records. Contractor/Vendor shall indemnify, defend, and hold harmless the Board, its officers, and employees for any violation of this covenant. This provision shall survive the termination of the underlying contract and shall be binding upon Contractor/Vendor until such time as any claim arising from a breach of this covenant is barred by any applicable statute of limitations. In the event of a breach of security as defined by section 501.171 of the Florida Statutes, Contractor/Vendor shall notify the Board immediately, but no later than ten (10) calendar days following such security breach. Additionally, Contractor/Vendor shall fully cooperate, at its own expense, with the Board and assist the Board with all remedial efforts, required notifications, and any other obligations arising from or related to such a security breach.

8. STUDENT RECORDS

IF THE CONTRACTOR/VENDOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE UNDERLYING CONTRACT, CONTRACTOR/VENDOR SHALL CONTACT THE SCHOOL DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@myoneclay.net

All records transmitted to the Board must be provided in a format that is compatible with the Board's information technology systems. Any failure to comply with this provisions shall constitute a default and material breach of the underlying contract by the Contractor/Vendor, which may result in immediate termination by the Board without penalty to the Board.

- c. Ensure that Contract Data that are considered exempt under Chapter 119 are not disclosed except as authorized by law.
- d. Upon completion of its contractual obligations, transfer to the Board, at no cost to the Board, all Contract Data in the Contractor's/Vendor's possession or otherwise keep and maintain such data as required by law.

Contractor/Vendor shall be paid in accordance with the Local Government Prompt Payment Act upon submission of invoices to the District after delivery and acceptance of the goods and/or services provided. Where required, an original invoice referencing a District purchase order number shall be submitted for payment to the District's Accounts Payable Department, 814 Walnut Street, Green Cove Springs, Florida 32043.

Contractor/Vendor agrees to the foregoing terms and conditions of this "Addendum A" as evidenced by the following signature of its authorized representative as of the date indicated below:

Signature: _____
Printed Name: _____
Title: _____
Date: _____

DRAFT

Addendum A Form, May 2018, SBAO (web)

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
6/5/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, Inc. 200 S. Orange Ave Suite 1350 Orlando FL 32801		INSURED Polk State College 999 Avenue H, NE Winter Haven, FL 33881-4299	
CONTACT NAME: Audrey Dellolio PHONE (A/C, No. Ext): E-MAIL: Audrey_Dellolio@aig.com ADDRESS:		INSURER A: Qualified Self Insurer INSURER B: Safety National Casualty Corporation INSURER C: INSURER D: INSURER E: INSURER F:	
NAIC # 15105		REVISION NUMBER: CERTIFICATE NUMBER: 544216989	

COVERAGES

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

LTNR	TYPE OF INSURANCE	ADDITIONAL SUBROGATION	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY	<input checked="" type="checkbox"/>	RMC20190301	3/1/2019	3/1/2020	EACH OCCURRENCE \$200,000 DAMAGES TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Ea Occurrence Agg COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) \$ included
A	AUTOMOBILE LIABILITY	ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED NON-OWNED AUTOS ONLY	RMC20190301	3/1/2019	3/1/2020	GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Ea Occurrence Agg COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) \$ included
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY	RETENTION \$ EXCESS LIAB UMBRELLA LIAB CLAIMS-MADE OCCUR	SP4060046	3/1/2019	3/1/2020	E.L. EACH ACCIDENT \$2,000,000 E.L. DISEASE - EA EMPLOYEE \$2,000,000 E.L. DISEASE - POLICY LIMIT \$2,000,000 SELF INSURED RETENTION \$750,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY	RETENTION \$ EXCESS LIAB UMBRELLA LIAB CLAIMS-MADE OCCUR	RMC20190301	3/1/2019	3/1/2020	E.L. EACH ACCIDENT \$2,000,000 E.L. DISEASE - EA EMPLOYEE \$2,000,000 E.L. DISEASE - POLICY LIMIT \$2,000,000 SELF INSURED RETENTION \$750,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 WC-Statutory Excess of \$750,000 Self Insured Retention.
 GL-Self Insured per Florida Statute 768.28 - \$200,000 per Person / \$300,000 per Occurrence Aggregate.
 RE: Polk State College Student field experience in k-12 schools.

CERTIFICATE HOLDER

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.	AUTHORIZED REPRESENTATIVE
The School Board of Clay County 900 Walnut Street Green Cove Spring FL 32043	

CLAY COUNTY DISTRICT SCHOOLS

BOARD MEMBERS:

Janice Kerekes
District 1
Carol Studdard
District 2
Tina Bullock
District 3
Mary Bolla
District 4
Ashley Gillhousen
District 5

900 Walnut Street
Green Cove Springs, Florida 32043
Website: www.oneclay.net
Telephones: 904-336-6500
1-888-663-2529
FAX 904-336-6536 TDD 904-336-6584



Addison G. Davis
Superintendent of Schools

Date: June 26, 2019

To Whom It May Concern,

The following Certificate of Liability Insurance Letter provided does not meet our minimum requirements. Please revise and return to:

Purchasing
800 Center Street
Green Cove Springs, FL 32043

1. Provide a NAIC# for all insurance companies listed.
2. Please identify Clay County School District as additional insured on COI Form.
3. Limits section should reflect a minimum of \$2,000,000 on General Aggregate.
4. Limits section should reflect a minimum of \$1,000,000 on Combined Single Limit.
5. If you have 4 or more employees, then Workers Comp - Each Accident should reflect \$100,000.00. If Exempt, please attach Workers Comp Exemption Letter.
<https://www.myfloridacfo.com/Division/wc/employer/Exemptions/default.htm>
6. Please Address on COI to Reflect:
Clay County School District
900 Walnut Street
Green Cove Springs, FL 32043
7. Provide a good contact, phone number, and email address on the COI form.

Your prompt assistance is greatly appreciated.

Carmon Herring
Purchasing Support Assistant
Business Affairs Division
Clay County District Schools
904-336-6757 | email carmon.herring@myoneclay.net

"Discovering Endless Possibilities"

Equal Opportunity Employer



FW: Proof of Insurance for The School Board of Clay County

1 message

Mon, Jun 10, 2019 at 4:53 PM

Maria Vallejo <MVallejo@polk.edu>
To: "Cox, Julie" <julie.cox@myoneclay.net>
Cc: Sherri Davis <SDavis@polk.edu>

Hello Ms. Cox,

Good afternoon! Hope you re doing well. Below is the email message with the explanation from the Business Offices regarding the Addendum A. Please refer to the attached School Board of Clay County Affiliate Agreement and Certificate of Insurance for Polk State College. Please return one (1) fully executed agreement back to us.

Hope this information is helpful to you.

Sincerely,

Maria

Maria Vallejo, Administrative Assistant
Educator Preparation Institute (EPI)

Polk State College
999 Avenue H, NE
Winter Haven, FL 33881

Phone: 863-298-6870

Fax: 863-298-6814

Stay Connected: <https://www.facebook.com/PolkStateCollegeEPI2016/>

Your contribution to the Educator Preparation Institute Scholarship fund will be appreciated!

-----Original Message-----

From: Denise Andreu-Pietri <dandreu@polk.edu>
Sent: Monday, June 10, 2019 1:19 PM
To: Maria Vallejo <MVallejo@polk.edu>

Cc: Sherri Davis <SDavis@polk.edu>; Angie Armbruster <AArmbrus@polk.edu>; Mark Lillquist <MLlillquist@polk.edu>

Importance: High

Good afternoon,

We cannot sign the contract Addendum like it is written. Per Florida Statute, general liabilities limits are 200,000 per person, \$300,000 per occurrence under Florida Statute 768.28 which deals with sovereign immunity. In addition, we cannot waive our sovereign immunity. Below is the language that we would like to include in the agreement. I had explained this to the School Board of Clay County and they were waiting for the language and the COI but changes were not made in the Addendum.

General Liability Language:

Please be advised that Polk State College participates in a program of self-insurance with 26 other state community colleges in the State of Florida. The program of self-insurance for general liability provides for limits of \$200,000 per person, \$300,000 per occurrence under Florida Statute 768.28 which deals with sovereign immunity.

Indemnity Language:

Notwithstanding the foregoing, any indemnity and hold harmless provided herein by Polk State College shall be limited to and subject to the extent and limitation of Chapter 768.28, Florida Statutes and the above provision shall in no way act as a waiver of Polk State College's sovereign immunity beyond that provided in Section 768.28, Florida Statutes or as a waiver of any other defense that Polk State College may have to such claims.

Per our discussion, I will request a certificate of insurance based on our general liabilities limits.

Please do not hesitate to contact me if you have any question or concern.

Denise M Andreu
Director of Risk Management & Safety
Polk State College
999 Avenue H, NE

Mr. Bickner
Created Addendum A
for Polk College
See attached
-BJS

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C13 - Mileage Paid to Parents and Group Homes

Description

The Individuals with Disabilities Education Act (IDEA) provides that transportation to school is a related service and the responsibility of the local education agency in order that students receive a free appropriate public education.

Gap Analysis

In certain cases, the Exceptional Student Education department, in conjunction with the transportation department, must authorize the payment of mileage reimbursement for parents or group homes to transport students. Examples of such cases include no available bus, medical issues which cannot be resolved, significant behavior difficulties, or other special circumstances.

Previous Outcomes

The attached chart reflects the expenditures for mileage paid to individual families or group homes over the last several years. The increase in expenditures in mileage reflects students who are in a specialty placement outside of Clay County, and transport for group home students with highly volatile behavior.

Expected Outcomes

Approval of this agenda item will ensure that the district fully complies with the requirements of IDEA.

Strategic Plan Goal

Strategy 2.4 Ensure effective and efficient use of resources for fiscal stability.

Recommendation

The School Board of Clay County approve the reimbursement of mileage to parents or group homes when transporting by other means is either unsafe or unavailable.

Contact

Mr. Michael McAuley, Assistant Superintendent of Climate and Culture, 904-336-6513, michael.mcauley@myoneclay.net
Terry D. Roth, Director, Exceptional Student Education and Student Services, 904-336-6866, terry.roth@myoneclay.net

Financial Impact

The total cost of reimbursement for mileage is expected to be less than \$10,000 annually.

Review Comments

Attachments

📎 [19 20 Mileage Paid to Parents Agenda Attachment.pdf](#)

Previous Outcomes:

School Year	Expenditure
2014-2015	\$4,310.00
2015-2016	\$6,396.00
2016-2017	\$8,453.88
2017-2018	\$11,027.00
2018-2019	\$2,849.55

DRAFT

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C14 - Panorama Education Student Survey

Description

In August 2014, researchers at the Harvard Graduate School of Education and Panorama Education launched a first-of-its-kind collaboration to develop a valid and reliable survey tool to measure student perceptions of teaching and learning. The goal was to develop a survey instrument that would be grounded in the most advanced survey methodology and make it accessible for schools. By measuring student perceptions, the Panorama Student Survey gathers feedback from students about their classroom experience. These perceptions are strongly correlated with learning outcomes and can be an important improvement tool for school systems.

Gap Analysis

The gap would be described as the lack of data that fairly illustrates student perceptions of their experiences in the learning environment, and how that information can be used to strengthen instructional strategies and learning outcomes. The first survey conducted by CCDS students was in the winter of 2019 and will serve as the baseline for future analyses. The district profiles are referenced in the previous outcomes section. The survey was made available to all students in grades 3 through 12; each school had a three-week window in which to administer the survey and in the manner that made the most sense for their building. All parents/guardians were notified by the school that the survey would take place and in which they could opt out for their learner. Overall, there were less than 1,000 names removed from rosters with the vast majority of them needed corrections to the schools overall roster. Very few families chose to opt out.

Previous Outcomes

Attached to this agenda item are summary profiles of the baseline results, broken down by SEL competencies and School Supports scales, and broken down by grades 3-5 and grades 6-12.

Expected Outcomes

It is expected that each school will utilize this baseline information along with the scheduled September 2019 survey administration to inform SEL strategies implemented in their classrooms, and to use the winter 2020 survey as a measure of success related to those plans. All results will be expected to show an increase in positive ratings overall.

Strategic Plan Goal

Goal 3: Establish a respectful climate and culture that provides equity and access to all.

Recommendation

Approve the contract for Panorama Education Student Survey for the 2019-2020 academic year.

Contact

Michael McAuley, Assistant Superintendent, 904.336.6513

Financial Impact

\$61,100 from Mental Health allocation

Review Comments

Attachments

- ☞ [panorama \(1\).pdf](#)
- ☞ [claycounty+panorama-winter 2019_results-SEL_3-5.pdf](#)
- ☞ [Clay County - Board Deck.pdf](#)
- ☞ [claycounty+panorama-results-9c5444ad-feb5-475b-8cf5-ff462f262d24.pdf](#)

🔗 [claycounty+panorama-results-223e46c1-421c-4532-bbe1-83f66d98621c \(1\).pdf](#)

🔗 [claycounty+panorama-results.pdf](#)

DRAFT

☒ APPROVED

Pending Comments
below Addressed 200009

AGREEMENT / CONTRACT REVIEW FORM

BOARD MEETING DATE:

6/27/19 Board
WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE
ITEM ON AGENDA UNTIL REVIEW IS COMPLETED

Date Submitted: 6/4/19

Contact Name (Person Overseeing the Contract): Michael McAuley

Telephone Number: 336-9641

School/Department Submitting Contract: Climate & Culture

Vendor Name: Panorama Education

(190086)

Contract Title: Panorama Education

Contract Type: ☒ New ☐ Renewal ☐ Amendment ☐ Extension ☐

Date Original Contract Approved:

Prior Year's Pricing:

Contract Term: 1 yr 2019-2020

Renewal Option(s):

Contract Cost: \$61,100.00

Payment Schedule (Are the payments made monthly, when task is finished, etc):

Funding Source: 100.6100310.9004.1170 - \$10,700.00/ 100.6100369.9004.1170 - \$50,400.00

Strategic Plan Tie-in Explanation:

Background/Discussion/Research/Alternatives:

Survey shows a part of the Comprehensive
SEL plan for schools - informs very
elements of district priorities and informs
instructional practices. 2018-19 was
first year running as baseline

CONTRACT REVIEW REQUIRED DOCUMENTS ATTACHED

If more space is needed, please attach Word document.

- Completed Contract Review Form
- Original Contract and all Terms & Conditions that apply with the Contract
- SIGNED SBCC Addendum A *

*This Statement MUST BE written on Original Contract: The terms and conditions included in Addendum A shall be incorporate into this agreement. If there are any conflicts in the language provided in the agreement and that of Addendum A, then the language provided in Addendum A shall prevail.)

Certificate of Insurance (COI) that meet these requirements:

COI must list the School Board of Clay County as Additional Insured and as Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum (If exempt from Workers' Compensation Insurance they must sign a SBCC Release and Hold Harmless Form. If they are not exempt; they must provide Workers' Compensation COI.

SBCC
RECEIVED
6/10/19

RECEIVED

JUN 10 2019

PURCHASING

Approvals

Comments

Superintendent:	Approved	Denied	
Review Date:			
District's Attorney:	Approved	Denied	
Review Date: 6/17/2019			
Information & Technology:	Approved	Denied	
Review Date:			
Finance:	Approved	Denied	
Review Date:			
Insurance Certificate:	Approved	Denied	
Review Date:			
Purchasing:	Approved	Denied	
Review Date: 6/10/2019			

Approved with incorporation of
hand written & initialed changes to
page 2: "Other Terms & Conditions"
and "Agreement."

Self Source Done last year Contract 190086
Effective Date Past?

Current Contract good thru 11/2019?

(Fix Dates)

PANORAMA EDUCATION – SERVICE ORDER



Primary Contact Information

Client		Panorama Education, Inc. ("Panorama")	
<i>Client Legal Name ("Client")</i>	Clay County District Schools	<i>Company Name</i>	Panorama Education, Inc.
<i>Primary Contact, Title</i>	Michael McAuley, Assistant Superintendent for Climate and Culture	<i>Primary Contact, Title</i>	Michael Omenazu, Outreach Director
<i>Billing / Payment Address</i>	925 W. Center Street	<i>Billing Address</i>	24 School Street, 4 th Floor
<i>City / State / Zip</i>	Green Cove Springs, FL 32043	<i>City / State / Zip</i>	Boston, MA 02108
<i>Email</i>	michael.mcauley@myoneclay.net	<i>Email</i>	momenazu@panoramaed.com
<i>Phone</i>	(904) 336-6513	<i>Phone</i>	(617) 804-0659
<i>Billing Contact</i>			
<i>Billing Email Address</i>			

(1) Description of Services and (2) Fees

Description of Services	Fees	
Panorama Platform License Fee: Social-Emotional Learning Access to Platform and Support (as defined in the Terms and Conditions): Survey administration, analysis, and reporting <ul style="list-style-type: none"> Social-emotional learning measures 	<i>Effective Date:</i>	November 1, 2019
	<i>Contract Term:</i> (From Effective Date)	1 Year
	<i>Annual License Fee:</i>	\$50,400
Project Management Includes a dedicated Panorama Professional Services Manager who will work with the district's main point of contact to execute a successful project administration. <ul style="list-style-type: none"> Develop project timeline Manage setup and administration Customized configurations Coordinate the rollout of reports 	<i>Subtotal License Fee:</i>	\$50,400
	<i>Project Management:</i>	\$8,200
	<i>Professional Development:</i>	\$2,500
	<i>Subtotal Services Fees:</i>	\$10,700
Professional Development <ul style="list-style-type: none"> A customizable, on-site workshop focused on increasing staff's knowledge and capacity of actioning planning with SEL/ school climate data. 	<i>Annual Total:</i>	\$61,100

PANORAMA EDUCATION - SERVICE ORDER

PANORAMA

Other Terms and Conditions (if any)

Clay County School Board Addendum A shall Prevail,
District Purchase Order, (476) KM

Agreement

The agreement by and between the Client and Panorama (this "Agreement") consists of this Service Order (the "SO") and the Terms and Conditions attached to the SO. The clay county school Board Addendum A¹ and the Terms & Conditions on the Reverse of clay county sch. Board purchase order. (476)

Authorization

By signing below, the parties hereto ACCEPT AND AGREE to this Agreement as of the last date executed.

Client Signature:

Print Name, Title:

Date:

Panorama Signature:

Katie Mallett

Print Name, Title:

Katie Mallett

Date:

07/08/2019

BACKGROUND

Panorama is an education technology company that has developed a cloud-based platform-as-a-service that enables schools and school districts to analyze student and school data, measure social-emotional learning, and design and implement survey programs for students, staff and parents (the "Platform"). Client and Panorama have entered into the SO and, from time to time hereafter, Client and Panorama may enter into additional Service Orders ("Future SOs") pursuant to which Client will purchase rights to use the Platform and receive services. These Terms and Conditions are incorporated by reference into the SO to create this Agreement and will be incorporated by reference into each Future SO to create separate future agreements for the rights and services described in the applicable Future SO, in each case to the exclusion of any other terms or conditions that either party seeks to impose or incorporate or that are implied by course of dealing.

1 RIGHT TO USE PLATFORM

1.1 Platform. Subject to the terms and conditions of this Agreement, Panorama hereby grants Client the limited, nonexclusive, nontransferable, non-sublicenseable right to access and use the Platform via the Internet during the Term solely for Client's use (including use by Client's students, staff and parents, as described in the SO, if applicable ("Authorized Users")).

1.2 Limitations. The following limitations and restrictions will apply to the Platform:

(a) Client will not provide access to the Platform to any person who is not an employee or contractor of Client or an Authorized User.

(b) Except as expressly permitted hereunder, Client will not and will not permit or authorize any third party to: (i) reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas or algorithms of the Platform; (ii) modify, translate or create derivative works based on the Platform; (iii) copy, rent, lease, distribute, pledge, assign or otherwise transfer or allow any lien, security interest or other encumbrance on the Platform; (iv) use the Platform for timesharing or service bureau purposes or otherwise for the benefit of a third party; (v) hack, manipulate, interfere with or disrupt the integrity or performance of or otherwise attempt to gain unauthorized access to the Platform or its related systems, hardware or networks or any content or technology incorporated in any of the foregoing; or (vi) remove or obscure any proprietary notices or labels of Panorama or its suppliers on the Platform.

2 OWNERSHIP; RESERVATION OF RIGHTS

2.1 Client Ownership. Client owns (a) any data Client inputs into the Platform that identifies Client or its students, staff or parents (including Authorized Users) and any Survey responses provided by Client, its students, staff or parents (including Authorized Users) ("Data"), and (b) any other data and content provided by Client or Authorized Users to Panorama or input into the Platform, such as Survey questions ("Other Data", and, together with the Data, "Client Data"). Client hereby grants to Panorama a non-exclusive, worldwide, royalty-free, fully paid up, sublicenseable (through multiple tiers) (i) right and license during the Term to copy, distribute, display and create derivative works of and use the Client Data to perform Panorama's obligations under this Agreement; (ii) perpetual, irrevocable right and license to copy, modify and use Client Data to create aggregated, non-personally identifiable data or information ("Blind Data") and copy, distribute, display, create derivative works of and use the Blind Data for benchmarking, research or development purposes, including published research, and (iii) perpetual, irrevocable right and license to copy, distribute, display and create derivative works of and use Other Data for any and all purposes, in any form, media or manner. Client reserves any and all right, title and interest in and to the Client Data other than the licenses therein expressly granted to Panorama under this Agreement.

2.2 Panorama Ownership. Panorama retains all right, title and interest in and to the Platform, all copies or parts thereof (by whomever produced) and all intellectual property rights therein. Panorama grants no, and reserves any and all, rights other than the rights expressly granted to Client under this Agreement with respect to the Platform.

2.3 Feedback. Client may from time to time provide suggestions, comments for enhancements or functionality or other feedback ("Feedback") to

Panorama with respect to the Platform. Panorama has full discretion to determine whether to proceed with development of the requested enhancements, features or functionality. Client hereby grants Panorama a royalty-free, fully paid-up, worldwide, transferable, sublicenseable, irrevocable, perpetual license to (a) copy, distribute, transmit, display, perform, and create derivative works of the Feedback in whole or in part; and (b) use the Feedback in whole or in part, including without limitation, the right to develop, manufacture, have manufactured, market, promote, sell, have sold, offer for sale, have offered for sale, import, have imported, rent, provide and lease products or services that practice or embody, or are configured for use in practicing, the Feedback in whole or in part.

2.4 Client Responsibilities. Client will (a) use commercially reasonable efforts to prevent unauthorized access to or use of the Platform and notify Panorama promptly of any such unauthorized access or use, and (b) use the Platform only in accordance with the documentation and applicable laws and regulations.

2.5 Data Security. Panorama will implement and maintain reasonable administrative, physical and technical safeguards ("Safeguards") which attempt to prevent any collection, use or disclosure of, or access to Client Data that this Agreement does not expressly authorize, including, without limitation, an information security program that meets commercially reasonable industry practice to safeguard Client Data. Such information security program includes: (a) physical security of all premises in which Client Data will be processed and/or stored; and (b) reasonable precautions taken with respect to the employment of, access given to, and education and training of any and all personnel furnished or engaged by Panorama to perform any part of the services hereunder.

2.6 Privacy Policy. Panorama cares deeply about privacy, and we recognize that it is important to the educators, students, and parents we serve. Please see our Privacy Policy at <https://www.panoramaed.com/privacy> for more information about how we protect the privacy of those we serve.

2.7 Right to Data Destruction. If requested by the Client, during or after the term of this agreement, Panorama will make reasonable efforts to destroy or otherwise render Client Data inaccessible.

3 FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. Unless otherwise indicated on the SO, Client will pay all fees within thirty (30) days of the invoice date. If payment of any fee is not made when due and payable, a late fee will accrue at the rate of the lesser of one and one-half percent (1.5%) per month or the highest legal rate permitted by law and Client will pay all reasonable expenses of collection. In addition, if any past due payment has not been received by Panorama within thirty (30) days from the time such payment is due, Panorama may suspend access to the Platform until such payment is made.

3.2 Net of Taxes. All amounts payable by Client to Panorama hereunder are exclusive of any sales, use and other taxes or duties, however designated, including without limitation, withholding taxes, royalties, know-how payments, customs, privilege, excise, sales, use, value-added and property taxes (collectively "Taxes"). Client will be solely responsible for payment of any Taxes, except for those taxes based on the income of Panorama. Client will not withhold any Taxes from any amounts due Panorama.

4 TERM, TERMINATION

4.1 Term. The term of this Agreement will commence on the Effective Date and, unless earlier terminated in accordance with this Section 4, will continue through the date set forth on the SO (the "Term").

4.2 Termination; Effect of Termination. In addition to any other remedies it may have, either party may terminate this Agreement if the other party breaches any of the terms or conditions of this Agreement and fails to cure such breach within thirty (30) days' notice (or ten (10) days in the case of nonpayment) after receiving notice thereof. Upon any termination of this Agreement, Client will pay in full for the use of the Platform up to and including the last day on which the Platform is provided. Upon any termination of this Agreement for any reason, Panorama may, but is not obligated to, in its sole discretion and without delivery of any notice to Client, delete any Client Data stored or otherwise archived on the Platform or on Panorama's network. Upon termination of this Agreement, all rights granted

Terms and Conditions

hereunder and all obligations of Panorama to provide the Platform will immediately terminate and Client will (a) cease use of the Platform; and (b) return or destroy all other copies or other embodiments of Panorama's Confidential Information.

4.3 Survival. Upon expiration or termination of this Agreement, all obligations in this Agreement will terminate, provided that Sections 2 (Ownership; Reservation of Rights), 3 (Fees; Payment Terms), 4.2 (Termination; Effect of Termination), 4.3 (Survival), 5 (Confidentiality), 6.2 (Disclaimer), 7 (Limitations of Liability; Indemnification), and 8 (General) will survive.

5 CONFIDENTIALITY

5.1 As used herein, "Confidential Information" means, subject to the exceptions set forth in the following sentence, any information or data, regardless of whether it is in tangible form, disclosed by either party (the "Disclosing Party") that the Disclosing Party has either marked as confidential or proprietary, or has identified in writing as confidential or proprietary within thirty (30) days of disclosure to the other party (the "Receiving Party"); provided, however, that a Disclosing Party's business plans, strategies, technology, research and development, current and prospective Clients, billing records, and products or services will be deemed Confidential Information of the Disclosing Party even if not so marked or identified. Panorama's Confidential Information includes, without limitation, the Platform and the terms of this Agreement. Information will not be deemed "Confidential Information" if such information: (a) is known to the Receiving Party prior to receipt from the Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (b) becomes known (independently of disclosure by the Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; or (c) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party. Each party acknowledges that the Confidential Information constitutes valuable trade secrets and proprietary information of a party, and each party agrees that it will use the Confidential Information of the other party solely in accordance with the provisions of this Agreement and it will not disclose, or permit to be disclosed, the same directly or indirectly, to any third party without the other party's prior written consent, except as otherwise permitted hereunder. Each party will use reasonable measures to protect the confidentiality and value of the other party's Confidential Information. Notwithstanding any provision of this Agreement, either party may disclose the terms of this Agreement, in whole or in part (i) to its employees, officers, directors, professional advisers (e.g., attorneys, auditors, financial advisors, accountants and other professional representatives), existing and prospective investors or acquirers contemplating a potential investment in or acquisition of a party, sources of debt financing, acquirers and/or subcontractors who have a need to know and are legally bound to keep such Confidential Information confidential by confidentiality obligations or, in the case of professional advisers, are bound by ethical duties to keep such Confidential Information confidential consistent with the terms of this Agreement; and (ii) as reasonably deemed by a party to be required by law (in which case each party will provide the other with prior written notification thereof, will provide such party with the opportunity to contest such disclosure, and will use its reasonable efforts to minimize such disclosure to the extent permitted by applicable law). Each party agrees to exercise due care in protecting the Confidential Information from unauthorized use and disclosure. In the event of actual or threatened breach of the provisions of this Section, the non-breaching party will be entitled to seek immediate injunctive and other equitable relief, without waiving any other rights or remedies available to it. Each party will promptly notify the other in writing if it becomes aware of any violations of the confidentiality obligations set forth in this Agreement. Upon the termination of this Agreement, each Receiving Party agrees to promptly return to the Disclosing Party or destroy all Confidential Information of the Disclosing Party that is in the possession of the Receiving Party and to certify the return or destruction of all such Confidential Information and embodiments thereof.

6 REPRESENTATIONS, WARRANTIES AND DISCLAIMER

6.1 Representations and Warranties. Each party represents and warrants to the other party that (a) such party has the required power and authority to enter into this Agreement and to perform its obligations hereunder, (b) the

execution of this Agreement and performance of its obligations thereunder do not and will not violate any other agreement to which it is a party, and (c) this Agreement constitutes a legal, valid and binding obligation when signed by both parties. Client represents and warrants that it has the right to provide the Client Identifying Data and Client Content for the purposes contemplated by this Agreement.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PLATFORM IS PROVIDED ON AN "AS-IS" BASIS AND PANORAMA DISCLAIMS ANY AND ALL WARRANTIES. EXCEPT AS OTHERWISE EXPRESSLY PROVIDED IN THIS AGREEMENT, NEITHER PARTY MAKES ANY ADDITIONAL REPRESENTATION OR WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED (EITHER IN FACT OR BY OPERATION OF LAW), OR STATUTORY, AS TO ANY MATTER WHATSOEVER. ALL OTHER EXPRESS OR IMPLIED CONDITIONS, REPRESENTATIONS AND WARRANTIES ARE HEREBY EXCLUDED TO THE EXTENT ALLOWED BY APPLICABLE LAW. EACH PARTY EXPRESSLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUALITY, ACCURACY, TITLE, AND NON-INFRINGEMENT. NEITHER PARTY WARRANTS AGAINST INTERFERENCE WITH THE ENJOYMENT OF THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY OR AGAINST INFRINGEMENT. NEITHER PARTY WARRANTS THAT THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY ARE ERROR-FREE OR THAT OPERATION OF SUCH PARTY'S PRODUCTS OR SERVICES WILL BE SECURE OR UNINTERRUPTED. NEITHER PARTY WILL HAVE THE RIGHT TO MAKE OR PASS ON ANY REPRESENTATION OR WARRANTY ON BEHALF OF THE OTHER PARTY TO ANY THIRD PARTY.

7 LIMITATIONS OF LIABILITY; INDEMNIFICATION

7.1 Disclaimer of Consequential Damages. THE PARTIES HERETO AGREE THAT, NOTWITHSTANDING ANY OTHER PROVISION IN THIS AGREEMENT, EXCEPT FOR (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM) ABOVE, (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY) ABOVE, AND (C) LIABILITY ARISING FROM A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER FOR ANY SPECIAL, INDIRECT, RELIANCE, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND, LOST OR DAMAGED DATA, LOST PROFITS OR LOST REVENUE, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EVEN IF A PARTY HAS BEEN NOTIFIED OF THE POSSIBILITY THEREOF.

7.2 General Cap on Liability. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, EXCEPT FOR (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM) ABOVE, (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY) ABOVE, AND (C) LIABILITY ARISING FROM A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, UNDER NO CIRCUMSTANCES WILL EITHER PARTY'S LIABILITY FOR ALL CLAIMS ARISING UNDER OR RELATING TO THIS AGREEMENT (INCLUDING BUT NOT LIMITED TO WARRANTY CLAIMS), REGARDLESS OF THE FORUM AND REGARDLESS OF WHETHER ANY ACTION OR CLAIM IS BASED ON CONTRACT, TORT, OR OTHERWISE, EXCEED THE AGGREGATE FEES PAID BY CLIENT TO PANORAMA UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTH PERIOD PRECEDING THE EVENT OR CIRCUMSTANCES GIVING RISE TO SUCH LIABILITY. THIS LIMITATION OF LIABILITY IS CUMULATIVE AND NOT PER INCIDENT.

7.3 Independent Allocations of Risk. EACH PROVISION OF THIS AGREEMENT THAT PROVIDES FOR A LIMITATION OF

Terms and Conditions

LIABILITY, DISCLAIMER OF WARRANTIES, OR EXCLUSION OF DAMAGES IS TO ALLOCATE THE RISKS OF THIS AGREEMENT BETWEEN THE PARTIES. EACH OF THESE PROVISIONS IS SEVERABLE AND INDEPENDENT OF ALL OTHER PROVISIONS OF THIS AGREEMENT, AND EACH OF THESE PROVISIONS WILL APPLY EVEN IF THEY HAVE FAILED OF THEIR ESSENTIAL PURPOSE.

7.4 Indemnification by Panorama. Except for liability for which Client is responsible under Section 7.5, Panorama will indemnify, defend and hold Client and the officers, directors, agents, and employees of Client ("Client Indemnified Parties") harmless from settlement amounts and damages, liabilities, penalties, costs and expenses ("Liabilities") that are payable to any third party or incurred by the Client Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation that the use of the Platform in accordance with the terms and conditions of this Agreement infringes such third party's copyright or results in a misappropriation of such third party's trade secrets. Panorama will have no liability or obligation under this Section 7.4 if such Liability is caused in whole or in part by (a) modification of the Platform by any party other than Panorama without Panorama's express consent; (b) the combination, operation, or use of the Panorama with other product(s), data or services not provided by Panorama where the Platform would not by itself be infringing; or (c) unauthorized or improper use of the Platform. If the use of the Platform by Client has become, or in Panorama's opinion is likely to become, the subject of any claim of infringement, Panorama may at its option and expense (i) procure for Client the right to continue using the Platform as set forth hereunder; (ii) replace or modify the Platform to make it non-infringing so long as the Platform has at least equivalent functionality; (iii) substitute an equivalent for the Platform or (iv) if options (i)-(iii) are not available on commercially reasonable terms, terminate this Agreement. This Section 7.4 states Panorama's entire obligation and Client's sole remedies in connection with any claim regarding the intellectual property rights of any third party.

7.5 Indemnification by Client. Client will indemnify, defend and hold Panorama and the officers, directors, agents, and employees of Panorama ("Panorama Indemnified Parties") harmless from Liabilities that are payable to any third party or incurred by the Panorama Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation arising from or related to (a) any use by Client or Authorized Users of the Platform in violation of this Agreement or (b) the Client Data.

7.6 Indemnification Procedure. If a Client Indemnified Party or a Panorama Indemnified Party (each, an "Indemnified Party") becomes aware of any matter it believes it should be indemnified under Section 7.4 or Section 7.5, as applicable, involving any claim, action, suit, investigation, arbitration or other proceeding against the Indemnified Party by any third party (each an "Action"), the Indemnified Party will give the other party (the "Indemnifying Party") prompt written notice of such Action. The Indemnified Party will cooperate, at the expense of the Indemnifying Party, with the Indemnifying Party and its counsel in the defense and the Indemnified Party will have the right to participate fully, at its own expense, in the defense of such Action with counsel of its own choosing. Any compromise or settlement of an Action will require the prior written consent of both parties hereunder, such consent not to be unreasonably withheld or delayed.

8 GENERAL

Client may not remove or export from, or use from outside, the United States or allow the export or re-export of the Platform or anything related thereto, or any direct product thereof in violation of any restrictions, laws or regulations of the United States Department of Commerce, the United States Department of Treasury Office of Foreign Assets Control, or any other United States or foreign agency or authority. If any provision of this Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect and enforceable. Neither party may assign this Agreement by operation of law or otherwise or assign or delegate its rights or obligations under the Agreement without the other party's prior written consent; provided however, that either party may assign this Agreement to an acquirer of or successor to all or substantially all of its business or assets to which this Agreement relates, whether by merger, sale of assets, sale of stock, reorganization or otherwise. Any assignment or

attempted assignment by either party otherwise than in accordance with this Section 8 will be null and void. Both parties agree that this Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of this Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. No agency, partnership, joint venture, or employment is created as a result of this Agreement and a party does not have any authority of any kind to bind the other party in any respect whatsoever. In any action or proceeding to enforce rights under this Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. Client acknowledges that any unauthorized use of the Platform will cause irreparable harm and injury to Panorama for which there is no adequate remedy at law. In addition to all other remedies available under this Agreement, at law or in equity, Client further agrees that Panorama will be entitled to injunctive relief in the event Client uses the Platform in violation of the limited license granted herein or uses the Platform in any way not expressly permitted by this Agreement. All notices under this Agreement will be in writing and sent to the recipient's address set forth in the SO and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or email; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested. Each party agrees that it will not, without prior written consent of the other, issue a press release regarding their business relationship. Notwithstanding anything herein to the contrary, Panorama may identify Client and the relationship between Panorama and Client in Panorama's marketing collateral, website, and other promotional and marketing materials. Each party will be excused from performance for any period during which, and to the extent that, it is prevented from performing any obligation or service, in whole or in part, as a result of a cause beyond its reasonable control and without its fault or negligence, including, but not limited to, acts of God, acts of war, epidemics, fire, communication line failures, power failures, earthquakes, floods, blizzard, or other natural disasters (but excluding failure caused by a party's financial condition or any internal labor problems (including strikes, lockouts, work stoppages or slowdowns, or the threat thereof)) (a "Force Majeure Event"). Delays in performing obligations due to a Force Majeure Event will automatically extend the deadline for performing such obligations for a period equal to the duration of such Force Majeure Event. Except as otherwise agreed upon by the parties in writing, in the event such non-performance continues for a period of thirty (30) days or more, either party may terminate this Agreement by giving written notice thereof to the other party. Upon the occurrence of any Force Majeure Event, the affected party will give the other party written notice thereof as soon as reasonably practicable of its failure of performance, describing the cause and effect of such failure, and the anticipated duration of its inability to perform. This Agreement will be governed by the laws of the Commonwealth of Massachusetts without regard to its conflict of laws provisions. For all disputes relating to this Agreement, each party submits to the exclusive jurisdiction of the state and federal courts located in Boston, Massachusetts and waives any jurisdictional, venue, or inconvenient forum objections to such courts.

"ADDENDUM A"
TO
TO CONTRACT WITH THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

Notwithstanding any contractual language to the contrary, the terms and conditions of this "Addendum A" shall govern and prevail over any conflicting or inconsistent terms and conditions in the underlying contract to which this "Addendum A" is attached and/or otherwise incorporated. All references herein made to the School Board of Clay County, Florida ("Board") shall be interpreted to include the School Board of Clay County, Florida, Clay County District Schools ("District"), and all Board officers and employees.

1. INDEMNIFICATION

In addition to any other statutory or common law obligation to indemnify and defend the Board, Contractor/Vendor shall indemnify, defend, and hold harmless the Board, its officers, and employees from and against any claim, loss, damage, penalty, or liability arising from any negligent act, omission, misfeasance, malfeasance, or intentionally wrongful conduct of Contractor/Vendor, its employees, and/or agents relating to the performance of duties contemplated by or arising from the underlying contract. Such obligations of the Contractor/Vendor include the duty to defend the Board and its officers and employees from and against any claim, complaint, payment, penalty, or other liability arising from the negligent act, omission, misfeasance, malfeasance, or intentionally wrongful conduct of Contractor/Vendor, its employees, and/or its agents. These obligations shall survive termination of the underlying contract.

2. INSURANCE

Unless otherwise specified in the underlying contract, Contractor/Vendor shall maintain throughout the term/duration of the contract (and any authorized renewal periods) the following insurance policies providing at least the minimum amounts shown:

1. General Liability Policy:
 \$1,000,000.00 per occurrence
 \$2,000,000.00 aggregate
2. Auto Liability Policy:
 \$1,000,000.00 combined single limit
 \$5,000,000.00 charter or common carrier
3. Worker's Compensation Policy:
 \$100,000

Note: To the extent that Contractor/Vendor is statutorily or otherwise legally exempt from Worker's Compensation insurance obligations, Contractor/Vendor must execute a Release and Hold Harmless Agreement in a form acceptable to the Board.

Each insurance policy shall be obtained from an insurance carrier rated as "A-" or better, under a policy approved for use in the State of Florida. Further, unless otherwise agreed to by the Board, such insurance policy shall contain evidence/endorsement for physical and sexual abuse and molestation coverage. Each Certificate of Insurance ("COI") shall

name the School Board of Clay County, Florida, as an additional insured and the policy must unconditionally entitle the Board to thirty (30) days' notice of policy/coverage cancellation.

3. RESERVATION OF SOVEREIGN IMMUNITY

No provision or language in the underlying contract shall be construed or interpreted to increase the scope or dollar limit of the Board's liability beyond that which is set forth in section 768.28 of the Florida Statutes. Nor shall any such language be construed or interpreted to waive the Board's sovereign immunity from suit, or to require the Board to indemnify Contractor/Vendor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts or omissions other than those which arise from the actionable negligence of the Board. The Board expressly reserves all other protections and privileges related to its sovereign immunity.

4. GOVERNING LAW AND VENUE

The underlying contract and this "Addendum A" shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions. Further, the Circuit Court for the Fourth Judicial Circuit in and for Clay County, Florida, shall have exclusive jurisdiction to enforce the terms of and adjudicate any disputes arising from the underlying contract and this "Addendum A."

5. LEVEL II BACKGROUND SCREENING

Contractor/Vendor represents and warrants to the Board that it is familiar with sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 of the Florida Statutes regarding background investigations. Contractor/Vendor agrees to comply with all requirements of the above-cited statutes and background screening(s) at its own expense, and shall provide the Board with proof of clearance/compliance upon request. Contractor/Vendor agrees that its duty to defend, hold harmless, and indemnify the Board extends to any liability, damages, penalties, and costs which result from its failure to comply with the requirements of this provision.

6. INDEPENDENT CONTRACTOR

The services and/or products provided by Contractor/Vendor pursuant to the underlying contract are rendered to the Board in the capacity of an independent contractor. Accordingly, Contractor/Vendor is not authorized to assume or create any obligations or responsibility (expressed or implied) on behalf of the Board. Nothing contained in the underlying contract shall be construed as creating an employer-employee or principal-agent relationship or a joint venture between Contractor/Vendor and the Board. In this regard, neither Contractor/Vendor nor its officers, employees, or agents shall be deemed to be employed by the Board for purposes of taxes or contributions levied by, under, or in accordance with any federal, state, or local laws with respect to employment or compensation for employment.

7. PUBLIC RECORDS

Contractor/Vendor is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance duties imposed by the underlying contract. Accordingly, in addition to all other Public Records obligations, Contractor/Vendor shall:

- a. Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under the contract ("Contract Data") which come within the definition of a "public record" under Chapter 119.
- b. Provide to the Board, upon its request and free of charge, a copy of each record which Contractor/Vendor seeks to produce in response to a public records request.
- c. Ensure that Contract Data that are considered exempt under Chapter 119 are not disclosed except as authorized by law.
- d. Upon completion of its contractual obligations, transfer to the Board, at no cost to the Board, all Contract Data in the Contractor's/Vendor's possession or otherwise keep and maintain such data as required by law.

All records transmitted to the Board must be provided in a format that is compatible with the Board's information technology systems. Any failure to comply with this provisions shall constitute a default and material breach of the underlying contract by the Contractor/Vendor, which may result in immediate termination by the Board without penalty to the Board.

IF THE CONTRACTOR/VENDOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE UNDERLYING CONTRACT, CONTRACTOR/VENDOR SHALL CONTACT THE SCHOOL DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@myoneclay.net

8. STUDENT RECORDS

Notwithstanding any provision to the contrary contained in the underlying contract, Contractor/Vendor, its officers, employees, and agents shall fully comply with the requirements of the Family Education Rights and Privacy Act, sections 1002.22 and 1002.221 of the Florida Statutes, and all applicable laws and regulations regarding the confidentiality of personally identifiable student information and records. Contractor/Vendor shall indemnify, defend, and hold harmless the Board, its officers, and employees for any violation of this covenant. This provision shall survive the termination of the underlying contract and shall be binding upon Contractor/Vendor until such time as any claim arising from a breach of this covenant is barred by any applicable statute of limitations. In the event of a breach of security as defined by section 501.171 of the Florida Statutes, Contractor/Vendor shall notify the Board immediately, but no later than ten (10) calendar days following such security breach. Additionally, Contractor/Vendor shall fully cooperate, at its own expense, with the Board and assist the Board with all remedial efforts, required notifications, and any other obligations arising from or related to such a security breach.

9. PAYMENT TERMS AND CONTINGENCIES

Unless otherwise required by law, the Board's payment obligations (if any) arising from the underlying contract are contingent upon an annual appropriation by the Board and the availability of funds to pay for the contracted goods and/or services provided. If such funds are not appropriated or made available for the underlying contract and results in its termination, such conditions/events shall not constitute a default by the Board.

Contractor/Vendor shall be paid in accordance with the Local Government Prompt Payment Act upon submission of invoices to the District after delivery and acceptance of the goods and/or services provided. Where required, an original invoice referencing a District purchase order number shall be submitted for payment to the District's Accounts Payable Department, 814 Walnut Street, Green Cove Springs, Florida 32043.

Contractor/Vendor agrees to the foregoing terms and conditions of this "Addendum A" as evidenced by the following signature of its authorized representative as of the date indicated below:

Signature: Michael O Menazu

Printed Name: Michael Omenazu

Title: Outreach Director

Date: 06 / 10 / 2019

PURCHASING CONDITIONS

1. The School Board of Clay County (SBCC) purchase order number shall appear on each invoice, delivery papers, bills of lading, packages and/or correspondence.
2. Original invoices shall serve as the SBCC basis for payment.
3. All deliveries are to be F.O.B. destination unless otherwise specified.
4. Do not back order without prior approval.
5. C.O.D. orders shall not be accepted - including freight charges.
6. Equipment, materials, supplies and/or services delivered on this order shall be subject to inspection and test upon receipt, and if rejected, shall remain the property of the vendor.
7. The SBCC issues payments in accordance with the Florida Prompt Payment Act, Florida Statutes, Chapter 218.
8. **BACKGROUND INVESTIGATION:** Any employee, principle, or agent of the contractor, vendor, entity or service provider which is a party to this agreement shall, prior to being permitted access to school grounds when students are present or being allowed direct contact with students or being granted access to or control of school funds, submit to and pass Level II background screening requirements or otherwise meet the requirements of and be bound by the terms of Florida Statutes 1012.465, 1012.467 or 1012.468. The cost of screening shall be the responsibility of the vendor, contractor, service provider and not the SBCC.
9. All transactions contemplated by this purchase order shall be governed by, and construed and enforced in accordance with, the laws of the State of Florida without regard to principles of conflicts of laws. Venue for any action arising in regards to this purchase order shall be in the state courts located in Clay County, Florida.

NOTICE: REQUIREMENTS WHEN USING FEDERAL FUNDING:

This purchase order constitutes a contract. Upon acceptance of a purchase order, the vendor certifies that their firm meets and agrees to the following provisions which shall become a part of the contract:

PARTIES RECEIVING PAYMENT VIA PURCHASE ORDER ISSUED BY THE SBCC FOR GOODS AND/OR SERVICES SHALL BE SUBJECT TO ALL REMEDIES ALLOWED BY LAW FOR ANY DEFAULTS, BREACHES, VIOLATIONS OR OTHER FAILURES TO PERFORM AS AGREED WHETHER OR NOT AN EXPRESS WRITTEN AGREEMENT EXISTS FOR THE PROVISION OF SUCH GOODS AND/OR SERVICES.

FISCAL NON-APPROPRIATIONS CLAUSE: In the event sufficient budgeted funds are not available for a new fiscal period, the purchasing department shall notify the vendor of such an occurrence and this contract shall terminate on the last day of the current fiscal period without penalty or expense to the SBCC.

ACCESS TO RECORDS: (34 CFR 80.36 (i)(10)): All vendors, contractors and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the vendor which is directly pertinent to this specific contract for the purpose of making audit, examination, excerpts and transcriptions.

RECORDS RETENTION: (34 CFR 80.36 (i)(11)): All vendors, contractors and subcontractors must retain all records pertaining to this contract for three (3) years after the SBCC makes final payments and all other pending matters are closed.

CLEAR AIR ACT: (34 CFR 80.36 (i)(12)): All vendors, contractors and subcontractors must comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 11857 (h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15). (Applies to contracts, subcontracts and sub-grants of amounts in excess of \$100,000).

ENERGY EFFICIENCY: (34 CFR 80.36(i)(13)): All vendors, contractors and subcontractors must comply with mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (pub. L. 94-163, 89 Stat.871).

SUSPENSION AND DEBARMENT: In accordance with the United States Office of Management and Budget (OMB) Circular A-133 regarding procurement contracts equal to or exceeding \$25,000, vendors, contractors and subcontractors certify they are not listed on the Excluded Parties Listing System (EPLS) Issued by the General Services Administration (GSA).

EQUAL EMPLOYMENT OPPORTUNITY: (34 CFR 80.36(i)(3)): All vendors, contractors and subcontractors must comply with Executive Order 11246 of September 24, 1965, entitled "Equal Employment Opportunity" as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor regulations (41 CFR chapter 60). (Applied to all construction contracts awarded in excess of \$10,000 by the district and their contractors or sub-grantees).

COPELAND "ANTI-KICKBACK" ACT: (34 CFR 80.36(i)(4)): All vendors, contractors, and subcontractors must comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFR part 3). (Applies to all contracts and sub-grants for construction or repair).

DAVIS-BACON ACT: (34 CFR 80.36(i)(5)): All vendors, contractors and subcontractors must comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a-7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of \$2,000 awarded by grantees and sub-grantees when required by Federal grant program legislation). (Applies to construction contracts in excess of \$2,000 awarded by the district and sub-grantees when required by Federal grant program legislation).

CONTRACT WORK HOURS & SAFETY STANDARDS ACT: (34 CFR 80.36(i)(6)): All vendors, contractors and subcontractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor regulations (29 CFR part 5). Applies to all construction contracts awarded by the district and sub-grantees in excess of \$2,000, and in excess of \$2,500 for other contracts which involve the employment of mechanics or laborers).

CANCELLATION/TERMINATION: (34 CFR 80.36(i)): For all purchases involving Federal funds in excess of \$10,000, the SBCC reserves the right to terminate this contract for cause, as well as for convenience, by issuing a certified notice to the vendor. If terminated, the SBCC shall be responsible only for goods and services already delivered to it on the date of such termination and shall not be responsible for any consequential damage, future damages or damages caused by lost profits, inconvenience or overhead expense to the vendor.



PANOEDU-01

JLOOMIS

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/7/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER The Corcoran & Havlin Insurance Group 287 Linden Street Wellesley, MA 02482	CONTACT NAME: Jane K Loomis, CISR, CIC		
	PHONE (A/C, No, Ext): (781) 235-3100 241	FAX (A/C, No): (781) 235-1622	
	E-MAIL ADDRESS: JLoomis@chinsurance.com		
INSURED Panorama Education, Inc. 24 School Street, 4th Floor Boston, MA 02108	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Sentinel Insurance Company, Ltd.		11000 A+
	INSURER B: Twin City Fire Insurance Company		29459 A+
	INSURER C:		
	INSURER D:		
	INSURER E:		
INSURER F:			

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	X		08SBAIX5063	7/9/2019	7/9/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/OP AGG \$ 2,000,000 OTHER: \$ AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB			08SBAIX5063	7/9/2019	7/9/2020	EACH OCCURRENCE \$ 8,000,000 AGGREGATE \$ 8,000,000 DED \$ RETENTION \$ 0
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	08WECCQ3113	7/6/2018	7/6/2019	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

School Board of Clay County, Florida is an Additional Insured on the General Liability when required by written contract with regards to work performed by the Named Insured.

Sentinel Insurance Company, LTD and Twin City Fire Insurance Company are both A+ rated companies per A.M. Best Rating

30 day cancellation except 10 day for non-payment of premium per policy provisions.

CERTIFICATE HOLDER

CANCELLATION

School Board of Clay County, Florida
900 Walnut Street
Green Cove Springs, FL 32043

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

George Doherty



Clay County District Schools

Grades 3-5
Winter 2019




DRAFT



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Engagement How attentive and invested students are in class.	56%	 60th - 79th percentile compared to others nationally
School Safety Perceptions of student physical and psychological safety at school.	60%	 40th - 59th percentile compared to others nationally
Sense of Belonging How much students feel that they are valued members of the school community.	61%	 60th - 79th percentile compared to others nationally
6,971 responses		

DRAFT



Engagement

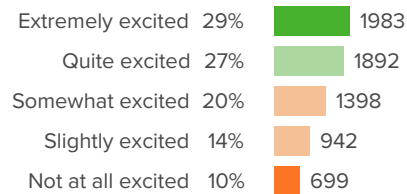
Your average

56%

6,971 responses

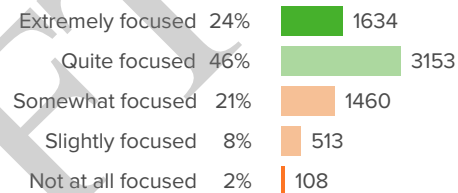
How did people respond?

Q.1: How excited are you about going to this class?



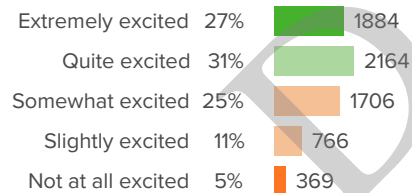
Favorable: **56%**

Q.2: How focused are you on the activities in this class?



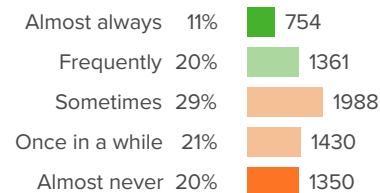
Favorable: **70%**

Q.3: In this class, how excited are you to participate?



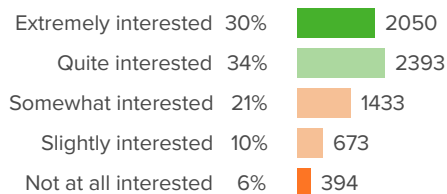
Favorable: **59%**

Q.4: When you are not in school, how often do you talk about ideas from this class?



Favorable: **31%**

Q.5: How interested are you in this class?



Favorable: **64%**



School Safety

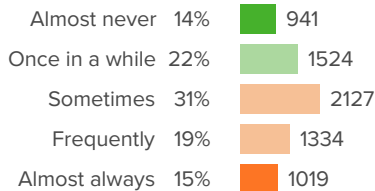
Your average

60%

6,971 responses

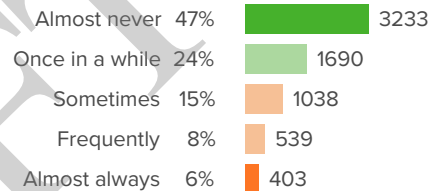
How did people respond?

Q.1: How often are people disrespectful to others at your school?



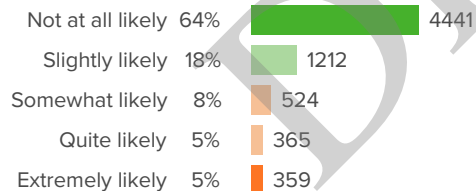
Favorable: **35%**

Q.2: How often do students get into physical fights at your school?



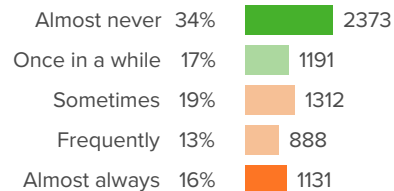
Favorable: **71%**

Q.3: How likely is it that someone from your school will bully you online?



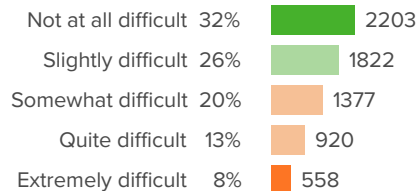
Favorable: **82%**

Q.4: How often do you worry about violence at your school?



Favorable: **52%**

Q.5: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



Favorable: **59%**



Sense of Belonging

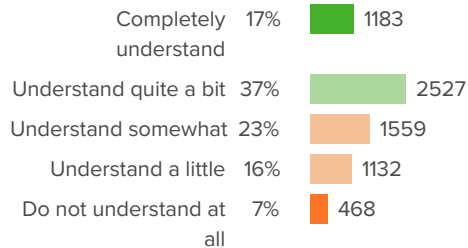
Your average

61%

6,971 responses

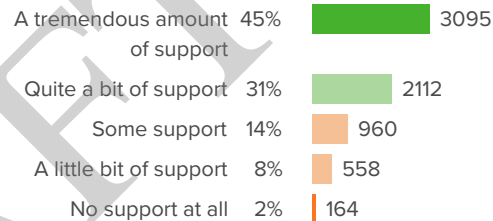
How did people respond?

Q.1: How well do people at your school understand you as a person?



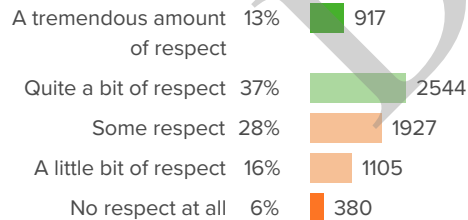
Favorable: **54%**

Q.2: How much support do the adults at your school give you?



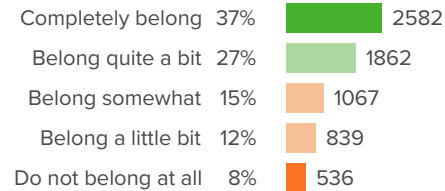
Favorable: **76%**

Q.3: How much respect do students at your school show you?



Favorable: **50%**

Q.4: Overall, how much do you feel like you belong at your school?



Favorable: **65%**



Using Data to Support Every Student in Clay County District Schools

Mike Omenazu

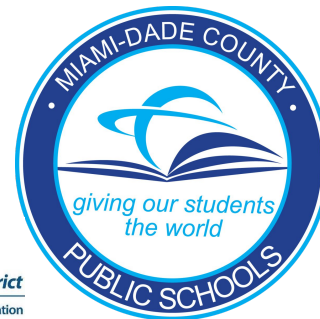
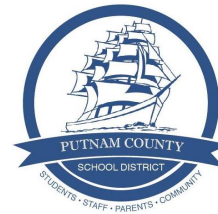
Outreach Director

Ben Mark

Outreach Director

About Panorama

- A team of 100 former educators, software developers, and education professionals based in Boston, Massachusetts
- Passionate about using data to understand and support the whole child
- A community of more than 500 districts and 8,500 schools, serving over 7 million students each year
- An exclusive focus on helping K-12 schools and districts improve student outcomes



Join the Premiere Learning Organization



Panorama for Social Emotional Learning



Student Skills & Competencies

Self-Management
Growth Mindset
Self-Efficacy
Grit
Social Awareness



Student Supports & Environment

Sense of Belonging
Teacher-Student Relationships
School Safety
Student Engagement
Valuing of School



Teacher Skills & Supports

Teacher Self-Reflection
Professional Learning
Resources for Student
Support
Educating All Students

Why are districts measuring SEL?


- **Foster a positive school climate** - “We need to better understand climate and culture in our district.”
- **Track progress towards goals** - “Improving Student-Teacher Relationships is one of our goals, so we need to measure it.”
- **Integrate social and emotional learning with academic learning** - “How can we use data to show the impact of the SEL programming on student achievement, attendance and behavior?”
- **Evaluate program or intervention** - Demonstrate the effectiveness of multi-tiered systems of support.’



Engage Students with Team Points

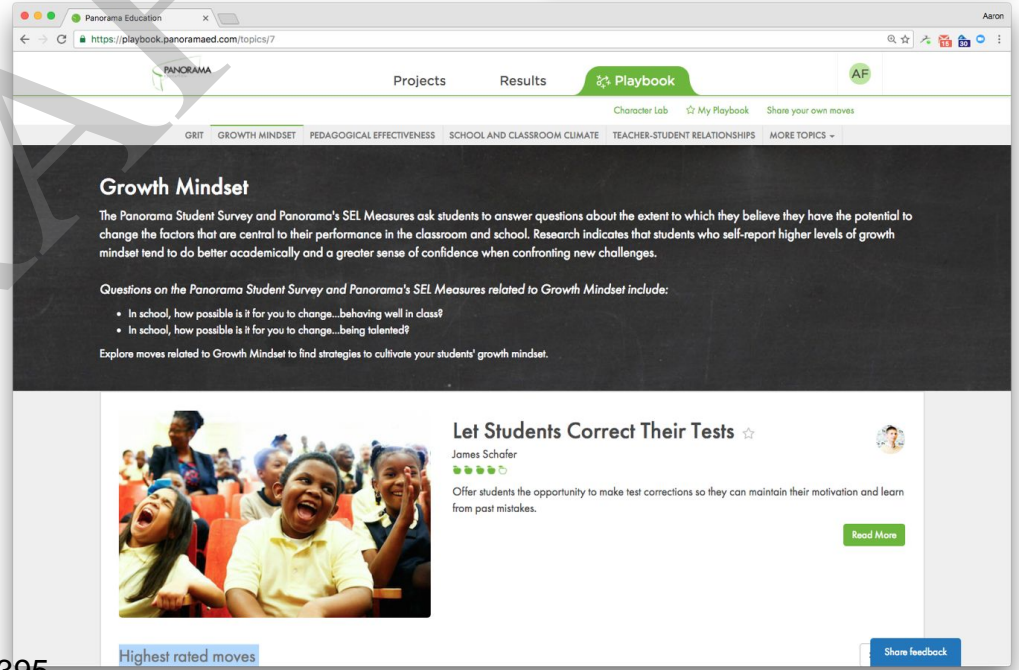
Amanda Mitchell

★★★★★



Take Action with Playbook

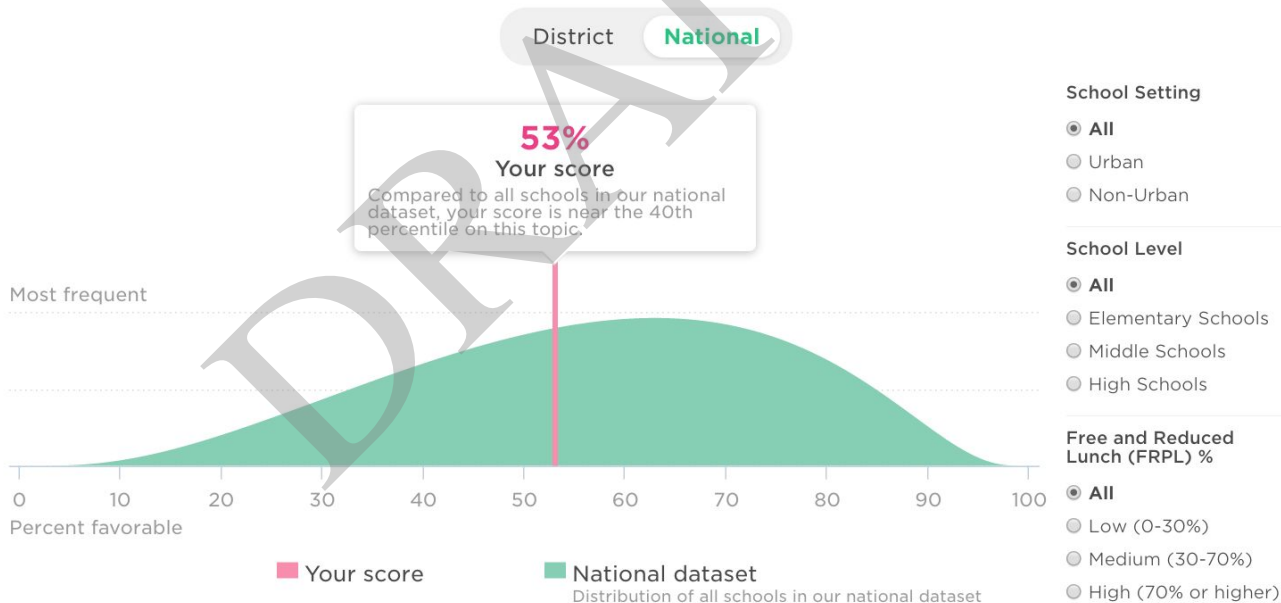
- Hundreds of classroom strategies written by Open Circle, Character Lab, Teaching Tolerance, Second Step, and successful teachers in Panorama's community
- Topics include Growth Mindset, Student Engagement, Teacher-Student Relationships, School Climate, and more
- Includes relevant articles and academic papers that connect the research behind your survey topics



The screenshot shows the 'Playbook' section of the Panorama website. The navigation bar includes 'Projects', 'Results', and 'Playbook'. The 'Growth Mindset' section is highlighted, featuring a description of the Panorama Student Survey and SEL Measures, a list of questions related to growth mindset, and a link to explore moves. Below this, there is a featured article titled 'Let Students Correct Their Tests' by James Schafer, which includes a photo of students and a 'Read More' button. The page also has a 'Share feedback' button at the bottom right.

Explore national benchmarks and compare results to schools with similar profiles:

Explore National Benchmarks for **Belonging** ?



Understand differences in students' SEL across subgroups

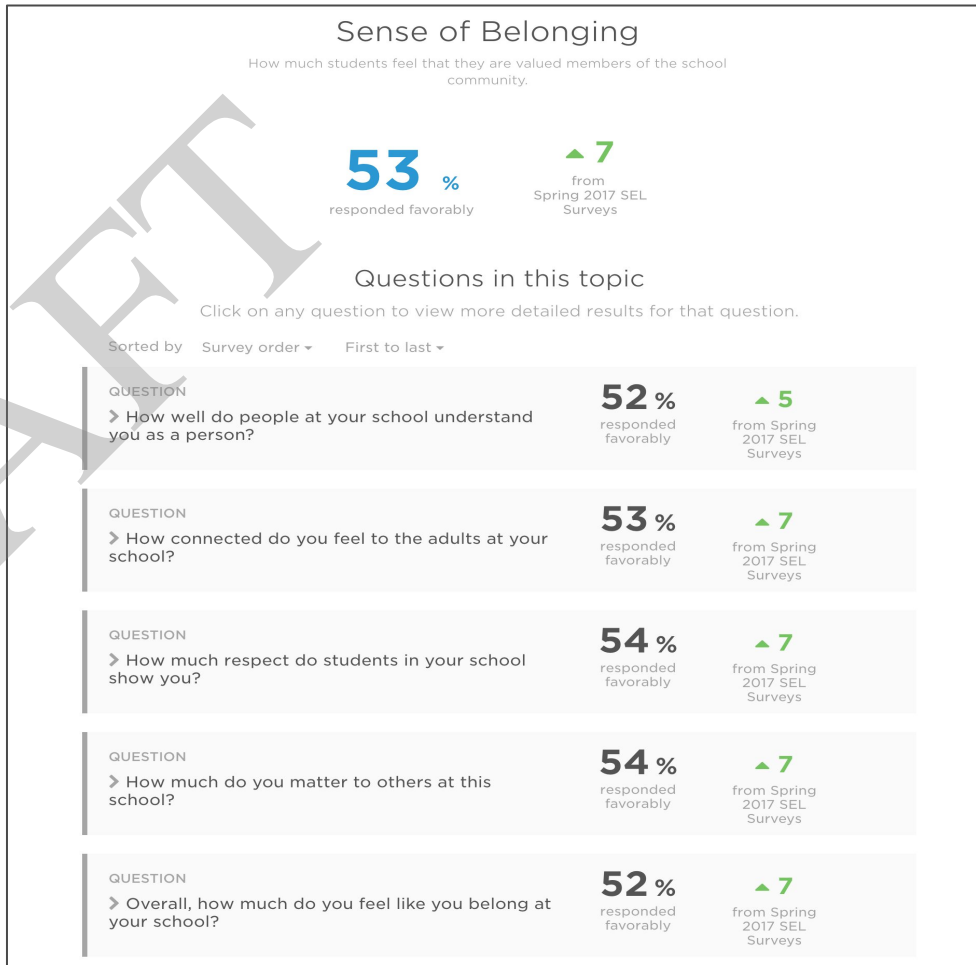
Explore Growth Mindset by subgroup

Click on a subgroup category below to see the percentage of favorable responses by subgroup for Growth Mindset.

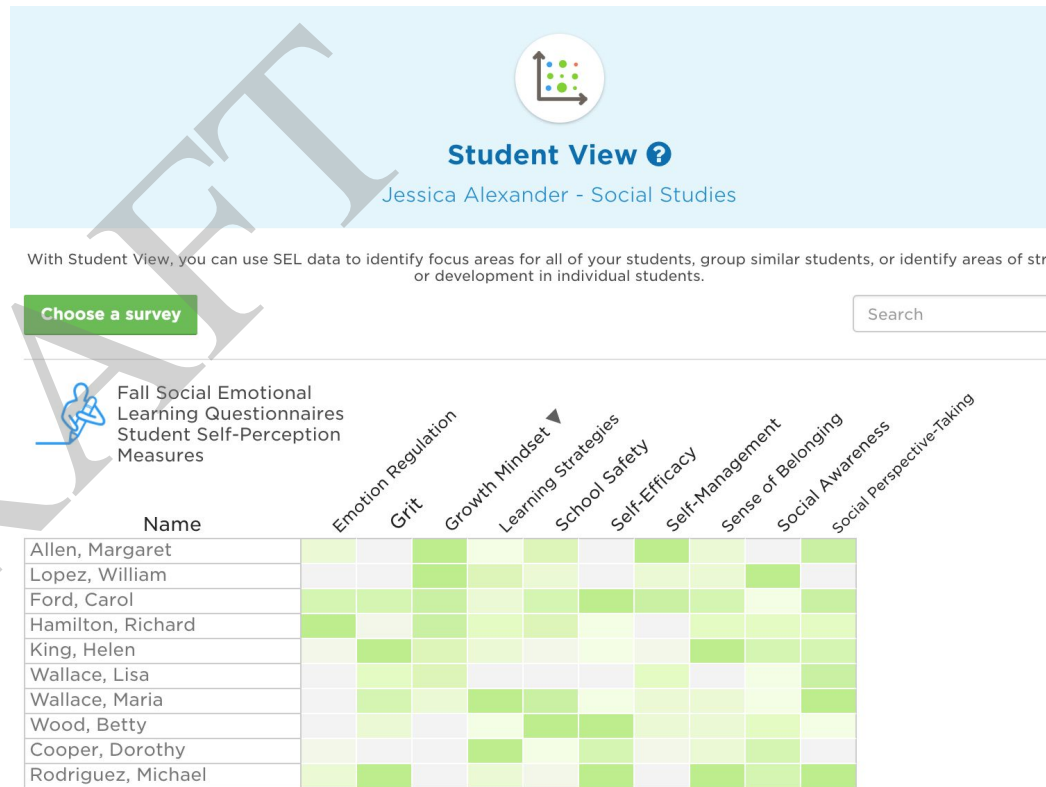
Subgroup category	Subgroup	Percentage of favorable responses
Student Grade Level	Asian	69%
Student Gender	Black or African ...	70%
Race/Ethnicity	Hispanic or Latino	71%
Socioeconomically Disadvantaged	White	86%
English Learner	Results from these subgroups were hidden for reasons of confidentiality because they had fewer than 11 respondents: American Indian or Alaska Native, Filipino, Subgroup with no data	
Students with Disabilities		

Subgroup Name	Grit	Growth Mindset	School Safety	Self-Management	Sense of Belonging	Social Awareness	Teacher-Student Relationships
All respondents	55%	56%	54%	71%	37%	64%	50%
What is your gender?							
Female	-1	-1	0	+3	-3	+3	-1
Male	+1	+2	+1	-3	+3	-2	0
What is your grade level?							
6th	+3	+2	+5	+6	+9	+7	+8
7th	0	-1	-2	+2	+1	-1	+1
8th	+2	+3	+7	+2	+5	+5	+9
9th	-3	-1	-6	-5	-6	-5	-2
10th	-3	-1	+1	-2	-6	-1	-6
11th	-1	+1	+7	-2	0	-1	-1
12th	+2	0	-4	-4	0	-1	-1

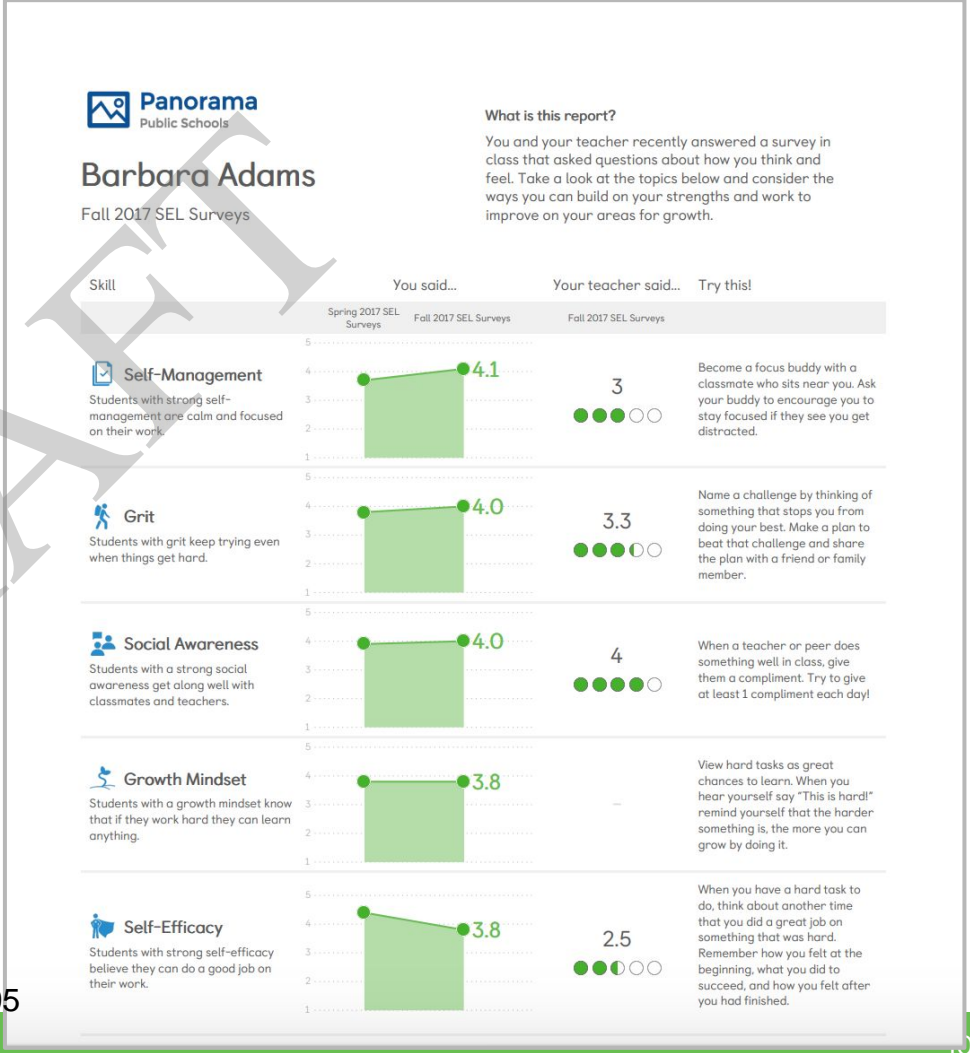
**Dive deep into
each topic and
track change over
time**



Show teachers how
students in their
class
are reporting across
each topic:



Support each child's social-emotional development and empower students to own their SEL growth





Clay County District Schools

Grades 6-12
Winter 2019

DRAFT



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Emotion Regulation How well students regulate their emotions.	43%	 20th - 39th percentile compared to others nationally
Grit How well students are able to persevere through setbacks to achieve important long-term goals.	53%	 0th - 19th percentile compared to others nationally
Social Awareness How well students consider the perspectives of others and empathize with them.	55%	 0th - 19th percentile compared to others nationally

17,132 responses

DRAFT



Emotion Regulation

Your average

43%

17,132 responses

How did people respond?

Q.1: When you are feeling pressured, how easily can you stay in control?

Extremely easily	14%	2472
Quite easily	30%	5146
Somewhat easily	30%	5047
Slightly easily	16%	2817
Not easily at all	9%	1592

Favorable: **45%**

Q.2: How often are you able to pull yourself out of a bad mood?

Almost always	12%	2110
Frequently	21%	3645
Sometimes	32%	5371
Once in a while	23%	3883
Almost never	12%	2032

Favorable: **34%**

Q.3: When everybody around you gets angry, how relaxed can you stay?

Extremely relaxed	15%	2492
Quite relaxed	28%	4855
Somewhat relaxed	29%	4933
Slightly relaxed	17%	2913
Not relaxed at all	11%	1861

Favorable: **43%**

Q.4: How often are you able to control your emotions when you need to?

Almost always	24%	4107
Frequently	33%	5656
Sometimes	25%	4267
Once in a while	11%	1920
Almost never	6%	1057

Favorable: **57%**

Q.5: Once you get upset, how often can you get yourself to relax?

Almost always	13%	2172
Frequently	27%	4638
Sometimes	34%	5717
Once in a while	18%	3030
Almost never	9%	1477

Favorable: **40%**

Q.6: When things go wrong for you, how calm are you able to remain?

Extremely calm	9%	1476
Quite calm	28%	4778
Somewhat calm	35%	5972
Slightly calm	21%	3511
Not calm at all	8%	1368

Favorable: **37%**



Grit

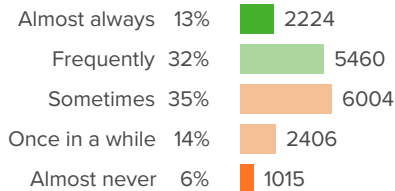
Your average

53%

17,132 responses

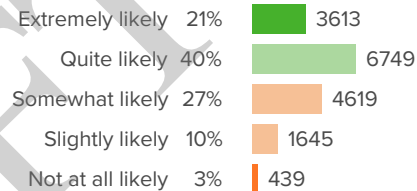
How did people respond?

Q.1: How often do you stay focused on the same goal for several months at a time?



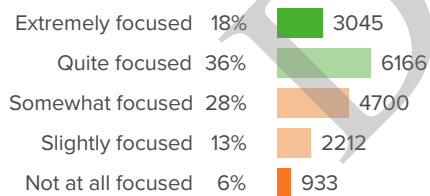
Favorable: **45%**

Q.2: If you fail to reach an important goal, how likely are you to try again?



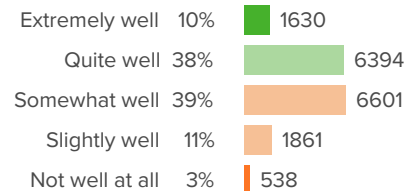
Favorable: **61%**

Q.3: When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?



Favorable: **54%**

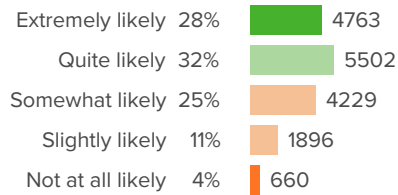
Q.4: If you have a problem while working towards an important goal, how well can you keep working?



Favorable: **47%**



Q.5: Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?



Favorable: **60%**

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Social Awareness

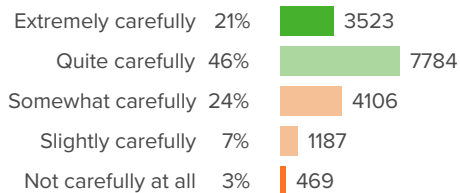
Your average

55%

17,132 responses

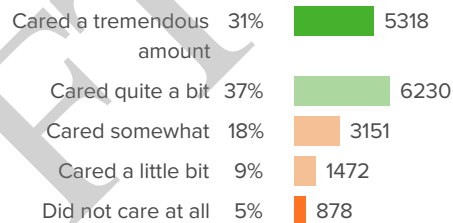
How did people respond?

Q.1: During the past 30 days...How carefully did you listen to other people's points of view?



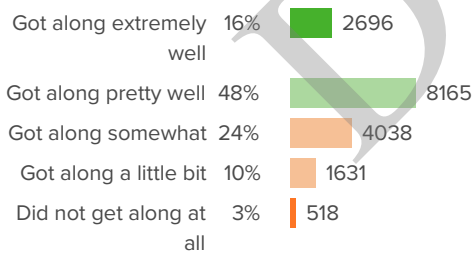
Favorable: **66%**

Q.2: During the past 30 days...How much did you care about other people's feelings?



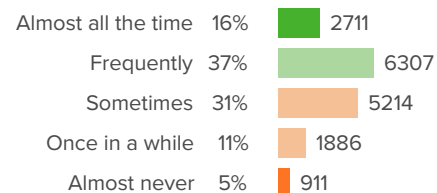
Favorable: **68%**

Q.3: During the past 30 days...How well did you get along with students who are different from you?



Favorable: **64%**

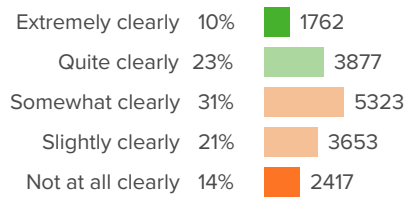
Q.4: During the past 30 days...How often did you compliment others' accomplishments?



Favorable: **53%**

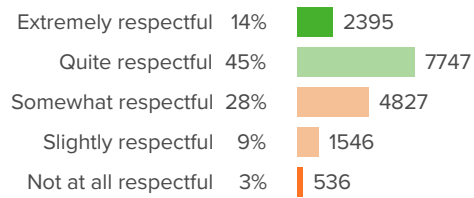


Q.5: During the past 30 days...How clearly were you able to describe your feelings?



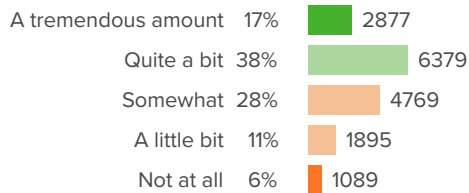
Favorable: **33%**

Q.6: During the past 30 days...When others disagreed with you, how respectful were you of their views?



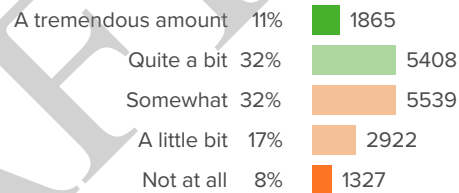
Favorable: **59%**

Q.7: During the past 30 days...To what extent were you able to stand up for yourself without putting others down?



Favorable: **54%**

Q.8: During the past 30 days...To what extent were you able to disagree with others without starting an argument?



Favorable: **43%**

DRAFT



Clay County District Schools

Grades 3-5
Winter 2019




DRAFT



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Engagement How attentive and invested students are in class.	56%	 60th - 79th percentile compared to others nationally
School Safety Perceptions of student physical and psychological safety at school.	60%	 40th - 59th percentile compared to others nationally
Sense of Belonging How much students feel that they are valued members of the school community.	61%	 60th - 79th percentile compared to others nationally

6,971 responses

DRAFT



Engagement

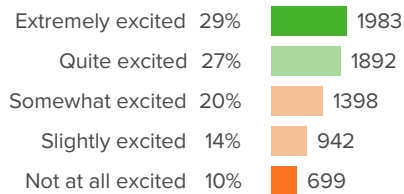
Your average

56%

6,971 responses

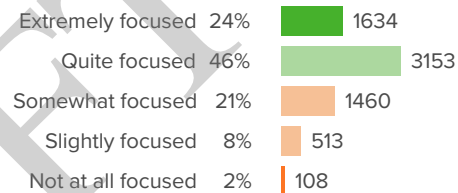
How did people respond?

Q.1: How excited are you about going to this class?



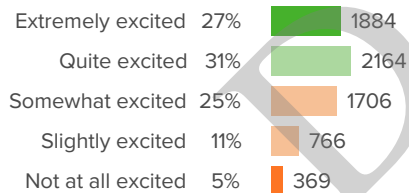
Favorable: **56%**

Q.2: How focused are you on the activities in this class?



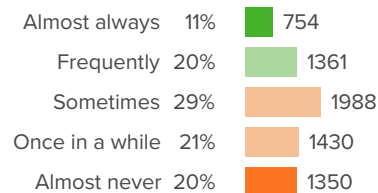
Favorable: **70%**

Q.3: In this class, how excited are you to participate?



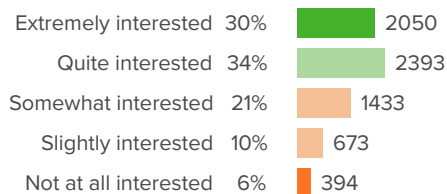
Favorable: **59%**

Q.4: When you are not in school, how often do you talk about ideas from this class?



Favorable: **31%**

Q.5: How interested are you in this class?



Favorable: **64%**



School Safety

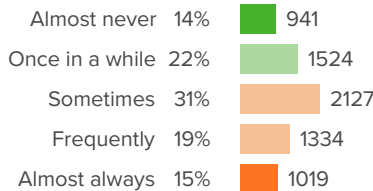
Your average

60%

6,971 responses

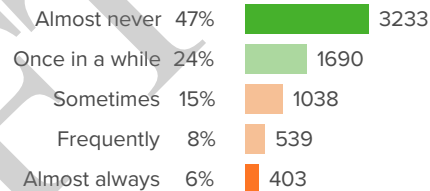
How did people respond?

Q.1: How often are people disrespectful to others at your school?



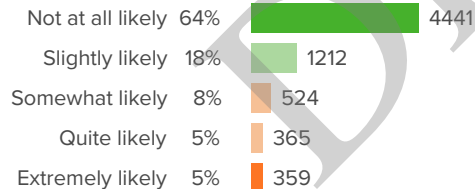
Favorable: **35%**

Q.2: How often do students get into physical fights at your school?



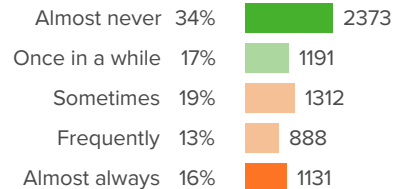
Favorable: **71%**

Q.3: How likely is it that someone from your school will bully you online?



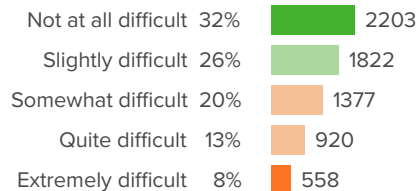
Favorable: **82%**

Q.4: How often do you worry about violence at your school?



Favorable: **52%**

Q.5: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



Favorable: **59%**



Sense of Belonging

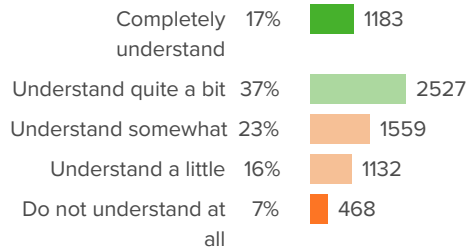
Your average

61%

6,971 responses

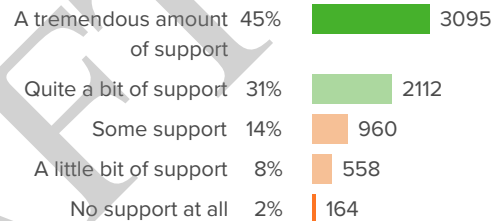
How did people respond?

Q.1: How well do people at your school understand you as a person?



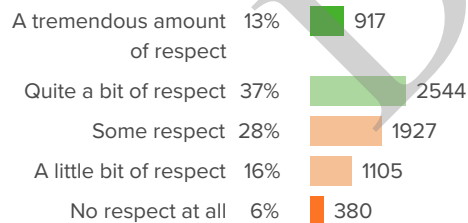
Favorable: **54%**

Q.2: How much support do the adults at your school give you?



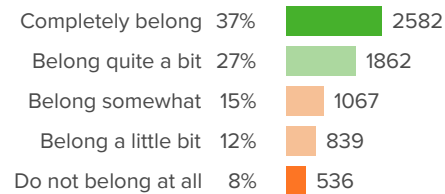
Favorable: **76%**

Q.3: How much respect do students at your school show you?



Favorable: **50%**

Q.4: Overall, how much do you feel like you belong at your school?



Favorable: **65%**



Clay County District Schools

Grades 6-12
Winter 2019




DRAFT



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Engagement How attentive and invested students are in class.	23%	 0th - 19th percentile compared to others nationally
School Safety Perceptions of student physical and psychological safety at school.	56%	 40th - 59th percentile compared to others nationally
Sense of Belonging How much students feel that they are valued members of the school community.	35%	 0th - 19th percentile compared to others nationally

16,716 responses

DRAFT



Engagement

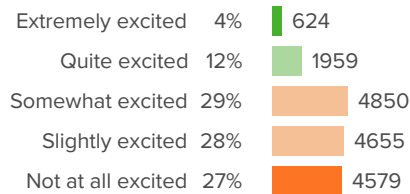
Your average

23%

16,716 responses

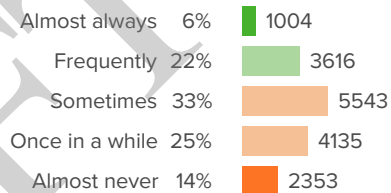
How did people respond?

Q.1: How excited are you about going to your classes?



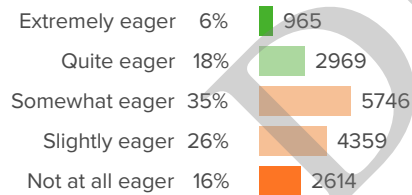
Favorable: **15%**

Q.2: How often do you get so focused on activities in your classes that you lose track of time?



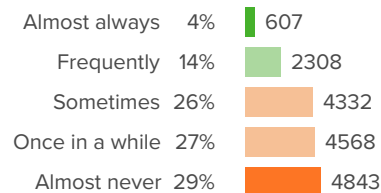
Favorable: **28%**

Q.3: In your classes, how eager are you to participate?



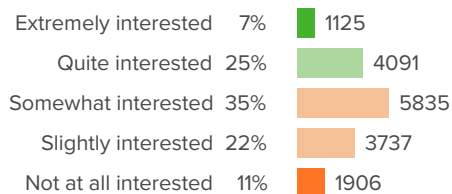
Favorable: **24%**

Q.4: When you are not in school, how often do you talk about ideas from your classes?



Favorable: **17%**

Q.5: Overall, how interested are you in your classes?



Favorable: **31%**



School Safety

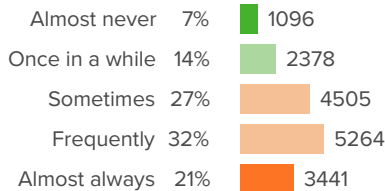
Your average

56%

16,716 responses

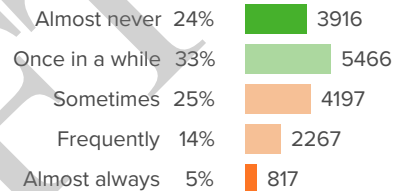
How did people respond?

Q.1: How often are people disrespectful to others at your school?



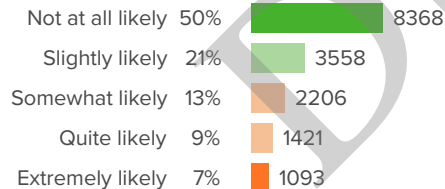
Favorable: **21%**

Q.2: How often do students get into physical fights at your school?



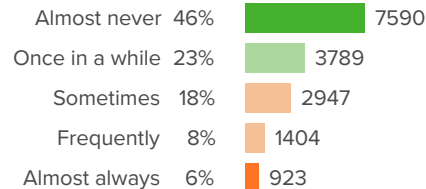
Favorable: **56%**

Q.3: How likely is it that someone from your school will bully you online?



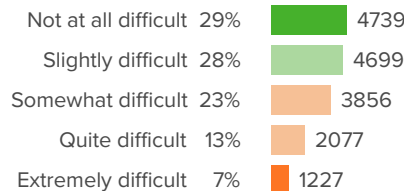
Favorable: **72%**

Q.4: How often do you worry about violence at your school?



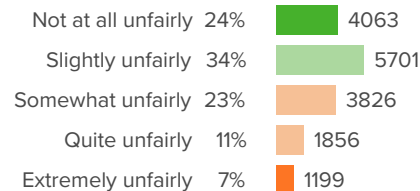
Favorable: **68%**

Q.5: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



Favorable: **57%**

Q.6: At your school, how unfairly do the adults treat the students?



Favorable: **59%**



Sense of Belonging

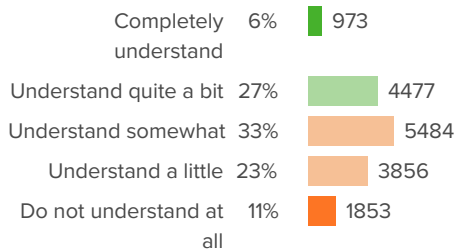
Your average

35%

16,716 responses

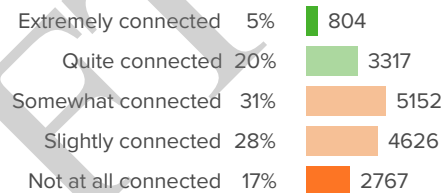
How did people respond?

Q.1: How well do people at your school understand you as a person?



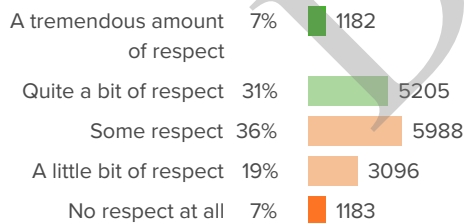
Favorable: **33%**

Q.2: How connected do you feel to the adults at your school?



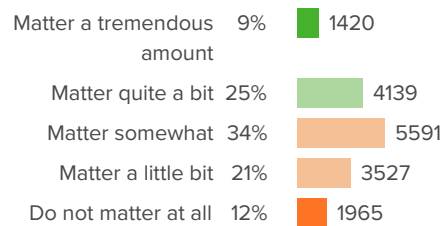
Favorable: **25%**

Q.3: How much respect do students in your school show you?



Favorable: **38%**






Q.4: How much do you matter to others at this school?



Favorable: **33%**



Q.5: Overall, how much do you feel like you belong at your school?

Completely belong	15%		2527
Belong quite a bit	29%		4798
Belong somewhat	28%		4697
Belong a little bit	16%		2734
Do not belong at all	11%		1871

Favorable: **44%**

DRAFT

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C15 - Social Work Student Intern Agreements with Florida State University and University of North Florida

Description

Clay County District Schools will enter into agreements with Florida State University and the University of North Florida to provide internship opportunities for BSW and MSW students. Students will obtain necessary background checks and be supervised by school social workers. These agreements further CCDS's collaboration with institutions of higher education, promote future employment within the district, and increase the overall reach of school social workers receiving intern assistance.

Gap Analysis

Social Work Interns will increase and expand current school social worker's abilities to reach families and connect appropriate services.

Previous Outcomes

Expected Outcomes

An increased number of students will be able to receive direct services provided by social workers and social work interns.

Strategic Plan Goal

Recommendation

School Board will approve agreements.

Contact

Heather McDonald, Coordinator of Mental Health Services heather.mcdonald@myoneclay.net 904-336-6900

Michael McAuley, Assistant Superintendent for Climate and Culture

michael.mcauley@myoneclay.net 904-336-6513

Financial Impact

N/A No Cost

Review Comments

Attachments

☞ [CCDS & FSU Internship Agreement.pdf](#)

☞ [CCDS & UNF Internship Agreement.pdf](#)

AGENCY AGREEMENT BETWEEN
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
AND
FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

THIS AGREEMENT is made, by and between The School Board of Clay County, Florida, a body corporate and political subdivision of the State of Florida, with its principal office located at 900 Walnut Street, Green Cove Springs, Florida, referred to in this agreement as "Agency," The Florida State University Board of Trustees, a public body corporate of the State of Florida, on behalf of College of Social Work, referred to in this agreement as the "University."

RECITALS

The purpose of this agreement is to guide and direct a work relationship between the Agency and the University in providing learning experiences for students during their internship as partial requirement toward a degree in Social Work. In consideration of the matters described above, and of the mutual benefits and obligations, set forth in this agreement, the parties agree as follows:

SECTION ONE

The University shall do or cause to be done the following:

- A. Assure that students will be notified there is an expectation that they will abide by the rules of the Agency insofar as those rules do not conflict with Florida Statutes, or Florida State University Rules Regulations or Florida Board of Governors Regulations, and withdraw any student from the Agency at the request of the Agency for sufficient cause.
- B. Give notice to the Agency of the number and names of the students it would like to have enter the Agency for the internship program prior to the commencement of any semester and arrange for Agency staff to interview the student(s).
- C. Provide educational workshops and/or information pertinent to education for the Agency staff that has teaching or supervisory responsibilities.
- D. Be responsible for establishing guidelines and objectives for the instruction of the students of the University and screen them for preparedness for placement.
- E. Require that all students be aware of liability insurance requirements during their assignment to the Agency.
- F. Provide the field instructor/supervisor with a certificate of participation redeemable for college courses at FSU as may be available under Florida law and applicable rules.



G. To inform students that they are to maintain confidentiality of communications and records with regard to the Agency's clients.

H. Assure that students assigned to this program by the University undergo and pass a fingerprint based background check through the Florida Department of Law Enforcement as required by Florida Statute 1012.465. The student shall bear the entire cost of said background check.

SECTION TWO

The Agency shall do or cause to be done the following:

A. Provide opportunities for students of the University in accordance with the cooperative planning of the faculty of the University and the Agency staff. This may include individual, family, and group experiences.

B. Assist in the orientation of the students to the Agency and provide access to equipment and records as necessary for teaching purposes.

C. Provide work space for the students to the extent feasible through mutual planning and make available appropriate supervision.

D. Assist in the evaluation of students' learning and performance.

E. Retain the right to request a termination from the internship for any student whose behavior may be hazardous to client or patient care, unethical or unprofessional. All terminations are coordinated with the Office of Field Education.

F. Make provisions for orientation of faculty members of the University to the facilities, philosophies, policies, and programs of the Agency.

G. Provide an-interdisciplinary team experience (if applicable).

H. Allow the student to participate in social histories, progress notes treatment plans, and other appropriate documentation.

SECTION THREE

The University and Agency agree to be mutually responsible for the following:

A. Program participants utilized by the Agency and the University must be acceptable to the heads of the Agency departments involved in the internship and to the Office of Field Education at the University. Agency staff will have the opportunity to screen the prospective Student in advance and will have the right of refusal if the student seems unsuitable.



B. Assignments for students will be planned by the faculty of the University in cooperation with the supervisory staff at the Agency.

C. Faculty, supervisory staff, and students will work together to maintain an environment, which provides quality patient care and quality student learning.

D. Representatives of the University, the Agency and the student will meet at least once during the term of the placement for a joint review of the placement. These representatives of the University, Agency and student will communicate more often as needed.

SECTION FOUR

The term of this assignment shall be for a period of thirty six (36) months and shall be effective on the date stated herein. This agreement may be renewed by mutual written agreement by both parties for a term not to exceed a period of thirty six (36) months. Either party may terminate this agreement by a written notice of such intent submitted thirty (30) days in advance. If the date of termination occurs during the term of an internship, the student(s) will be allowed to finish that internship. This agreement may be modified at any time provided that any and all modifications will be in writing and signed by both parties (annual agreements shall be written).

SECTION FIVE

To the extent that the Agency maintains records regarding the student's educational experience, such as attendance data and field observations and ratings, Agency agrees that it shall not release, except to the University or its agents or employees, such personal information contained therein, without the written consent of the student or as otherwise provided by law.

SECTION SIX

The assignment of students to the internship program will be without compensation from the Agency.

SECTION SEVEN

The University and the Agency will not discriminate in the assignment of Social Work students to the internship program because of race, color, creed, national origin, disability, sexual orientation, sex, or gender identity or expression.



SECTION EIGHT

A. Without waiving any defenses to which they could avail themselves in case of litigation, the Agency and the University agree to be liable to the extent provided by law for the acts/omissions of their respective officers, employees, and agents.

B. All medical or health care (emergency or otherwise) that a student or faculty member receives at the Agency will be at the expense of the individual involved. Agency will, however, assist interns in any emergency situation to receive appropriate care. The student or faculty member will not be considered an employee of the Agency, and will not be entitled to workers' compensation under the Agency's coverage, or health care insurance under the plan provided by the Agency for its employees, to other benefit programs of Agency, unless agreed upon prior to the start of the internship.

C. The University does hereby acknowledge and agree that it is an independent contractor. In discharging its duties and responsibilities pursuant to this Agreement, the University shall exercise due and reasonable care and shall comply with all assurances contained therein.

D. The University recognizes and restates that it may be subject to liability for certain damages which might arise out of the acts or omissions of the University, its officers, employees and agents to the extent and limit provided in Section 768.28, *Florida Statutes*, the State of Florida's partial waiver of sovereign immunity; provided, however, this provision shall not be construed as a waiver of any right or defense that the University may have against any claim that the Agency might bring under this provision. The University and Agency understand and agree that students are not considered agents of the University and are not covered by Section 768.28, *Florida Statutes*.

E. The School Board of Clay County, Florida ("Agency") is a political subdivision of the State of Florida for purposes of sovereign immunity from tort liability. Notwithstanding any language in this contract to the contrary, nothing in this agreement shall be construed or interpreted to increase the scope or dollar limit of the Agency's liability beyond that which is set forth in Section 768.28, *Florida Statutes*, or to otherwise waive Agency's sovereign immunity or to require Agency to indemnify the University or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts other than the negligent acts of the Agency or its agents, invitees or employees. The Agency shall not indemnify any party for attorney's fees or costs other than those court costs which are set forth by Florida Statute or other Florida law as recoverable costs of court.

SECTION NINE

Any notice provided for or concerning this agreement shall be in writing and be deemed sufficiently given when sent by certified or registered mail if sent to the respective address of each party as set forth, at the beginning of this agreement.



**FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK
OFFICE OF FIELD EDUCATION
AGENCY DATA SHEET**

Agency Name: Clay County School District
Address: 900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: 904-284-6500

Agency Contact Person: Kathleen Hill
Telephone: 904-336-6900
FAX: _____
Email: Kathleen.hill@oneclay.net

Agency Type

☐ Administration
☐ Aging/Gerontology
☐ Alcohol, Drug or Substance Abuse
☐ Child Welfare
☐ Corrections/Criminal Justice
☐ Developmental Disabilities
☐ Domestic Violence/Crisis Intervention
☐ Family services
☐ Group services

☐ Health Care
☐ Housing
☐ International
☐ Mental Health
☐ Public Assistance/Welfare
☐ Occupational Rehabilitation
☒ School Social Work
☐ Social Policy

Other: Education

Area Location

☐ Gainesville Area
☐ International
☒ Jacksonville Area
☐ Miami/South Florida Area
☐ Orlando Area

☐ Out of State
☐ Panama City Area
☐ Pensacola Area
☐ Tampa Bay Area
☐ Tallahassee Area

Agency Description

Please write a brief narrative description of the agency's primary function, including population served, age ranges of clients, role of social work, etc. If more space is needed, add on to the back of this form.

Internship will be completed with Clay County School District. Student will work with school-aged children ranging from 5 – 18. Interns will assist school social workers in daily duties regarding student welfare and wellbeing.



Special Placement Information

Please include information such as whether a student will need transportation, whether travel is reimbursed by the agency, whether a stipend is available, whether students need liability insurance, whether video or audio taping is permitted, the agency's hours – whether weekend and evening hours are available for working students, and whether the agency is accessible by bus. Please include any other information that students may need to know about the agency.

Transportation will not be an issue as group meets in the school setting. Student will perform majority of internship hours on Mondays. Student will have opportunities through rest of the week to perform other activities as needed, as well as advocate for the needs of the students served.

Types of Students Accepted

(Check all that apply.)

Generalists:

- ☒ BSW (32 hours per week/one semester)
- ☒ MSW (1st year students 27 hours per week/one semester)
- ☒ MSW (2nd year and Advanced Standing Students – 32 hours per week/one semester)

(Note: Weekly hours in field placement increase during summer semester)

Graduate Students: Specialize in one of two areas; please indicate any preferences:

- ☐ Social Policy and Administration
- ☒ Clinical
- ☐ Part-time BSW (12 – 16 hours per week over two semesters)
- ☐ Part-time MSW (12 – 16 hours per week over two semesters)

Additional Comments: _____

Please attach resumes for MSW supervisors

Thank you for your interest in our interns! Please return this form to:

COLLEGE OF SOCIAL WORK
OFFICE OF FIELD EDUCATION
296 Champions Way
Post Office Box 3062570
Tallahassee, Florida 32306-2570
Telephone: 850-644-4860
Email: fieldinstr@ssw.fsu.edu
FAX: 850-644-9750



SECTION TEN

This agreement shall be governed by, and construed in accordance with, the laws of the State of Florida.

**THE SCHOOL BOARD OF CLAY COUNTY,
FLORIDA**

By _____ Date: _____
CAROL STUDDARD, Chair

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK**

By _____ Date: 7/17/19
Printed Name: James J. Clark, Ph.D., LCSW
Title: Dean & Professor



#695100

AGENCY AGREEMENT

This Agreement made, by and between The School Board of Clay County, Florida
an agency organized and existing under the laws of the State of Florida
with its principal office located at 900 Walnut Street
[address],
Green Cove Springs [city], Clay County [county], Florida [state],
32043 [zip code], (hereinafter "Agency"), and the University of North Florida
Board of Trustees (hereinafter "University"), of for and on behalf of its Department of
Social Work _____ in its College of Arts and Sciences

Recital of Purpose and Intent

The purpose of this Agreement is to memorialize a relationship between the Agency and the University where the University's students will provide services to the Agency while the students obtain learning experiences.

Based on the foregoing, and in consideration of their mutual promises and undertakings, the Agency and the University agree as follows:

I. Obligations of the University Regarding its Students. The University agrees to do the following:

- A. Provide the Agency with the number and names of the students it would like to have placed at the Agency for the Practicum prior to the commencement of any semester and arrange for Agency staff to interview the student(s).
- B. Establish guidelines and objectives for the University's students seeking to participate in the Practicum and screen the students for preparedness for placement.
- C. Advise the students the practicum is for their benefit and that they are providing services to the Agency in a supportive role based on their level of education, training etc.
- D. Notify students that they are required to abide by the rules of the Agency insofar as such rules do not conflict with Florida Statutes, or the University's regulations and policies including the University's Student Conduct Code. Further, the University will withdraw any student from the Agency at the request of the Agency for sufficient cause.
- E. Notify students that they are prohibited from transporting Agency's clients in their personal vehicle.
- F. Inform students that they are to maintain confidentiality of communications and records regarding the Agency's clients.
- G. Provide information pertinent to the Practicum for Agency staff having teaching or supervisory responsibilities regarding the students participating in the Practicum.
- H. Require that all students sign an acknowledgement with the University.

#14836

2. Obligations of the Agency Regarding the University's Students. The Agency agrees to do the following:

- A. Work with University faculty members to orientate them to the facilities, philosophies, policies, and programs of the Agency.
- B. Assist in the orientation of the students to the Agency and provide access to equipment and records as necessary for teaching purposes.
- C. Acknowledge that based upon the undergraduate level of this Practicum, the University's students will provide services to the Agency in a supportive role based on their abilities while under close observation of an Agency employee.
- D. Provide learning opportunities for students in accordance with cooperative planning with University faculty and the Agency staff.
- E. Inform students of potential risks and safety protocol specific to the Agency's client population and physical work environment.
- F. Not ask or knowingly permit a student to transport an Agency client in their personal vehicle.
- G. Report incidents (e.g., accident, injury, threats) experienced by a student to the Internship Coordinator.
- H. Provide work space for the students to the extent feasible through mutual planning and to make available appropriate supervision of the student's activities on behalf of the Agency.
- I. Assist University faculty in the evaluation of students' learning and performance in completing assigned duties for the Practicum placement.
- J. Retain the right to request the termination of any student from the Practicum whose behavior may be hazardous to client care, unethical or unprofessional. All terminations are to be coordinated with the University's Internship Coordinator.
- K. Agency acknowledges: (a) that a Student's provision of services at the Agency's site will not displace Agency's employees or provide any immediate advantage to the Agency; (b) no participating Student will be entitled to employment by the Agency following the internship; and (c) this internship will be without compensation to the Student.

3. Obligations of the Agency and the University Regarding the University's Students. The Agency and the University agree to do the following:

- A. Students participating in the Practicum must be acceptable to the Agency and to the University. Accordingly, Agency staff will have the opportunity to screen the prospective students in advance of the students beginning the Practicum and will have the right of refusal if the student seems unsuitable.
- B. Assignments for students will be planned cooperatively by University faculty and the supervisory staff at the Agency.
- C. Faculty, supervisory staff, and students will work together to maintain an environment which provides quality client services and quality student learning.
- D. Representatives from the University, the Agency and the student will meet at least once during the term of the Practicum for a joint review of the placement. These parties may communicate more often if the parties believe it is necessary.
- E. Not discriminate against a student based on sex, age, race, color, creed, disability, sexual orientation, marital status, veteran status or national origin, and to comply

with applicable state and federal laws, rules and regulations and University regulations prohibiting discrimination, including without limitation University regulations 1.0040R (Equal Opportunity and Diversity) and 1.0050R (Sexual Misconduct).

4. Term of the Agreement. The term of this Agreement shall be for a period of thirty-six (36) months. This Agreement may be renewed by mutual agreement by both parties commencing January 1st and ending December 31st of the renewal year. Either party may terminate this agreement by providing the other party with thirty days advance notice in writing. If the date of termination occurs during the term of a Practicum, the student will be allowed to finish that Practicum. This agreement may be modified at any time provided that any and all modifications will be in writing and signed by both parties.

5. Confidentiality. The University is required to comply with federal and state privacy laws, such as the Family Educational Rights Privacy Act (FERPA), regarding student's educational records. To the extent that the Agency maintains records regarding the student's educational experience, such as attendance data and field observations and ratings, the Agency agrees that it shall not release, except to the University or its agents or employees, such educational and personal information contained therein, without the written consent of the student or as otherwise provided by law.

6. Liability.

A. Without waiving any defenses to which they could avail themselves in case of litigation, the Agency and the University agree to be liable to the extent provided by law for the acts/omissions of their respective officers, employees, and agents. All medical or health care (emergency or otherwise) that a student or faculty member receives at the Agency will be at the expense of the individual involved. Agency will however assist students in the event of a medical emergency to receive appropriate and necessary care. The University's students or faculty members will not be considered to be an employee of the Agency, and will not be entitled to workers' compensation under the Agency's coverage, or health care insurance under the plan provided by the Agency for its employees, to other benefit programs of Agency, unless agreed upon prior to the start of the internship.

B. The University does hereby acknowledge and agree that it is an independent contractor. In discharging its duties and responsibilities pursuant to this Agreement, the University shall exercise due and reasonable care and shall comply with all assurances contained therein.

C. The University recognizes and restates its liability for certain damages, which might arise out of the acts or omissions of the University, its officers, employees and agents to the extent and limit provided in 768.28, Florida Statutes, the State of Florida's partial waiver of sovereign immunity; provided, however this provision shall not be construed as a waiver of any right or defense that the University may have against any claim that the Agency might bring under this provision.

7. Public Records. Agency shall allow public access to all documents, papers, letters, or other materials subject to the provisions of Chapter 119, Florida Statutes, and made or

received in connection with this Agreement. Refusal by Agency to allow such public access shall be grounds for unilateral cancellation of this Agreement by the University.

8. **Entire Agreement.** This Agreement is intended to be the sole and complete expression of the understanding and obligations of the Agency and the University and all prior agreements are superseded. This Agreement may not be modified or amended except by express written agreement of both the Agency and the University.

9. **Governing Law.** This agreement shall be governed by, and construed in accordance with, the laws of the State of Florida

10. **Severability.** If a court of competent jurisdiction invalidates any provision of this Agreement, then all of the remaining provisions of this Agreement shall continue unabated and in full force and effect.

IN WITNESS OF THE FOREGOING, and voluntarily intending to be legally bound by the above ten (10) enumerated paragraphs as stated on the these four (4) pages, the parties have set their hands and seals this ____ day of _____ 2019:


Agreed by:

Carol Y. Studdard, Board Chair

Please Print Name of Duly Authorized
Agency Representative

Signature of Duly Authorized
Agency Representative

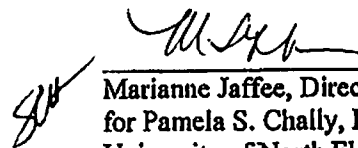
Date



Department Chair, Associate Dean
or College Dean
University of North Florida

7/11/19

Date



Marianne Jaffee, Director of Planning
for Pamela S. Chally, Ph.D.
University of North Florida
Representative of the Board of Trustees

7/18/19

Date

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School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C16 - 2019-20 Mental Health Assistance Allocation Plan

Description

The Florida legislature has continued to provide funding for schools through the Mental Health Assistance Allocation to address the critical need for prevention, early intervention, and direct intervention for student mental health. The designated funding through SB 7030 expands the requirements from the original SB 7026. Funds are to be used exclusively for the development of a safe and healthy environment for students to learn, and strengthen programs designed to address mental health assessment, diagnosis, intervention, and treatment and recovery services. As was the case last year, part of the statute language requires that the School Board approve a plan of services; using the FDOE provided matrix for development, that plan is submitted here for consideration.

Gap Analysis

Last year's Mental Health Assistance Allocation enabled CCDS to expand direct services to students through increased staffing and programming, as well as complete a needs assessment to better inform level of student's social-emotional competencies.

Previous Outcomes

During the 2018-2019 school year, CCDS implemented additional mental health services and interventions with the funding provided through SB 7026. Various forms of data regarding services and initiatives are currently being analyzed for the required submission to FLDOE by September 30, 2019.

Expected Outcomes

We expect to see a reduction in behavioral and emotional issues detracting our students from academic success, as well as an increase in over all SEL functioning and maturity in our students. We will also be able to continue to identify specific indicators that impact discipline referrals, suspension events, average daily attendance, social-emotional competency perceptions, and academic achievement.

Strategic Plan Goal

Goal 3: Establish a respectful climate and culture that provides equity and access to all.

Recommendation

Recommend School Board approval of plan.

Contact

Michael McAuley, Assistant Superintendent; michael.mcauley@myoneclay.net 904-336-6513

Heather McDonald, Coordinator of Mental Health Services; heather.mcdonald@myoneclay.net 904-336-6900

Financial Impact

\$1,021,279.00 mental health allocation for 2019-20

Review Comments

Attachments

- 🔗 [MHAAP-Checklist.pdf](#)
- 🔗 [MHAA-PlanTemplate.pdf](#)
- 🔗 [MHAAP-CertForm.pdf](#)
- 🔗 [2019-20 Mental Health Assistance Allocation Plan FINAL.pdf](#)
- 🔗 [Example-CharterSchoolForm.pdf](#)

MENTAL HEALTH ASSISTANCE ALLOCATION PLAN CHECKLIST
Due August 1, 2019

Mental Health Assistance Allocation Plan (s. 1011.62(16)(a) and (b), F.S.)	
Delivers evidence-based, mental health assessment, diagnosis, intervention, treatment and recovery, through a multi-tiered system of supports.	
Focuses on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.	
Includes direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs.	
Identifies strategies to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).	
Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus (plan must specify the type of services that are provided in the agreement).	
States how the plan will establishes school board policies and procedures that ensure for all schools, including charter schools, to ensure: <ol style="list-style-type: none"> Students referred for a mental health screening are assessed within 15 days of referral; School-based mental health services are initiated within 15 days of identification and assessment; and Community-based mental health services for students are initiated within 30 days of referral. 	
Describes process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.	
Identifies strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.	
Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.	
Identifies strategies to: <ol style="list-style-type: none"> Improve the early identification of social, emotional or behavioral problems or substance abuse disorders; Improve the provision of early intervention services; and Assist students dealing with trauma and violence. 	
Expenditures (s. 1011.62(16), F.S.)	
Number of school-based mental health providers funded by the allocation and licensure/certification for each.	
Number of community-based mental health providers funded by the allocation and licensure for each.	
School district expenditures for services provided by contract-based collaborative efforts or partnerships with community mental health program agencies or providers.	
Other expenditures (specify type and amount).	
Expenditure Assurances (s. 1011.62(16), F.S.)	
One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.	
Mental health assistance allocation funds do not supplant other funding sources OR increase salaries or provide staff bonuses.	
Describes how district will maximize use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).	
Program Implementation and Outcomes (s. 1011.62(16)(d), F.S.)	
Identifies the number and ratios of FDOE-certified or licensed, school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors and other mental health services providers by licensure type).	
Includes system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; number of students referred to school-based mental health services providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, services or assistance.	
Plan Approval and Submission (s. 1011.62(16)(c), F.S.)	
Local school board approved the district plan.	Date of Approval:
Approved plan was submitted to the Commissioner of Education by August 1, 2019 (attached).	

MENTAL HEALTH ASSISTANCE ALLOCATION PLAN TEMPLATE

A. Mental Health Assistance Allocation Plan

- Describe the delivery of evidence-based mental health assessment, diagnosis, intervention, treatment and recovery through a multi-tiered system of supports.
- State how the plan will focus on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.
- Describe the process for coordinating mental health services for students at charter schools that are part of the school district's plan.
- Include direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs.
- Identify strategies to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).
- State how the plan will establish school board policies and procedures for all schools, including charter schools, to ensure:
 1. Students referred for a mental health screening are assessed within 15 days of referral;
 2. School-based mental health services are initiated within 15 days of identification and assessment; and
 3. Community-based mental health services are initiated within 30 days of referral.
- Describe the process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.
- Identify strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.
- Identify strategies to:
 1. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;
 2. Improve the provision of early intervention services; and
 3. Assist students dealing with trauma and violence.

B. Expenditures

- Number and licensure/certification of school-based mental health providers funded by the allocation.
- Number and licensure of community-based mental health providers funded by the allocation.
- School district expenditures for services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers.
- Other expenditures.

C. Expenditure Assurances

- State how 100 percent of funds are used to expand school-based mental health care; train educators in responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.
- Provide a statement that ensures the Mental Health Assistance Allocation does not supplant other funding sources, increase salaries or provide staff bonuses.
- Describe how the district will maximize the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

D. Program Implementation and Programs

- Identify the number and ratios of Florida Department of Education-certified or licensed school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors and other mental health services providers by licensure type).
- Describe a system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

2019-20 MENTAL HEALTH ASSISTANCE ALLOCATION PLAN
CERTIFICATION FORM

ATTENTION: Andrew Weatherill
Andrew.Weatherill@fldoe.org

Due: August 1, 2019

Richard Corcoran, Commissioner
Florida Department of Education

Dear Commissioner Corcoran:

This letter certifies that the _____ School Board approved the district's Mental Health Assistance Allocation Plan on _____, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(16), Florida Statutes (see attached Mental Health Assistance Allocation Plan Checklist). This letter further certifies that legislative funding allocated to implement the district's plan does not supplant funds already allocated for school-based mental health services and the funds will not be used to increase salaries or provide bonuses. The district's approved plan with expenditures is attached.

School (MSID) Number	Charter School Name

Note: Charter schools not listed above will be included in the school district Mental Health Assistance Allocation Plan.

Signature of District Superintendent

Printed Name of District Superintendent

Attachments: Mental Health Assistance Allocation Plan Checklist
District Mental Health Assistance Allocation Plan
Charter School Mental Health Assistance Allocation Plans

Clay County District Schools

2019-2020 Mental Health Assistance Allocation Plan



FLOE Plan Checklist Elements

I. Mental Health Assistance Allocation Plan

Delivers evidence-based mental health assessment, diagnosis, intervention, treatment and recovery through a multi-tiered system of supports.

All programmatic elements will be evidence-based and consistent with professional standards linked to the service. Clay County has established the Social and Emotional Learning (SEL) priorities of Sense of Wellness, Sense of Safety, and Sense of Connectedness. These CASEL informed focus areas will guide the district wide awareness and prevention Tier I efforts. The evidenced-based 7 Mindsets program will be thoroughly incorporated into 19 schools on a daily/weekly basis delivered within the classroom setting. All schools will be able to implement 7 Mindsets on a broader scale through school counselor initiatives and school wide gatherings. Multiple complementary programs (e.g., Sanford Harmony, Second Step, Bully Prevention, Suicide Prevention, Red Ribbon Week, Child Safety Matters, Teen Safety Matters) will also be launched throughout the district as a means of offering a comprehensive strategy towards awareness and prevention.

The Panorama Education student survey will monitor every student in the district for social-emotional development, including self-management, social awareness, self-efficacy, grit, and growth mindset. The Performance Matters/Unify dashboard has been developed to include an Early Warning System that considers failing grades, absences, and suspension events as a way to regularly monitor for students that may be at risk for disengagement from the learning process. These evaluation processes and methods will aide in identifying students needing additional supports to ensure their success.

When supplemental supports are needed beyond what might be considered the “core” SEL curriculum (Tier I prevention), students will be referred to the Student Success Team. This mult-disciplinary, school based team, directed by school social workers, will use universal data tools and other identified behavioral and emotional indicators to evaluate students at risk, and engage the planning and problem-solving process to identify needs and intervention strategies. The Student Success Team will be comprised of school administrators, school counselors, teachers, parents, and when

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appropriate, the student to evaluate and discuss possible Tier II early interventions and supports.

These interventions and supports may include, but are not limited to: school based group or individual counseling, community referrals, special education services, or referrals to outside mental health services. Expected outcomes will be determined prior to the intervention, and the Student Success Team will monitor the progress of interventions and follow up when necessary to adjust or redirect services.

Students needing further assistance will be referred to the Student Success Team for further support of Tier III interventions. In the instance of acute or crisis care, students will be referred to a district mental health professional for assessment. Appropriate referrals for the given situation that may include, individual mental health counseling with a district mental health counselor or outside provider, the school based threat assessment team, or the county Mobile Response Team. Further supports may include, but are not limited to referrals to SEDNET or the Community Action Treatment Team for on-going services. All interventions will have expectations and student outcomes that are determined prior to the service delivery.

Focuses on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.

Students that present with one or more mental health disorders, including the manifestation of substance use will be supported through the district's system of care that includes referrals for community agencies, Student Assistance Program, and the Family Education Program.

Include direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs.

The creation of administrative staff to oversee and support the mental health efforts within the district enables direct-care mental health staff to have fewer planning and researching obligations towards effective programming and implementation. This in turn provides additional one on one and group time with students. Administrative expansion also allows for further the coordination of community providers to implement

Clay County District Schools

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on-site drop in clinics at all secondary schools and on-site short term therapy for students most in need.

Offering a complete system of care for our students includes the collaboration of physical health services that are often needed for students with medical needs related to their mental health care. Administrative oversight for district nurses coordinates and encourages this work.

Expanding the number of social worker and school psychologist positions decreases the staff-to-student ratio to provide more direct services to additional students. Adding district wide mental health clinicians allows for the district to provide a liaison to families following a Baker Act, as well as further supporting the district crisis response team.

Identifies strategies to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

The increase of school-based mental health positions provides greater opportunity for a range of preventative, early intervention, and intervention services to a greater number of students. The increase in administrative support towards the programs that are implemented by these direct-care staff also create additional time for student interactions. The district will expand its agreements with local university programs to provide internship assignments in school social work, school psychology, and school counseling. The use of interns in these areas enables still more direct student services provisions for students.

Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus.

The district will contract with outside agencies to provide drop-in mental health clinics at all secondary schools 1 day/week, as well as provide intensive short-term mental health services for students facing barriers to receiving outside mental health services. Current agreements with outside providers will continue to include the use of the county Mobile Response Team, the Community Action Treatment Team, Student Assistance Program, Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Stop Now And Plan program, individual and group therapy, and case management.

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States how the plan will establish school board policies and procedures for all schools, including charter schools, to ensure:

1. Students referred for a mental health screening are assessed within 15 days of referral;

Student Success Teams will meet on a biweekly basis to ensure assessment occurs within 15 days of referral.

2. School-based mental health services are initiated within 15 days of identification and assessment; and

All referrals for mental health services provided by school-based staff, whether originated by a Student Success Team, a social worker, a school counselor, or administrator will be administered through a universal referral process that will be tracked by district mental health staff. This consolidated process will allow for administrative tracking of assessments and referrals to follow statute guidelines.

3. Community-based mental health services are initiated within 30 days of referral.

All referrals for mental health services provided by community based mental health agency, whether originated by a Student Success Team, a social worker, a school counselor, or administrator will be administered through a universal referral process that will be tracked by district mental health staff. This consolidated process will allow for administrative tracking of assessments and referrals to follow statute guidelines. All agreements with outside providers will detail this criteria for services rendered.

Describes the process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.

The district currently has an information sharing agreement with local facilities that take in juvenile Baker Acts, allowing the district to communicate quickly with the family and school regarding a re-entry plan for the student's return to classes. In addition, all students referred to outside provider mental health services, will have a signed release on file indicating sharing procedures between provider and school staff.

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Identifies strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.

Complementary to the 7 Mindsets program and the SEL priority focus district wide, school district personnel as well as community agencies provide a variety of targeted programs to address at-risk students' needs. Programs include, but are not limited to: Alcohol Literacy Challenge, Signs of Suicide, Child Safety Matters, Sanford Harmony, and Second Step.

Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.

St. Johns Classical Academy and Clay Charter will be submitting their own Mental Health Assistance Allocation Plans that have been approved by their respective governing boards.

Identifies strategies to:

1. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;

The increasing number of district staff who have been trained in Youth Mental Health First Aid (YMHFA) creates a broader net of awareness in our staff to recognize signs and symptoms in students. We will continue with our on-going plans to educate staff and certify them in YMHFA. The district will create a multi disciplinary work group to evaluate the levels of early identification and develop and enact a plan to improve needed areas.

2. Improve the provision of early intervention services; and

The concentrated use of Student Success Teams will increase the facilitation of needed referrals for all Tier II and Tier III services. The district will create a multi-disciplinary work group to evaluate the effectiveness of this aspect of its System of Care and develop and enact a plan to improve needed procedures.

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3. Assist students dealing with trauma and violence.

A portion of school staff have received trauma informed training through SEDNET. The district will continue to collaborate with SEDNET to continually train additional school's staff. A specific group for students who have experienced trauma and/or violence will be provided through an outside provider at one elementary school using CBITS.

II. Expenditures

Number of school-based mental health providers funded by the allocation and licensure/certification for each.

<u>Position & Credential</u>	<u>Staff #</u>
Administrator of Mental Health & Wellness, LCSW	1
Coordinator of Nursing, Registered Nurse, AS	1
Mental Health Clinician, LMHC, Registered LMHC Intern	1.5
Social Worker, FDOE Certification in School Social Work PK-12	1.44
School Psychologist, FDOE Certification in School Psychologist PK-12	.7
Specialist-District Level, FDOE Certification in various areas	3.15

Number of community-based mental health providers funded by the allocation and licensure for each.

The district will look to expand our current agreements and contracts with Right Path Behavioral Health, Clay Behavioral Health Center, Youth Crisis Center, Children's Home Society, and River's Edge Counseling to provide on-site drop in mental health services. These agencies all employ staff who are Licensed or Registered under Chapter 491 and the Florida Department of Health to provide clinical, counseling, and psychotherapy services.

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School district expenditures for services provided by contract-based efforts or partnerships with community mental health program agencies or providers.

The district has a current agreement for \$61,400.00 with Panorama Education to administer student surveys that monitor SEL growth in students grades 3-12. This year the district will contract for \$3,500.00 with AllHere to provide attendance assessment & intervention at 7 schools. \$44,121.11 will be used to contract with community providers to cover drop-in clinics and short term individual therapy. All of these initiatives are funded through the Mental Health Assistance Allocation.

Other expenditures (specify type and amount).

District wide SEL activities to promote a Sense of Wellness and a Sense of Connectedness are funded by \$31,850.35 of the Mental Health Assistance Allocation. Additional education and training for direct service staff is funded by \$12,000 of the Mental Health Assistance Allocation.

III. Expenditure Assurances

One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff detecting and responding to mental health issues; and connect children, youth, and families with appropriate mental health services.

Additional staff allocations and training that are specific to mental health services or the coordination of such services will continue to be combined with existing staff to provide direct and coordinated interventions, increase awareness among instructional and school administrative staff, maximize Medicaid and third-party insurance reimbursement, and serve as a point of contact for primary care and community health care providers. The total award does not supplant other funding sources or serve as bonuses/increased salary for staff.

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Mental health assistance allocation funds do not supplant other funding source OR increase salaries or provide staff bonuses.

By increasing awareness among instructional staff on mental illness signs and symptoms, strengthening coordination of mental health services both internally and with community service providers, and regularly monitoring at risk and treatment indicators, the majority of the work will continue to focus on identification and access. This process will be maximized by leveraging existing staff, new allocations specific to mental health coordination and service delivery, and identification/monitoring tools. No district staff will be provided an increase in hourly rate or provided bonuses as a result of this work; other general funds, Department of Defense Education Agency grants, federal Title I programming, Medicaid and IDEA funding will continue to support these initiatives and not be supplanted by the Mental Health Assistance Allocation.

Describes how district will maximize use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants.

The district will continue to capitalize on its current Department of Defense Education Agency grant, Medicaid Fee for Services reimbursement claiming, and Title IV grant programming to help support social-emotional curriculum and mental health services.

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IV. Program Implementation and Outcomes

Identifies the number and ratio of FDOE-certified or licensed school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors, and other mental health service providers by licensure type.)

<u>Title/Description</u>	<u>Number of Staff</u>	<u>Credentials</u>
School Counselor	85	FDOE Certified in Professional Guidance & Counseling K-12, LMHC
School Social Worker	17	FDOE Certified in School Social Worker PK-12, LCSW
School Psychologist	18	FDOE Certified in School Psychology PK-12
School Mental Health Professional	8	LCSW, LMHC, Registered mental health interns
Specialist - District level	4	FDOE Certified in various areas

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Includes system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; number of students referred to school-based mental health service providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, services or assistance.

All district referrals for interventions, services or assistance, as well as those made to community agencies will be entered into the student record database. All students who are assessed by the Student Success Team will be documented and recorded in the student database as well.

V. Plan Approval and Submission

Addison G. Davis, Superintendent
Clay County District Schools

Carol Studdard, Chair
Clay County District Schools

Date Board Approved: _____

This example of a charter school documentation form may be used internally by the district to document a charter school's intention to submit their own Mental Health Assistance Allocation Plan or participate with the school district.

EXAMPLE

CHARTER SCHOOL DOCUMENTATION FORM

It is the intention of _____ Charter School to submit our own Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

Governing Board Approval Date:

OR

It is the intention of _____ Charter School to be included in the _____ School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C17 - Advertisement and Notice of Public Hearing on revisions to School Board Policy 4.06.H., Homeless Students

Description

As part of the FLDOE's ongoing efforts to improve the support and education of homeless students, an annual audit of the CCDS Homeless Education programming is conducted to identify high-quality practices, areas in need of revision, and policies that may require updates based on recently enacted legislative mandates (Clay TIXPA Monitoring Follow-Up). The current Board Policy describing key elements of that support is being updated at this time based on feedback from the Title IX office of the FLDOE.

Gap Analysis

Homeless students are present in almost all of the district schools requiring a varying degree of support. The School Social Workers are the primary contact when connecting students and families to social services, and the primary liaison with the school. The district has benefited from state grants in the past, but at this time the program is supported through set-aside funds in Title I and district general allocations.

Previous Outcomes

Clay County District Schools currently has 850 students identified as homeless per federal and state definition. They are supported by both state and federal guidance as one way to minimize barriers to their formal education, and maximize their full potential.

Expected Outcomes

All of the state-required revisions to the SBCC policy on homeless education are already in practice but will now be aligned with explicit language to guide the work.

Strategic Plan Goal

Recommendation

Recommend that the SBCC approve advertisement of the policy revisions.

The Board intends to formally adopt the proposed revisions following the public hearing which will be held on Thursday, September 5, 2019.

Contact

Michael McAuley, Assistant Superintendent for Climate and Culture; michael.mcauley@myoneclay.net

Financial Impact

N/A

Review Comments

Attachments

- ☞ [checkllist with notes.pdf](#)
- ☞ [Revisions to Homeless Policy 4.06.pdf](#)
- ☞ [Notice of Intent to Advertise Public Hearing on 4.06 Homeless StudentsRTISE SB Policy.docx - Google Docs.pdf](#)

Each Local Educational Agency (LEA) must enact a policy that meets the provisions of the McKinney-Vento Act.

General Policy Statements

A The district's Homeless Students Policy assures that:

Children and youth in this school district who experience homelessness, including those not currently enrolled due to homelessness [s.722(g)(1)(F)(ii)], will:

- ☐ have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths [s.721(1)] and other services needed to ensure an opportunity to meet the same challenging State academic standards to which all students are held (s.721(4)) and to fully participate in the district's academic and extracurricular activities [s.725(1) and s.722(g)(1)(F)(iii)];
- ☐ not be stigmatized or segregated on the basis of their status as homeless [s.722(g)(1)(J)(i)].

B The district will:

- ☒ designate an appropriate staff person able to carry out the duties described in the McKinney-Vento Act, as the district's liaison for homeless children and youth [s.722(g)(1)(J)(ii)];

Remove barriers to: *specify barriers remove*

- ☐ identifying homeless children and youth [s.722(g)(1)(J)]
 - ☐ enrolling and retaining of homeless children and youth in school [s.722(g)(1)(J)]
 - ☐ provide access to homeless children to public preschool programs administered by the district [s.722(g)(1)(F)(i)]
 - ☐ provide appropriate credit for full or partial coursework satisfactorily completed by homeless children and youth while attending a prior school [s.722(g)(1)(F)(ii)]
 - ☐ provide access for homeless children and youth to academic and extracurricular activities [s.722(g)(1)(F)(iii)]
 - ☒ immediately enroll homeless children and youth to a qualified school [s.722(g)(3)(c)(i)]
- coordinate district programs and collaborate with other school districts, community service providers and organizations, including:
- ☐ local social services and other community agencies to provide support to homeless students and their families, [s.722(g)(5)(A)(i)];
 - ☐ other school districts regarding homeless student-related transportation, transfer of school records, and other inter-district activities, as needed, [s.722(g)(5)(A)(ii)];
 - ☐ housing authorities, and [s.722(g)(5)(B)]; and
 - ☐ ESE [s.722(g)(5)(D)].

Definitions

- C ☐ School of origin means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool [s.722(g)(3)(I)(i)].
- D ☐ Enroll and enrollment include attending classes and participating fully in school activities [s.725(1)].

McKinney-Vento Act

School District Homeless Students Policy Requirements Checklist

E	<input type="checkbox"/> <i>Designated receiving school includes the next level school, elementary from prekindergarten, middle from elementary, high from middle, that a homeless child or youth, whose homelessness continues into the next school year, may attend when that next level school is the district designated school for those students in the homeless student's school of origin [s.722(g)(3)(I)(ii)].</i> (If applicable)
F	<input type="checkbox"/> Homeless children and youths means individuals who lack a fixed, regular, and adequate nighttime residence [s.725(1)(A)], and includes children and youth who: <ul style="list-style-type: none"> <input type="checkbox"/> <i>are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals [s.725(1)(B)(i)];</i> <input type="checkbox"/> <i>have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [s.725(1)(B)(ii)];</i> <input type="checkbox"/> <i>are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings [s.725(1)(B)(iii)]; and</i> <input type="checkbox"/> <i>migratory children who are living in circumstances described above [s.725(1)(B)(iv)].</i>
G	<input type="checkbox"/> Unaccompanied homeless youth means a child or youth that is not in the physical custody of a parent or guardian. [s.725(6)]
H	<input type="checkbox"/> Eligible School: the school of origin, the school zoned for the address where the student is temporarily residing, or another school which students residing in that attendance zone are eligible to attend [s.722(g)(3)(A)]
Enrollment	
I	The district's Homeless Student's Policy assures that: <ul style="list-style-type: none"> <input type="checkbox"/> a homeless child or youth may continue their education in the school of origin for the duration of homelessness in any case in which a family becomes homeless between academic years or during an academic year [s.722(g)(3)(A)(i)(I)] <input type="checkbox"/> keeping the child or youth in the school of origin is presumed to be in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth [s.722(g)(3)(B)(i)] <input type="checkbox"/> when considering placement in a school other than the child's or youth's school of origin, the district will consider student-centered factors to determine a placement that is in the student's best interest [s.722(g)(3)(B)(ii)] <input type="checkbox"/> The eligible school selected shall immediately enroll the homeless child or youth, even if the child or youth missed an application or enrollment deadline during any period of homelessness [s.722(g)(3)(A)(i)(II)].

McKinney-Vento Act

School District Homeless Students Policy Requirements Checklist

- ☐ when a school other than the school of origin is selected, will remove barriers to enrollment and enroll homeless children and youths immediately, even if they cannot produce records or otherwise meet enrollments [s.722(g)(3)(C)(i)], including:
 - ☐ previous academic records [s.722(g)(3)(C)(i) and s.722(g)(1)(H)(i)];
 - ☐ immunizations or other health records [s.722(g)(3)(C)(i) and s.722(g)(3)(H)(i)];
 - ☐ birth certificate [s.722(g)(3)(D) and s.722(g)(1)(H)(iii)];
 - ☐ proof of residency [s.722(g)(3)(C)(i) and s.722(g)(1)(H)(ii)];
 - ☐ guardianship [s.722(g)(1)(H)(iv)];
 - ☐ Uniform or dress code requirements [s.722(g)(1)(H)(v)];
 - ☐ Outstanding fees, fines, or absences [s.722(g)(1)(I)];
 - ☐ other required documentation [s.722(g)(1)(H)(iii) and s.722(g)(3)(C)(i)(I)];

Full Participation and Comparable Services

- J The district's Homeless Student's Policy assures that:**
- ☐ a homeless student who becomes permanently housed during the academic year, may remain at their school of origin for the remainder of the academic year and continue to receive all McKinney-Vento Act benefits [s.722(g)(3)(A)(i)(II)];
 - ☐ children and youths experiencing homelessness, and who meet the relevant eligibility criteria, will have access to all available academic and extracurricular activities for which they meet relevant eligibility criteria [s.722(g)(1)(F)(iii)];
 - ☐ unaccompanied homeless high school youth will receive counseling to prepare and improve their readiness for postsecondary education [s.722(g)(1)(K)];
 - ☐ each school provides services to homeless children and youths that are comparable to services offered to non-homeless students in their school [s.722(g)(4)], including the following:
 - ☐ transportation services [s.722(g)(4)(A)];
 - ☐ educational services for which the child or youth meets the eligibility criteria [s.722(g)(4)(B)];
 - ☐ Title I [s.722(g)(4)(B)];
 - ☐ ESE [s.722(g)(4)(B)];
 - ☐ educational programs for English learners [s.722(g)(4)(B)];
 - ☐ programs in career and technical education [s.722(g)(4)(C)];
 - ☐ programs for gifted and talented students [s.722(g)(4)(D)];
 - ☐ school nutrition programs [s.722(g)(4)(E)];
 - ☐ preschool programs administered by the LEA [s.722(g)(1)(F)(i)];

Student Records

- K The LEA's Homeless Student's Policy assures that records will be:**
- ☐ treated as a student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act (20 U.S.C. 1232g) [s.722(g)(3)(G)].
 - ☐ maintained for each homeless child or youth, including:
 - ☐ immunization or other required health records;
 - ☐ academic records;

McKinney-Vento Act

School District Homeless Students Policy Requirements Checklist

	<input type="checkbox"/> guardianship records; and <input type="checkbox"/> evaluations for special services [s.722(g)(3)(D)]. <input type="checkbox"/> made available, in a timely fashion, when a child or youth enters a new school [s.722(g)(3)(D)(i)]; <input type="checkbox"/> held confidential in a manner consistent with section 444 of the General Education Provision Act (20 U.S.C. 1232g) [s.722(g)(3)(D)(ii)];
Transportation	
L	The district's Homeless Student's Policy assures that: <input type="checkbox"/> Transportation to and from a child's or youth's school of origin will be provided or arranged, at the request of the parent or guardian, or, in the case of an unaccompanied child or youth, the district's designated liaison for homeless children and youth [s.722(g)(1)(J)(iii)]. <input type="checkbox"/> When the child's or youth's living arrangements are in an area served by another school district (district of residence), this school district (district of service) will coordinate with the district of residence to agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin [s.722(g)(1)(J)(iii)(II)].
Disputes: Eligibility, School Selection, Enrollment	
M	The district's Homeless Student's Policy assures that: <input type="checkbox"/> When considering placement in a school other than the child's or youth's school of origin, the district will consider student-centered factors to determine a placement that is in the student's best interest [s.722(g)(3)(B)(ii)]. <input type="checkbox"/> When the district determines that a placement other than the school of origin is in the best interest, the district will provide the parent, guardian, or unaccompanied homeless youth with [s.722(g)(3)(B)(iii)]: <input type="checkbox"/> a written explanation [s.722(g)(3)(B)(iii)]; <input type="checkbox"/> in a manner and form understandable to the parent, guardian, or unaccompanied youth, and [s.722(g)(3)(B)(iii)]; and <input type="checkbox"/> information on the right to appeal the placement determination [s.722(g)(3)(B)(iii)]
N	During a school selection dispute, <input type="checkbox"/> the child or youth will either remain enrolled in the student's school of origin or shall be immediately enrolled in the eligible school in which enrollment is sought, either the school zoned for the address where the student is residing or another school which students residing in that attendance zone are eligible to attend, pending final resolution of the dispute including all available appeals [s.722(g)(3)(E)(i)]; <input type="checkbox"/> the parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school or the district, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions; [s.722(g)(3)(e)(ii)]; and <input type="checkbox"/> the parent, guardian, or unaccompanied youth shall be referred to the district's designated homeless liaison to carry out the dispute resolution process as expeditiously as possible [s.722(g)(3)(E)(iii)]. <input type="checkbox"/> in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute. [s.722(g)(3)(E)(iv)]

H. HOMELESS STUDENTS

The School Board of Clay County shall ensure that homeless children and youth, including preschool - aged children are afforded the same free, appropriate public education as provided to other students and have access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging Florida student academic achievement standards to which all students are held. Homeless students shall not be stigmatized or segregated or separated into other educational programs on the basis of their status as homeless. This district shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The district will removed barriers that affect the enrollment and retention of homeless students.

1. Definitions

The District homeless education liaison shall make a final determination of homeless status on a case-by-case basis.

a. The McKinney-Vento Act defines homeless students as individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youth who:

- 1) Are sharing the housing of other persons due to loss of housing economic hardship, or similar reason;
- 2) Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- 3) Are living in emergency or transitional shelters; abandoned in hospitals;
- 4) Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodations for human beings;
- 5) Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 6) Are migratory children who qualify as homeless because the children are living in circumstances described in 1) through 5).

b. The term “unaccompanied youth” means a student who is not in the physical custody of a parent or guardian.

c. The term “school of origin” means the school that the student attended when permanently housed or the school where the child or youth was last enrolled.

d. The terms “enroll and enrollment” mean attending school and participating fully in school activities.

e. The term “immediate” means without delay.

f. The term “parent” means parent or guardian of a student.

g. The term “liaison” means the staff person designated by our LEA and each LEA in the state as their person responsible for carrying out the duties assigned to the liaison by the McKinney - Vento Act.

h. If the student becomes housed during the school year, they may continue in their school of origin during the remainder of that school year.

2. School Selection

a. The District shall, according to that which is in the student's best interest, and if it is the wish of the parent, guardian, or unaccompanied youth, continue the homeless student's education in the school of origin for the duration of homelessness, or enroll the student in a District school in the attendance zone in which the homeless student is actually living on the same basis as other district students. **In addition, it shall be the District's responsibility to make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including charter schools, advanced placement, and online learning.**

b. In determining that which is in the best interest of the student, the District shall;

1) **Maintain the homeless student in** the school of origin, unless doing so is contrary to the wishes of the student's parent or guardian.

2) Provide a written explanation, including a statement regarding the right to appeal, if the District sends a homeless student to a school other than the school of origin.

3) In the case of an unaccompanied student, ensure that the District homeless education liaison helps in placement or enrollment decisions, considers the views of the student, and provides notice of the right to appeal placement and enrollment decisions.

4) The school of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. The choice regarding placement shall be made regardless of whether the student lives with the homeless parent or guardian or has been temporarily placed elsewhere.

5) The requirements of the Student Assignment Plan for students moving their physical residence from one attendance zone to another, to transfer to a school in the new zone of residence, shall not apply to homeless students.

6) The school selection may be documented through the Student Assignment waiver process.

3. Enrollment

The District will immediately enroll homeless students, new to the district, in school, even if they do **not** have documents usually required for enrollment, such as school records (includes Individualized Education Plan-IEP, medical and immunization records, birth certificate, other documentation, or proof of residency or guardianship).

- a. A homeless student will be assigned to the student's school of origin as requested by the parent or guardian or to the District school in the attendance zone in which the student is actually living and in accordance with that which is in the student's best interest.
- b. Homeless students have a right either to remain in their school of origin or to attend school where they are temporarily residing.
- c. Homeless students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing.
- d. If a homeless student arrives without records, the school shall contact the previously attended school system to obtain the required records and the assigned liaison shall assist the family as needed.
- e. The District shall immediately refer the parent or guardian to the districts homeless liaison for children and youth in transition, who will help in obtaining necessary immunizations or records if the student needs to obtain these records.
- f. **The District will remove barriers such as uniform or dress code requirements and/or outstanding fees, fines or absences.**

4. Residency

A homeless student is considered a resident if the child or youth is personally somewhere within the district with a purpose to live here temporarily, but not necessarily to remain permanently.

- a. The student shall be considered a resident when living with a parent, guardian, or person in loco parentis not solely for school purposes or for participation in extracurricular activities.
- b. Homeless students who do not live with their parents or guardians may enroll themselves in school.
- c. The address listed on the enrollment forms becomes proof that the student lives in Clay County, Florida.

5. Guardianship

- a. For purposes of school placement, any parent, guardian or person in-loco parentis who has legal or physical custody of a homeless child or youth shall enroll that child or youth directly in a District school via the school that registers students on-site, if selected.
- b. The District Guardian Responsibilities form should be completed within a reasonable period of time for those homeless students who are not accompanied by a parent or guardian, once a child or youth is enrolled in and attending a school.

6. Disputes

If a dispute arises over school selection, enrollment, or any issue covered in this Policy:

- a. The student shall be immediately admitted to the school of origin or assigned zone school as requested by the parent or guardian and transportation provided to and from the school of origin, pending resolution of the dispute;
- b. The parent or guardian of the student shall be provided with a written explanation of the District's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the Districts' enrollment dispute procedure and the Florida Department of Education's appeal process.
- c. The student, parent or guardian shall be referred to the District Homeless Education Liaison, who shall ensure the resolution process, is carried out as expeditiously as possible after receiving notice of the dispute; and
- d. In the case of an unaccompanied student, the District Homeless Education Liaison shall ensure that the student is immediately enrolled in school pending the resolution of the dispute.

7. Transportation

The District shall maintain the child's school stability while in out-of-home care as first priority, unless remaining in the school of origin is not in the best interest of the child. The below factors should be considered in determining whether or not a child remaining in the school of origin is in the child's best interest.

Best interest factors which must be considered include:

1. The child's desire to remain in the school of origin.
2. Was the preference of the child's parents or legal guardian considered?
3. Whether the child has a sibling(s), close friends, and/or a mentor at the school of origin.
4. The child's cultural and community connections in the school or origin.

5. The ability to implement a 504 Plan, I.E.P. or other special education services, if applicable.
6. The impact a change would have on academic credits and progress towards promotion.
7. The availability of extracurricular activities important to the child.
8. Course Offerings
9. The child's medical and behavior health needs.
10. The child's permanency goal and timeframe for achieving permanency.
11. The child's history of school transfers and how they have impacted the child.
12. The length of the commute and how it would impact the child.
13. Additional factors may be considered in making the best interest determination.

The District shall ensure, at the request of the District Homeless Education Liaison, transportation will be provided for **eligibility homeless students** to and from the school of origin as follows:

- a. If the homeless student continues to live in the School Attendance Boundary in which the school of origin is located, transportation will be provided by applying the same transportation eligibility requirements in place.
 - b. If a homeless student is located outside the school attendance boundary, every reasonable effort will be made to provide transportation using the existing transportation resources which may involve using ESE buses, arranging transfers between buses and riding on buses serving other schools.
 - c. If a homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin.
 - d. If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.
8. Homeless students shall be provided services and educational programs comparable to those offered to other students in the school selected, including the following:
- a. Preschool programs;
 - b. Transportation services;
 - c. Educational Services for which the student meets the eligibility criteria, including special education and related services and programs for English language learners;
 - d. Vocational and technical education programs;
 - e. Gifted programs;

- f. School nutrition programs;
- g. Title I, Part A programs; and
- h. Before-and after-school programs.

i. Unaccompanied homeless high school youth will receive counseling to prepare and improve their readiness for post-secondary education.

9. **Preschool Programs** The district shall ensure that homeless preschool-aged children and their families have access to educational services for which they are eligible, including preschool programs administered by the district.

10. Homeless Education Liaison

The Superintendent shall ensure that there is a District Homeless Education Liaison and his/her duties are communicated to district and school personnel and appropriate community agencies and providers. These services to include:

- a. Coordination with local social services and other community agencies to provide support to homeless students and their families.**
- b. Coordination with other school districts regarding homeless student's transportation, transfer of school records, and other inter-district activities as needed.**

11. The LEA's Homeless Student's Policy assures that records will be:

- a. Treated as a student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act**
- b. Maintained for each homeless child or youth, including:**
 - 1). immunization or other required health records;**
 - 2). academic records;**
 - 3) guardianship records; and**
 - 4) evaluations for special services;**
 - 5) made available, in a timely fashion, when a child or youth enters a new school**
 - 6) held confidential in a manner consistent with section 444 of the General Education Provision Act**

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT AMENDMENTS TO SCHOOL BOARD POLICY 4.06.H., Homeless Students

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of proposed amendments to Board Policy 4.06.H., Homeless Students.

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 proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - August 1, 2019. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

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

Laws Implemented: The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

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

Public Hearing: The Board intends to formally adopt the proposed amendments to its Policies following a public hearing. ***The public hearing shall be held on Thursday, September 5, 2019***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

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

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

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C18 - Proposed Allocation Changes for 2019-2020

Description

Staff allocation documents clarify how each school, district, department, and division is staffed for the 2019-2020 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 the 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

Financial Impact

TBD

Review Comments

Attachments

☉ [Allocation Summary - August 1, 2019.pdf](#)

PROPOSED CHANGES TO STAFF ALLOCATIONS

2019-2020 SUMMARY

Board Meeting, August 1, 2019

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			2019-2020 ACTIONS				
			General Funds				
KHE-0301	1.0		Custodian	Program Needs	\$26,158	\$7,570	\$33,628
OPJ-0361	1.0		Assistant Principal, 12 Month	Align to Formula	\$70,455	\$20,467	\$90,922
OPJ-0361		1.0	Vice Principal, 12 Month	Align to Formula	(\$70,455)	(\$20,467)	(\$90,922)
				TOTAL:	\$26,158	\$7,570	\$33,728
			SAI DOP (1210)				
LES-0352	0.8		DOP Assistant (AIMS)	Program Needs	\$11,821	\$3,434	\$15,255
CGE-0601		0.8	DOP Assistant (AIMS)	Program Needs	(\$11,821)	(\$3,434)	(\$15,255)
				TOTAL:	\$0	\$0	\$0
			CSR (1360)				
LES-0352	1.0		Teacher, Basic K-6 (AIMS)	Program Needs	\$45,035	\$13,083	\$58,118
CGE-0601		1.0	Teacher, Basic K-6 (AIMS)	Program Needs	(\$45,035)	(\$13,083)	(\$58,118)
				TOTAL:	\$0	\$0	\$0
			Federal Funds (IDEA)				
TBE-0531	0.9		ESE Assistant, General Health	Program Needs	\$14,429	\$4,192	\$18,621
ROE-0541		0.9	ESE Assistant, General Health	Program Needs	(\$14,429)	(\$4,192)	(\$18,621)
ESE-9005		2.0	Certified Behavior Analyst, 11 Month	Program Needs	(\$99,261)	(\$28,835)	(\$128,096)
ESE-9005	1.0		Certified Behavior Analyst, 12 Month	Program Needs	\$59,740	\$17,355	\$77,095
ESE-9005	1.0		Registered Behavior Technician, Master's Level	Program Needs	\$51,631	\$14,999	\$66,629
				TOTAL:	\$12,110	\$3,518	\$15,628
			Athletic Supplement				
FIH-0551	1.0		Cross Country Head	Program Needs	\$ 2,100.00	\$ 338.52	\$ 2,438.52
				TOTAL:	\$ 2,100.00	\$ 338.52	\$ 2,438.52

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C19 - Deletion of Certain Items Report - July, 2019

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 June, 2019.

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 - July, 2019 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-July, 2019.pdf](#)

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 07/31/2019

<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>
LCTN 0252 ORANGE PARK HIGH							
Junk/Parts	00057269	BALANCE/LOADING	Furniture,Fixtures & Equipment	04/04/1994	07/08/2019	1,146.60	0.00
						1,146.60	0.00
LCTN 0341 CLAY HIGH SCHOOL							
Surplus Sale	00083198	LAPTOP:LATITUDE - DELL D800 PE	Furniture,Fixtures & Equipment	12/16/2004	07/08/2019	1,859.99	0.00
Surplus Sale	15000781	SYSTEM: 3D COMPUTING-CHASSIS/D	Furniture,Fixtures & Equipment	02/12/2015	07/08/2019	4,474.00	0.00
Junk/Parts	17000324	BED: FULL ELECTRIC PACKAGE	Furniture,Fixtures & Equipment	11/17/2016	07/08/2019	2,149.44	0.00
Junk/Parts	00065658	WEIGHT MACHINE:RAM SLED	Furniture,Fixtures & Equipment	05/19/1997	07/09/2019	1,153.90	0.00
Surplus Sale	00097740	MACHINE:WEIGHT RAE CROWTHER SH	Furniture,Fixtures & Equipment	06/11/2009	07/09/2019	3,295.00	0.00
						12,932.33	0.00
LCTN 0371 WILKINSON JUNIOR HIGH							
Junk/Parts	00064235	SYSTEM:3M SECURITY	Furniture,Fixtures & Equipment	08/25/1997	07/08/2019	7,086.00	0.00
						7,086.00	0.00
LCTN 0391 MIDDLEBURG HIGH SCHOOL							
Surplus Sale	00084229	CHASSIS/MONITOR/KEYBOARD - APP	Furniture,Fixtures & Equipment	06/09/2005	07/08/2019	1,175.90	0.00
Surplus Sale	00094394	PRINTER: LASERJET - HP	Furniture,Fixtures & Equipment	08/09/2007	07/09/2019	3,413.00	0.00
						4,588.90	0.00
LCTN 0411 CLAY HILL ELEMENTARY							
Surplus Sale	00093716	CHASSIS/MONITOR/KEYBOARD - DUA	Furniture,Fixtures & Equipment	06/14/2007	07/09/2019	1,207.80	0.00
Surplus Sale	00094467	STUDENT STATION: COMPUTER	Furniture,Fixtures & Equipment	08/14/2008	07/09/2019	1,610.00	0.00
						2,817.80	0.00
LCTN 0431 RIDGEVIEW HIGH SCHOOL							
Junk/Parts	AV000191	LASER OPTIC SET	Audiovisual	10/27/1993	07/08/2019	2,300.00	0.00
						2,300.00	0.00
LCTN 0481 LAKE ASBURY JUNIOR HIGH							
Surplus Sale	10001370	LAPTOP - DELL LATITUDE E6400	Furniture,Fixtures & Equipment	05/13/2010	07/08/2019	1,165.48	0.00
						1,165.48	0.00
LCTN 0491 WILKINSON ELEMENTARY							
Surplus Sale	00096997	TEACHER STATION: COMPUTER/PRT/	Furniture,Fixtures & Equipment	08/14/2008	07/08/2019	2,826.00	0.00
						2,826.00	0.00
LCTN 0511 MCRAE ELEMENTARY							

Clay County Public Schools
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For Month Ending: 07/31/2019

<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>
Surplus Sale	00096965	STUDENT STATION: COMPUTER	Furniture,Fixtures & Equipment	08/14/2008	07/08/2019	1,610.00	0.00
						1,610.00	0.00
LCTN 0541 RIDEOUT ELEMENTARY							
Surplus Sale	00076757	CHASSIS/MONITOR/KEYBOARD - DEL	Furniture,Fixtures & Equipment	10/25/2001	07/08/2019	1,211.00	0.00
Surplus Sale	00086244	CHASSIS/MONITOR/KEYBOARD - DEL	Furniture,Fixtures & Equipment	12/15/2005	07/08/2019	1,092.00	0.00
Surplus Sale	00088270	CHASSIS/MONITOR/KEYBOARD - DEL	Furniture,Fixtures & Equipment	06/28/2006	07/08/2019	1,199.00	0.00
Surplus Sale	00088272	CHASSIS/MONITOR/KEYBOARD - DEL	Furniture,Fixtures & Equipment	06/28/2006	07/08/2019	1,145.00	0.00
Junk/Parts	00092788	CART: INST W/PROJECTOR & SOUND	Furniture,Fixtures & Equipment	08/14/2008	07/08/2019	2,401.75	0.00
Junk/Parts	00092790	CART:INSTRUCTIONAL W/PROJECTOR	Furniture,Fixtures & Equipment	08/14/2008	07/08/2019	2,401.75	0.00
Junk/Parts	00092792	CART:INSTRUCTIONAL W/PROJECTOR	Furniture,Fixtures & Equipment	08/14/2008	07/08/2019	2,401.75	0.00
Junk/Parts	00092793	CART:INSTRUCTIONAL W/PROJECTOR	Furniture,Fixtures & Equipment	08/14/2008	07/08/2019	2,401.75	0.00
						14,254.00	0.00
LCTN 0601 COPPERGATE ELEMENTARY							
Junk/Parts	00094545	ECHARGER CADDY W/16 SIDEKICK B	Furniture,Fixtures & Equipment	12/18/2008	07/08/2019	3,560.00	0.00
Surplus Sale	09000556	LAPTOP: DELL LATITUDE E6400	Furniture,Fixtures & Equipment	12/18/2008	07/08/2019	1,177.57	0.00
						4,737.57	0.00
LCTN 0611 OAKLEAF JUNIOR HIGH							
Junk/Parts	00090894	COPIER: AUTO DOC FEEDER/CAB -	Furniture,Fixtures & Equipment	08/24/2006	07/08/2019	2,596.00	0.00
Junk/Parts	00090991	COPIER: AUTO DOC FEEDER/CAB -	Furniture,Fixtures & Equipment	10/03/2006	07/08/2019	1,618.00	0.00
Surplus Sale	00091161	COPIER: AUTO DOC FEEDER/CAB -	Furniture,Fixtures & Equipment	10/03/2006	07/08/2019	1,918.00	0.00
Junk/Parts	10000137	TELEPROMPTER: W/LCD 10.4 " - P	Furniture,Fixtures & Equipment	10/22/2009	07/08/2019	1,469.00	0.00
						7,601.00	0.00
LCTN 0651 PLANTATION OAKS ELEMENTARY							
Surplus Sale	09000609	SLICER - FOOD - HOBART HOB271	Furniture,Fixtures & Equipment	02/12/2009	07/08/2019	4,650.00	0.00
Junk/Parts	09000666	POSTER MAKER - VARIQUEST 3600	Furniture,Fixtures & Equipment	05/28/2009	07/08/2019	4,995.00	0.00
Surplus Sale	09000764	ECHARGER CADDY W/16 SIDEKICK B	Furniture,Fixtures & Equipment	08/13/2009	07/08/2019	4,040.00	0.00
Junk/Parts	10000019	CENTER: DESIGN 1000 - VARIQUES	Furniture,Fixtures & Equipment	10/08/2009	07/08/2019	2,495.00	0.00
						16,180.00	0.00
LCTN 0661 OAKLEAF HIGH SCHOOL							
Surplus Sale	11000530	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	11/10/2010	07/08/2019	1,070.64	0.00
						1,070.64	0.00
LCTN 9016 SUPERINTENDENT/DEPUTY SUPER							

Clay County Public Schools
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<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>
Surplus Sale	10001623	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	05/27/2010	07/08/2019	1,070.64	0.00
						1,070.64	0.00
LCTN 9022 OPERATIONS							
Surplus Sale	13000349	LAPTOP - DELL MOBILE PRECISION	Furniture,Fixtures & Equipment	11/08/2012	07/08/2019	1,553.00	0.00
						1,553.00	0.00
LCTN 9040 INFORMATION SERVICES							
Surplus Sale	00077220	ROUTER:CISCO 3745 SERIES 4	Furniture,Fixtures & Equipment	06/26/2003	07/08/2019	25,067.00	0.00
Surplus Sale	00086241	IBM A/S 400-PRODUCTION SERVER	Furniture,Fixtures & Equipment	11/22/2005	07/08/2019	575,383.65	0.00
Surplus Sale	00096989	STUDENT STATION: COMPUTER	Furniture,Fixtures & Equipment	08/14/2008	07/08/2019	1,610.00	0.00
Surplus Sale	00096998	STUDENT STATION: COMPUTER	Furniture,Fixtures & Equipment	08/14/2008	07/08/2019	1,610.00	0.00
Surplus Sale	09000807	TEACHER STATION: C/M/K/PRT/WEB	Furniture,Fixtures & Equipment	08/13/2009	07/08/2019	2,924.57	0.00
Surplus Sale	09000811	STUDENT STATION: COMPUTER	Furniture,Fixtures & Equipment	08/13/2009	07/08/2019	1,587.57	0.00
Surplus Sale	09000823	STUDENT STATION: COMPUTER	Furniture,Fixtures & Equipment	08/13/2009	07/08/2019	1,587.57	0.00
Surplus Sale	10001616	C/M/K - DELL PRECISION T7500 D	Furniture,Fixtures & Equipment	06/29/2010	07/08/2019	4,969.83	0.00
Surplus Sale	10001618	C/M/K - DELL PRECISION T7500 D	Furniture,Fixtures & Equipment	06/29/2010	07/08/2019	4,969.83	0.00
Surplus Sale	14100087	LAPTOP - DELL LATITUDE E6430 +	Furniture,Fixtures & Equipment	09/12/2013	07/08/2019	1,183.39	0.00
Surplus Sale	15000804	SYSTEM: 3D COMPUTING-CHASSIS/D	Furniture,Fixtures & Equipment	02/19/2015	07/08/2019	4,474.00	0.00
Surplus Sale	15000805	SYSTEM: 3D COMPUTING-CHASSIS/D	Furniture,Fixtures & Equipment	02/19/2015	07/08/2019	4,474.00	0.00
Surplus Sale	17000446	LAPTOP - DELL LATITUDE 7370	Furniture,Fixtures & Equipment	02/23/2017	07/08/2019	1,082.95	0.00
						630,924.36	0.00
LCTN 9110 FOOD & NUTRITION SERVICES							
Surplus Sale	00045949	CABINET HOT	Furniture,Fixtures & Equipment	02/24/1992	07/08/2019	1,859.00	0.00
Surplus Sale	00047913	CABINET:HOT W/CASTERS CRESCOR	Furniture,Fixtures & Equipment	07/27/1993	07/08/2019	1,913.00	0.00
						3,772.00	0.00
LCTN 9113 TEACHER TRAINING CENTER FIH							
Surplus Sale	00080701	CONVERTER:SCAN - EXTRON VSC 70	Furniture,Fixtures & Equipment	05/13/2004	07/08/2019	2,266.50	0.00
Junk/Parts	00082185	DISPLAY:37 " PLASMA - PANASONI	Furniture,Fixtures & Equipment	02/24/2005	07/08/2019	1,935.00	0.00
Surplus Sale	00082186	DISPLAY:37 " PLASMA - PANASONI	Furniture,Fixtures & Equipment	02/24/2005	07/08/2019	1,935.00	0.00
Surplus Sale	00082187	UNIT:OPTICAL MULTIPLEX - SONY	Furniture,Fixtures & Equipment	02/24/2005	07/08/2019	2,536.00	0.00
Surplus Sale	00082188	UNIT:OPTICAL MULTIPLEX - SONY	Furniture,Fixtures & Equipment	02/24/2005	07/08/2019	2,536.00	0.00
Surplus Sale	00084201	UNIT:OPTICAL MULTIPLEX - SONY	Furniture,Fixtures & Equipment	02/24/2005	07/08/2019	2,536.00	0.00
Surplus Sale	00084202	UNIT:OPTICAL MULTIPLEX - SONY	Furniture,Fixtures & Equipment	02/24/2005	07/08/2019	2,536.00	0.00
Surplus Sale	00095573	PROCESSOR: AUDIO FLEX - BIAM	Furniture,Fixtures & Equipment	03/27/2008	07/08/2019	5,466.60	0.00

Clay County Public Schools
Monthly Deletion Report
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<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	00097820	PROJECTOR - SANYO PLC-XP100L X	Furniture,Fixtures & Equipment	04/09/2009	07/08/2019	5,428.00	0.00
Junk/Parts	00097822	PROJECTOR - SANYO PLC-XP100L X	Furniture,Fixtures & Equipment	04/09/2009	07/08/2019	5,428.00	0.00
						32,603.10	0.00
Total Furniture		Total Vehicles	Total Audio Visual	Total Software	Totals for Deletion Report		
747,939.42		0.00	2,300.00	0.00	750,239.42		
					0.00		

Note:JUNE 2019 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

August 1, 2019 - Regular School Board Meeting

Title

C20 - Response to Active Assailant Plan mandated by Senate Bill 7030 (CONFIDENTIAL)

Description

The purpose of this plan is to establish protocols by which the Clay County District Schools shall conduct security in order to protect students, faculty, staff, and visitors. Additionally, it will establish procedures to respond to an active assailant incident at a campus. These procedures set in place are methods to mitigate threats through an organized and uniform method in an effort to protect the lives of children and staff in an efficient and expedient manner.

THIS PLAN IS CONFIDENTIAL PURSUANT TO STATE STATUTE AND SHALL NOT BE RELEASED OR DISCLOSED PUBLICLY.

Gap Analysis

The Clay County District Schools is in need of a Board approved active assailant plan to be in compliance with state law.

Previous Outcomes

The requirements for this plan are newly created under state law.

Expected Outcomes

Following adoption by the School Board, this plan will be submitted to the State of Florida for compliance with state statute. This plan will ultimately help to foster a safe learning environment for our district staff.

Strategic Plan Goal

This plan will help 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

Recommend approval of the Response to Active Assailant Plan.

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations, (904) 336-6824, michael.kemp@myoneclay.net, John Ward, Director, Safety & Security, (904) 336-6846, john.ward@myoneclay.net

Financial Impact

No cost to the district.

Review Comments

Attachments

🔗 [Security & Response to Active Assailant Plan.pdf \(Confidential\)](#)

CLAY COUNTY DISTRICT SCHOOLS



Response to Active Assailant Plan

Notice: This plan is **CONFIDENTIAL** pursuant to state statute and shall not be released or disclosed publicly.

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C21 - Change Order #1 for Grove Park Elementary School Re-Roof of Buildings 8, 9A and 9B

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This change order is for the installation of a roof recovery system over unforeseen deck conditions on the existing roof.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

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 Change Order # 1.

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Project Manager, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$10,528.91. Architect fees will increase by \$894.88 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

📎 [ChgOrder1, GPE ReRoof Buildings 8 9A and 9B.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 1

SBCC PROJECT NAME: GROVE PARK ELEMENTARY - RE-ROOF BUILDINGS 8, 9A & 9B

SBCC PROJECT NO: C-8-18/19

The Owner authorized the Contractor to make the following change(s) in the contract dated **February 7, 2019**.

ORIGINAL CONTRACT AMOUNT: \$ 96,288.00
REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$.00

Change(s) and reason(s) for this Change Order: See attached information.

Additional Time needed for this Change Order is **None (0)** calendar days. Contract Substantial Completion date is **July 30, 2019**. Final Completion date is **August 13, 2019**.

For these changes: ■ Add to □ Deduct from the Contract in accordance with the conditions of the Contract the sum of: **Ten Thousand Five Hundred Twenty-eight Dollars and 91/cents.**

CURRENT CONTRACT AMOUNT:	<u>\$96,288.00</u>
ADDITION TO CONTRACT:	<u>\$10,528.91</u>
DEDUCTION TO CONTRACT:	<u>\$0.00</u>
REVISED CONTRACT AMOUNT:	<u>\$106,816.91</u>

ARCHITECT/ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Signature: _____
Architect

Date: _____

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED: Signature: _____
Contractor

Date: _____

Signature: _____
SDCC Project Manager

Date: _____

APPROVED: Signature: _____
School Board Chairman

Date: _____

MIS15010
EFF 7/10/08

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 1

SBCC PROJECT NAME: Grove Park Elementary - Re-Roof Buildings 8, 9A and 9B

SBCC PROJECT NUMBER: C-8-18/19

Additional Information:

1. Install roof recovery system over unforeseen deck conditions on existing roof.

\$10,528.91

Total Change Order Amount: \$10,528.91

Addition of Zero (0) days to the Contract to complete the work.

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C22 - Change Order #1 for W.E. Cherry Elementary Re-Roof Buildings 1 and 2

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This change order is to furnish and install vent stack extensions on existing roof vents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

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 Change Order # 1.

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Project Manager, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$944.21. Architect fees will increase by \$80.26 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

📎 [ChgOrder1, WEC ReRoof Buildings 1 and 2.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 1

SBCC PROJECT NAME: W.E. CHERRY ELEMENTARY - RE-ROOF BUILDINGS 1 AND 2
SBCC PROJECT NO: C-12-18/19

The Owner authorized the Contractor to make the following change(s) in the contract dated **February 7, 2019**.

ORIGINAL CONTRACT AMOUNT: \$ 199,948.00
REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$.00

Change(s) and reason(s) for this Change Order: See attached information.

Additional Time needed for this Change Order is **None (0)** calendar days. Contract Substantial Completion date is **July 30, 2019**. Final Completion date is **August 13, 2019**.

For these changes: ☒ Add to ☐ Deduct from the Contract in accordance with the conditions of the Contract the sum of: **Nine Hundred Forty-four Dollars and 21/cents.**

CURRENT CONTRACT AMOUNT:	<u>\$199,948.00</u>
ADDITION TO CONTRACT:	<u>\$944.21</u>
DEDUCTION TO CONTRACT:	<u>\$0.00</u>
REVISED CONTRACT AMOUNT:	<u>\$200,892.21</u>

ARCHITECT/ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Signature: _____ Date: _____
Architect

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED: Signature: _____ Date: _____
Contractor

Signature: _____ Date: _____
SDCC Project Manager

APPROVED: Signature: _____ Date: _____
School Board Chairman

MIS15010
EFF 7/10/08

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 1

SBCC PROJECT NAME: W.E. Cherry Elementary - Re-Roof Buildings 1 and 2

SBCC PROJECT NUMBER: C-12-18/19

Additional Information:

1. Furnish and install vent stack extensions on existing roof vents.	944.21
Total Change Order Amount:	\$944.21

Addition of Zero (0) days to the Contract to complete the work.

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C23 - County-Wide Civil Engineer Contract Award (2019/2020)

Description

The selection was conducted in accordance with Florida Statute 287.055. The project was advertised for three consecutive weeks with The Clay Today. Selection Committee members were; Bryce Ellis, Project Manager; Jeffery Marks, Project Manager; and Janice Kerekes, School Board Member.

As a result of interviews and after due consideration, the Selection Committee recommends the following firms as listed in priority order:

1. Michele M. Agee, PE, PA
2. CHW Professional Consultants
3. Matthews Design Group

Gap Analysis

N/A

Previous Outcomes

Awarding a continuing contract for civil engineering services authorizes a firm or individual to proceed with School Board projects not exceeding a monetary value specified in Board Policy for a period of one year. The appointment may be extended for an additional period of not more than one year if agreeable to the School Board and the mechanical/electrical engineering firm. The appointed mechanical/electrical engineering firm shall be available to design, manage, and inspect any School Board projects within the authorized limit without having to bid against other firms.

Expected Outcomes

This contract allows for more efficient execution of minor civil projects requiring professional design services.

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

Appoint the top ranked firm, Michele M. Agee, PE, PA, at a fee of 8.5% of the construction cost for County-Wide Engineering Services.

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations, (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Project Manager, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

All funding necessary for the Mechanical/Electrical Engineering fees resulting from this contract are budgeted within the Educational Facilities Plan. The exact amount of fees cannot be determined at this time.

Review Comments

Attachments

🔗 [CW Civil Engineer Contract 2019.2020 with Michele Agee.pdf](#)

**AGREEMENT
BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
AND
ARCHITECT/ENGINEER**

THIS AGREEMENT made this 1st day of August in the year 2019 between the SCHOOL BOARD OF CLAY COUNTY, FLORIDA, hereinafter called the OWNER, and hereinafter called the ARCHITECT/ENGINEER,

That WHEREAS OWNER intends to develop plans and specifications, bid, and provide construction administration/inspections for County-Wide Projects not exceeding \$500,000.00 per project for a period of one (1) year from August 1, 2019 to August 1, 2020. This contract is renewable for up to one (1) contract period hereinafter called the PROJECT, and

WHEREAS the ARCHITECT/ENGINEER affirms he is properly qualified and licensed to render the professional services required by this Agreement in the State of Florida and the County of Clay.

NOW, THEREFORE, the OWNER and the ARCHITECT/ENGINEER for the consideration of provisions, mutual promises, covenants and conditions hereinafter set forth or recited, agree as follows:

- I. The ARCHITECT/ENGINEER agrees to perform, for the above named project, professional services as herein set forth and in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT.
- II. THE OWNER agrees to compensate the ARCHITECT/ENGINEER for professional services rendered in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT as follows:
 - A. Fees for Basic Services as set forth in the GENERAL TERMS AND CONDITIONS OF THIS AGREEMENT shall be based on: **8.5% of construction cost.**
 - B. Period of Service: The ARCHITECT/ENGINEER shall commence work on the date of this contract and shall complete the Schematic/Preliminary Design Phases prior to N/A and the Final Design Phase prior to N/A . The time schedules for each Phase will be mutually agreed to and attached to this contract.
 - C. For the ARCHITECT/ENGINEER'S Additional Services (as described in the GENERAL TERMS AND CONDITIONS), a fee computed as described

below. Consideration for payment must include a time log documenting the hours per individual and indicate the task involved.

1. Principal's time for the Architect/Engineer and the Architect/Engineer's consultants shall be at a fixed rate not to exceed seventy dollars (\$150.00) per hour. For the purpose of this Agreement, the Principals are limited to one (1) person from the Architect/Engineer and one (1) person from each of the Architect/Engineer's consultants. The principals are identified as follows: **Michele M. Agee, P.E., P.A.**
 2. Employees' time computed at a multiple of two and one-half (2-1/2) times the direct payroll cost for the particular employee. (Not to exceed \$90.00 per hour.)
- D. For Travel beyond the confines of Clay County, performed at the request of and for the sole benefit of the OWNER, and not otherwise required in performing the services contracted for, the OWNER shall reimburse the ARCHITECT/ENGINEER for travel and per diem in accordance with the allowance authorized for employees of THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, at the time travel is performed.
- III. The ARCHITECT/ENGINEER certifies that his/her wage rates, unit costs and other factual data which may have been furnished to the OWNER to support the compensation are accurate, complete, and current at the time of entering into this Agreement. It is also mutually understood between the ARCHITECT/ENGINEER and the OWNER that the original fee and any additions thereto shall be adjusted within one year following the end of this Agreement to exclude any significant sums wherein the OWNER determines the fee was increased due to inaccurate, incomplete or non-current wage rates, unit costs and other factual data which may have been furnished by the ARCHITECT/ENGINEER.
- IV. The ARCHITECT/ENGINEER warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, to solicit or secure this Agreement, and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of this Agreement.
- V. The ARCHITECT/ENGINEER and OWNER agree that the GENERAL TERMS AND CONDITIONS of the AGREEMENT, pages four through eighteen, revised June 30, 2019, are hereby made a part of this Agreement as is included herein.

IN WITNESS WHEREOF the parties hereto have executed this AGREEMENT the day and year first above written.

THE SCHOOL BOARD OF CLAY COUNTY,
FLORIDA

By: _____
BOARD CHAIRPERSON

WITNESSES (As to School Board)

By: _____
ARCHITECT/ENGINEER

WITNESSES (As to Architect/Engineer)

DRAFT

**GENERAL TERMS AND CONDITIONS OF AGREEMENT BETWEEN
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA AND ARCHITECT/ENGINEER**

ARTICLE I

RESPONSIBILITIES OF THE ARCHITECT/ENGINEER

- A. The Architect/Engineer shall apply the reasonable and proper skills, judgment and care which are customary and normal to professional practice. He shall adhere to approvals granted during the various stages of the work for all aspects of planning, exterior and interior design, structural systems, and proposed materials, and will not incorporate any significant deviation from such approvals without written approval by the Owner .
- B. Approvals by the Owner, the State Department of Education or other governmental authority of any of the plans, drawings, specifications or other work performed under this Agreement shall be deemed to be an approval of the scheme as a whole and of the general features of such plans, drawings, specifications, documents or other work only. Such approvals shall not relieve the Architect/Engineer of responsibility for the sufficiency, practicability of details, except for such features therefore upon which the Owner has specifically instructed or overruled the Architect/Engineer in writing, and to which modification the Architect/Engineer has specifically objected in writing.
- C. The Architect/Engineer shall comply with all directives and instructions issued by the Owner and shall incorporate them into the Project if within the terms of this Agreement. He/she shall further comply with the State Requirements for Educational Facilities (SREF) of the State Board of Education and building codes applicable to the construction of school plants in Clay County, Florida in effect at the time of entering into this Agreement.
- D. The Architect/Engineer shall retain at his/her expense professional engineers and other qualified consultants acceptable to the Owner as advisors for the structural, air conditioning, mechanical, electrical, sanitation, and civil engineering portions of the Project as necessitated by its scope. Each such consultant shall be listed on the cover sheet of the final plans.
- E. The Architect/Engineer shall advise the Owner of the necessity for conducting soil borings, tests and other necessary operations for determining subsoil, air and water conditions. Geotechnical, hydrological, consumptive use, and other necessary testing services may be separately contracted by the Owner to the Engineering firm of its choice.
- F. The Architect/Engineer will be responsible for all permitting requirements from any governmental agency pertaining to storm water treatment and/or retention, potable water, except consumptive use, and sewage treatment systems. The above permitting requirements shall be included within the basic services rendered by the Architect/Engineer. All other permitting requirements shall not be included in the basic services and shall be separately compensated in a lump sum method mutually agreed to in writing between the Architect/Engineer and the Owner's designee.

G. The Basic Services to be rendered by the Architect/Engineer consist of the following:

1. Phase I Documents, Schematics

- a. Based on the Owner's designee statement of the requirements of the Project, the Architect/Engineer shall prepare Schematic Design studies consisting of drawings and other documents illustrating the scale and relationship of Project components. He/she shall continue this process until one schematic is selected by the Owner or their designee.
- b. The Architect/Engineer shall, during this phase, analyze as necessary the major aspects of State Board of Education requirements, requisite building codes, methods of providing utilities service, types of mechanical systems, and other appropriate factors having major effect on the Project. The analyses shall be directed toward compliance with applicable standards and developing cost/benefit alternatives.
- c. The Schematic Design and analyses performed per Article I.G.1 a. & b. above shall be presented together with a Statement of Probable Construction Costs to the Owner's designee for decisions as necessary and approval.
- d. The Architect/Engineer shall be available for School Board presentation of Schematic Plans.

2. Phase II Documents, Preliminaries

- a. The Architect/Engineer shall prepare from the approved Schematic Design Document the Preliminary Documents to fix and describe the size and character of the entire Project as to structural, mechanical, and electrical systems, materials and such other essentials as may be appropriate.
- b. The Architect/Engineer shall submit completed Preliminary Documents to the Owner together with a further statement of Probable Construction Cost. The probable construction costs shall be subdivided into architectural, civil, mechanical, and electrical costs.
- c. The Architect/Engineer shall be available for School Board presentation of preliminary plans.

3. Phase III Documents, Finals

- a. The Architect/Engineer shall prepare from the approved Preliminary Documents the Final Documents (working drawings and specifications) setting forth in detail the requirements for the construction of the Project.
- b. The Architect/Engineer shall exercise the standard of professional care generally required of Architects and Engineers in his/her efforts to comply with codes, regulations, ordinances, and laws in effect as of the date of this contract.
- c. Documents shall be prepared with professional care. The various portions of the Work shall be checked, one against the other, to provide compatibility and, where conflicts may arise, drawings of adequate scale and detail to explain anticipated conditions shall be furnished. Professional attention to the detail necessary to achieve such coordination and accuracy shall be provided.
- d. The Architect/Engineer shall not, except with the written permission of the Owner, knowingly specify for the Project, or use terms which imply the requirements of any article, product, material, fixtures, form or type of construction which limits or restricts competition to a specific brand, type, or style as to which monopoly exists, or which is the exclusive property of any firm or group of firms.
- e. The Architect/Engineer shall furnish with Final Documents any adjustments to previous statements of Probable Construction Costs.
- f. The Architect/Engineer shall ensure that all mandatory Plan Review comments are satisfied to the Code Enforcement Department in a timely manner.
- g. The Architect/Engineer shall include in Final Documents the requirement that the Contractor maintain in current status during the course of construction, drawings showing the status of the construction as it is constructed. He shall further require that the Contractor forward the completed "as built" drawings with the final Application for Payment.
- h. The Architect/Engineer shall be available for School Board presentation of Final Documents.
- i. The Architect/Engineer shall not include in any documents a provision for arbitration of any claims or disputes arising out of the construction contract.

4. Bidding Phase

- a. The Architect/Engineer shall be responsible for the development of bid advertisements for all addendums, bid clarifications, development of bid tabulations, attendance at bid opening, and for attendance at the School Board meeting of contract award.
- b. The Architect/Engineer shall prepare the bid documents for a base bid and alternate bids as may be necessary and/or appropriate. The base bid should constitute the original intent of the project and the project budget. Alternates are for those items which are not deemed absolutely necessary to the project at the time of award. The Architect/Engineer will be reimbursed through seventy percent (70%) of the design fees for all tasks completed through the Final Design stage. The Architect/Engineer will further receive five percent (5%) of their fees for bidding any component of the bid proposal be it base bid or alternates. Further, the Architect/Engineer will receive twenty-five percent (25%) of his/her fee for contract administration on all components of the bid awarded by the Owner.

Should the Owner, for whatever reason, not award a base bid and/or alternates and the base bid did not exceed the final budgeted amount by more than ten percent (10%), the Architect/Engineer will receive compensation based upon the amount known at the time of bid opening. This compensation will be equal to the phase completed; be it design, bidding or construction administration. If the Owner later rebids the same project, compensation will be based upon the amount awarded regardless of the previous bids known values except the first bidding phase will be maintained on the original bid amount.

If, during the time from the original bid to the rebid, additional permitting is required due entirely to the time span. Costs for additional permitting shall be agreed to in advance and covered under Article III "Mutual Responsibilities."

- c. If the lowest bona fide Base bid taken exceeds the final budgeted amount by more than 10%, the Owner, may accept the proposal, or may require the Architect/Engineer to change the Documents, at the Architect/Engineer's expense, to reduce the cost to an amount within the budget plus 10%. It shall be understood that changes in scope or quality will be approved, in advance in writing, by the Owners. In the event it becomes necessary to reject all bids and change the Documents due to the design costing more than 10% of the final budgeted amount, the Architect/Engineer shall bear the cost of all prints necessitated by the change, including those for rebidding purposes.

5. Construction Phase

- a. The construction phase may only be commenced after all contract, bond, and insurance requirements have been met, and will be commenced thereafter with an "Official Notice to Proceed" from the Owner.
- b. The Architect/Engineer shall provide Administration of the Construction Contract as set forth in the General, Supplemental, and Special Conditions of the Contract and the extent of his/her duties and responsibilities and the limitations of his/her authority as assigned thereunder shall not be modified without his/her written consent.
- c. The Architect/Engineer, as the representative of the Owner during the Construction Phase, shall advise and consult with the Owners designee, and act on behalf of Owner to the extent provided in the General Conditions unless otherwise modified in writing.
- d. The Architect/Engineer shall at all times have access to the work wherever it is in preparation or progress.
- e. The Architect/Engineer shall make routine visits to the site to familiarize his/her self generally with the progress and quality of the work and to determine in general if the Work is proceeding in accordance with the Contract Documents. On the basis of his/her on-site observations, he/she shall endeavor to guard against defects and deficiencies in the Work of the Contractor. The Architect/Engineer shall not be required to make exhaustive or continuous on-site inspections but shall be required to make visits at least once per week. It shall also be required of the Architect's/Engineer's consultants, retained per Article I, Paragraph D, to make regular site visits in order to observe the work in progress as often as necessary to guard against defects and deficiencies and to observe testing of all equipment and systems. The Architect/Engineer as well as the consultants shall be required to submit progress reports to the Owner's designee on a monthly basis stating any observed contract deficiencies, the percentage completion, construction procedures or other general information that might be necessary to keep an accurate and updated file. The Architect/Engineer shall not be responsible for construction means, methods, techniques, sequences, or procedures, or for safety precautions and programs in connection with the Work, and shall not be responsible for the Contractor's failure to carry out the Work in accordance with the Contract Documents, unless any such failure is due to negligence of the Architect/Engineer in the performance of his/her responsibilities.
- f. Based on such observations at the site and on the Contractor's Application for Payment, the Architect/Engineer shall determine the amount owing to the Contractor and shall certify payment in such amounts. The issuance of a Certificate for Payment shall constitute a representation by the

Architect/Engineer to the Owner, based on his/her observations at the site as provided in Article I.G.5.e. above, and on the data comprising the Application for Payment that the Work has progressed to the point indicated; that to the best of his/her knowledge, information and belief the quality of the Work is in accordance with the Contract Documents (subject to an evaluation of the Work as a whole upon Substantial Completion to the results of any subsequent tests required by the Contract Documents, to minor deviations from the Contract Documents correctable prior to completion, and to any specific qualifications stated in the Certificate for Payment); and that the Contractor is entitled to payment in the amount certified. By issuing a Certificate of Payment, the Architect/Engineer shall not be deemed to represent that he has made any examination to ascertain how and for what purpose the Contractor has used the monies previously paid on account of the Contract Sum.

- g. The Architect/Engineer shall review the "as built" drawings as being correct to the best of his/her knowledge and belief, and shall forward them to the Owner with the Certificate for Final Payment.
- h. The Architect/Engineer shall be, in the first instance, the interpreter of the requirements of the Contract Documents and the impartial judge of the performance thereunder by both the Owner and Contractor relating to the execution and progress of the Work and on all other matters or questions relating thereto.
- i. The Architect/Engineer shall have authority to reject Work which does not conform to the Contract Documents. Whenever, in his/her reasonable opinion, he/she considers it necessary or advisable to insure the proper implementation of the intent of the Contract Documents, he/she has authority to require special inspection or testing of any work in accordance with the provisions of the Contract Documents whether or not such work be then fabricated, installed or completed. He/she shall advise the Owner's designee to require the Contractor to stop the Work whenever in his/her reasonable opinion it may be necessary for the proper performance of the contract. The Architect/Engineer shall not be liable to the Owner for the consequences of any decision made by him/her in good faith either to exercise or not to exercise his/her authority to reject Work, unless such decision was made negligently.
- j. The Architect/Engineer shall review and approve shop drawings, samples, and other submissions of the Contractor for conformance with the design concept of the Project and for compliance with the information given in the Contract Documents. All such submissions will be reviewed expeditiously to avoid delay of the Work. The Architect/Engineer shall maintain a transmittal log for shop drawings and other submissions requiring

Architect/Engineer approval. This log is to have the description of the submittal, date it was received, date it was approved or disapproved, reason for disapproval and a date sent back to the Contractor.

- k. During the Construction Phase the Architect/Engineer or his/her designee shall attend Construction Conferences with the Contractor as required by the Owner's designee for the purpose of coordinating details of the Project.
- l. Changes in the Project affecting cost, time or substitution regardless of character or magnitude, shall be authorized by Change Order only, in consultation with the Owner or their designee.
- m. The Architect/Engineer shall be compensated at the basic services rate as identified in Paragraph II. A. for all work occasioned by the preparation of change orders resulting from (1) the Owners or their designee requests; (2) errors in the information furnished to the Architect/Engineer by the Owner or their designee; (3) revisions to other governmental agency rules after the project was bid; or (4) other circumstances not within the Architect/Engineer's control, including the Contractor's operations. Change orders shall always be considered on an additive basis for the Architect/Engineer. While deductive change orders are not common, the Architect/Engineer shall not have his/her basic service fees reduced as a result of a deductive change order, or deductive change order item within an additive change order.
- n. The Architect/Engineer shall not be compensated for the work occasioned by preparation of Change Orders resulting from the Architect's/Engineer's negligence.
- o. The Owner shall pay for material, equipment or work only if such material, equipment or work is approved by the Owner, in the form of a Change Order and such material, equipment, or work is not a direct result of negligence on behalf of the Architect/Engineer. In the case of negligence, extra costs to the Owner for corrections or modifications, or for demolition or removal of installed Work which must be replaced because of negligence of the Architect/Engineer shall be assessed to the Architect/Engineer.
- p. The Architect/Engineer shall not be responsible for the acts or omission of the Contractor, or any Subcontractor's agents or employees, or any other persons performing any of the Work, unless negligent in failing to properly perform his/her duties and responsibilities as set forth in this Agreement.

6. Project Completion

- a. The Architect/Engineer shall at the time of substantial completion of the project, conduct an inspection and prepare a list of tasks needed to complete the work (substantial punch list). Substantial completion shall be defined as: A Certificate of Occupancy has been issued and the Facility/Project can be occupied and utilized for its intended purpose. All safety items are fully operational including: intercom, fire alarm, emergency lighting, emergency generation systems, water plant and sewage treatment plant are approved by the appropriate permitting agencies and are operational.
- b. The Architect/Engineer shall be responsible for identifying whether the contractor has attained substantial completion in accordance with project timelines as amended by change order. This shall be established in writing by the Architect/Engineer to the Owners or their designee.
- c. The Architect/Engineer shall at the time of final completion of the project, conduct an inspection and prepare a list of tasks needed to complete the Work (final punch list). The Architect/Engineer shall at the time of final completion, confirm that the items on the substantial punch list are complete and establish any items that would be classified as warranty. The Architect/Engineer shall confirm that all systems and sub-systems are fully operational. The date of final completion shall be established by the Architect/Engineer in writing to the Owners or their designee.
- d. The Architect/Engineer shall, upon final completion of the Project, including correction of the discrepancies on the substantial punch list and final punch list, prepare a Certificate of Final Inspection and submit to the Owner's designee. The Architect/Engineer shall furnish such other Certificates as may be required by State laws and regulations.
- e. The Architect/Engineer shall require the contractor to develop operation and instructional manuals for the project. These manuals shall be thoroughly reviewed by the Architect/Engineer, and shall include all guarantees, bonds and related documents. The Architect/Engineer shall submit the as-built drawings (prepared by the Contractor and reviewed by Architect/Engineer), the operation and instruction manuals, the final application for payment, and other requirements to the Owners designee. The Architect/Engineer shall require the contractor to certify to their correctness in writing.
- f. The Architect/Engineer shall, at the completion of the Project, certify that, to the best of his/her knowledge, information and belief, the Project has been constructed in accordance with the Contract Documents, approved Change Orders, Chapter 1013 Florida Statutes and State Requirements for Educational Facilities (SREF) and appropriate codes in effect at the time.

- g. The Architect/Engineer shall, if requested, accompany the representative of the Owner on an inspection of the Project at a date not less than 30 days prior to the date of expiration of the Contractor's guarantee, for the purpose of preparing a list of deficiencies that the Contractor is to correct under the conditions of the warranties and guarantees. The Owner shall schedule this inspection and require the contractor to be present.

7. Additional Responsibilities

- a. In the event of malfunctioning of building systems or failure of building components (during the warranty one year period), the Architect/Engineer shall investigate to determine the cause(s) without delay using the resources of his/her office, the consultants originally retained and such other consultants as he/she may elect to retain. On completion of the investigation he will report his/her findings, conclusions and recommendations for corrective action to the Owner.
- b. In the event of continued malfunctioning of building systems or failure of building components (during the warranty one year period), the cause(s) for which cannot be determined, an independent consultant may be retained to investigate the problem, determine causes and recommend corrective action. Consultant services shall be obtained as follows:
 - (1) The Owner shall notify the Architect/Engineer in writing of the conditions of malfunctioning and/or failure, the facts and circumstances of remedies attempted, and shall request that consultant services be provided.
 - (2) The Architect/Engineer may conduct additional investigations to determine the causes(s) of deficiency.
 - (3) Alternatively the Architect/Engineer may retain an independent consultant acceptable to the Owner to conduct the requisite investigation.
 - (4) In the event action is not taken by the Architect/Engineer per Article I G 7c (2) and (3) above within 15 days of his/her receipt of the Owners written notification, the Owner may retain an independent consultant to investigate the problem.
 - (5) The Owner shall compensate independent consultants directly, whether retained by the Board or by the Architect/Engineer. The Architect/Engineer and Owner may agree on the findings of the

independent consultants or jointly agree to submit the question to arbitration under Florida Statutes.

- c. During the Contractor's one (1) year warranty period, the Architect/Engineer shall lend assistance to the Owner as needed to correct design deficiencies resulting from negligence of the Architect/Engineer. The corrective work shall include redesign, preparation of documents, and other work necessary for the award of a contract to correct deficiencies.
- d. Should any claim or action be brought against the Owner, related directly to the professional services provided by the Architect/Engineer under this Agreement, the Architect/Engineer shall render reasonable assistance to the Owner.
- e. The Architect/Engineer agrees to indemnify and hold harmless the Clay County School Board, Clay County, Florida from all loss, liability, claims, or expense including reasonable attorneys' fees, from bodily injury including death or property damage to any person or persons directly resulting from the negligence of the Architect/Engineer.

ARTICLE II

RESPONSIBILITIES OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

- A. The Owner shall provide the requirements of educational planning specifications for the Project, to include the scope, functional standards and material criteria to be attained.
- B. The Owner shall appoint an employee to function as its single designee in all dealings between the Owner and the Architect/Engineer. The Architect/Engineer shall be entitled to rely on all instructions and the information furnished by the designee of the Owner issued in writing.
- C. The Owner shall, in consultation with the Architect/Engineer, make the necessary budgetary revisions to accommodate any significant changes in educational planning specifications, scope, functional standards and/or material criteria directed by the Owner during the design process.
- D. The Owner shall have the ultimate responsibility for obtaining approval by the State Department of Education for the program, for any desired deviation from mandatory standards, for Documents and for any other matter not within the scope of Basic and Additional Services of the Architect/Engineer.

- E. The Owner shall furnish a certified land survey of the site giving, as applicable, grades and lines of streets, alleys, pavements, and adjoining property; right-of-way, restrictions, easements encroachments, zoning deed restrictions, boundaries, elevations and contours of the site, limits of any wetlands, locations, dimensions and complete data pertaining to existing building, other improvements and trees, and full information concerning available service and utility lines both public and private, above and below grade, including inverts and depths.
- F. The Owner shall furnish the services of a soils engineer or other consultant when such services are deemed necessary by the Architect/Engineer, including reports, test borings, test pits soil bearing values, percolation tests, air and water pollution tests, ground corrosion and resistivity tests, and other necessary operations for determining subsoil, air and water conditions, with appropriate professional interpretations thereof.
- G. The Owner shall furnish structural, mechanical, chemical and other laboratory tests, inspections and reports as required by law or the Contract Documents.
- H. The Owner shall furnish such legal accounting and insurance counseling services as may be necessary for the Project, and such auditing services as it may require to ascertain how or for what purposes the Contractor has used the monies paid to him/her under the Construction Contract.
- I. The services, information, surveys and reports required shall be furnished at the expense of the Owner and the Architect/Engineer shall be entitled to rely upon the accuracy and completeness thereof.
- J. The Owner shall pay all fees for regulatory permitting.
- K. For each new site, the Owner shall furnish a current environmental assessment which will address any environmental constraints on the site, such as wetlands, protected wildlife species, and/or other factors which may affect use of the site.
- L. If the Owner observes or otherwise becomes aware of any fault or defect in the Project or nonconformance with the Contract Documents, it shall give prompt written notice thereof to the Architect/Engineer.
- M. The Owner shall furnish information required of it as expeditiously as necessary for the orderly progress of the Work.
- N. The Owner shall furnish the Architect Engineer all approvals, changes, modifications and other instructions affecting the Work in writing.
- O. The Owner shall cooperate with and participate in the user orientation as appropriate on the request of the Architect/Engineer.

ARTICLE III

MUTUAL RESPONSIBILITIES

- A. If any of the following Additional Services shall be required of the Architect/Engineer and cause the Architect/Engineer extra expense, the Owners designee and the Architect/Engineer shall agree in writing before the services are performed as to the amount and method of compensation. Additional services shall not be defined as any work provided for within approved change orders.
1. Providing design services relative to future facilities, systems, and equipment which are not intended to be constructed as part of the Project.
 2. Providing services to verify the accuracy of drawings or other information furnished by the Owner.
 3. Providing interior design and other services required for or in connection with the selection of furniture and furnishings.
 4. Making major revisions in Drawings, Specifications or other Documents when such revisions are inconsistent with written approvals or instructions previously given and are due to cause beyond the control of the Architect/Engineer.
 5. Providing consultation concerning replacement of any Work damaged by fire or other cause during construction, and furnishing professional services as may be required in connection with the replacement of such Work.
 6. Providing professional services made necessary by the default of the Contractor in the performance of the Construction Contract.
 7. Providing Contract Administration and observation of construction after the Construction Contract Time has been exceeded or extended by more than twenty-five percent (25%) beyond the original. Extensions through change order are considered as part of the original construction time except time extensions due to weather, pauses in the work and other causes beyond the control of the Architect/Engineer, including the contractor's failure to complete the project on time.
 8. Preparing to service or serving as an expert witness in connection with any public hearing, arbitration proceedings or legal proceeding.

9. Providing any other services not otherwise included in this Agreement or not customarily furnished in accordance with generally accepted architectural or engineering practice.
- B. Payments for Basic Services shall be submitted on the School Board's Standard Payment Form and shall be made in proportion to services performed so that the compensation at the completion of each Phase shall equal the following percentages of the total basic fee:
- | | |
|-------------------------------|------|
| Schematic Design Phase | 10% |
| Preliminary Development Phase | 30% |
| Final Documents Phase | 70% |
| Bidding Phase | 75% |
| Construction Phase | 100% |
- C. Payments for change orders shall be included with basic service payments but identified separately. Change orders increase the project scope which in turn increases the basic services. Change orders shall not be considered as additional services.
- D. Payments for Additional Services of the Architect/Engineer in accordance to Article III A (1)-(9) shall be made monthly upon presentation of a statement. Additional services shall be invoiced separately by the Architect/Engineer and a detailed summary of the additional services performed shall be submitted.
- E. No deduction shall be withheld from the Architect/Engineer's fee on account of penalty or liquidated damages withheld from payments to Contractors.
- F. Should the Owner find it necessary to abandon or suspend, in whole or in part, a project during the design phase which is under contract with an Architect/Engineer, the Architect/Engineer is to be paid for the services rendered at the time of suspension or abandonment. Such payment shall constitute final payment for that service.
- G. Reinstatement of a Project abandoned or suspended shall be subject to the following conditions:
1. The Owner shall be given full credit for the Work completed.
 2. The fee payable for completion of the Work shall be the unpaid amount of the lump sum fee originally agreed upon for the Project, and adjusted in accordance with current fee and any additional fee due to the changes in scope of the Project.
 3. Compensation for Additional Services occasioned by changes in the scope of the Project or revisions in Work completed prior to abandonment or suspension shall

be the subject of specific agreement between the Owner and Architect/Engineer at the time the Project is reinstated.

H. The numbers of documents required and their ownership are:

1. Documents shall be reproduced for bidding and construction purposes in such form and number as the Owners designee may direct. Documents furnished for the bidding process may be partially reimbursed by prospective bidder deposit. The Architect/Engineer shall provide at no cost to the successful Contractor, six (6) complete sets of documents.
2. The Owner will require two (2) copies each of the Schematic Design Phase, Preliminary Design Phase, and Final Design Phase. These documents shall be furnished to the Owner by the Architect/Engineer at his/her expense. All documents shall be signed and sealed.
3. The Owner shall reimburse the Architect/Engineer for the actual cost of prints and printing required over and above the number of copies provided for under the preceding paragraphs, except for those sets printed for the use of the Architect/Engineer and his/her consultants for the purpose of bidding and construction.

I. Records of Architect/Engineer's Direct Personnel, Consultant and Reimbursable Expenses pertaining to the Project, and records of accounts between the Owner and the Contractors, shall be available to the Owners designee at mutually convenient times.

J. This Agreement may be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform in accordance with its terms through no fault of the other. In the event of termination due to the fault of others than the Architect/Engineer, the Architect/Engineer shall be paid his/her compensation for services performed to termination date, including travel then due, and all terminal expenses.

K. The Owner and the Architect/Engineer each binds his/her self, his/her partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement. Neither the Owner nor the Architect/Engineer shall assign, sublet or transfer his/her interest in this Agreement without the written consent of the other.

L. It is understood that this is a contract for professional services of the Architect/Engineer hereinbefore named or his/her qualified representative. If, for any reason, the Architect/Engineer is unable to perform the service under this Agreement, the Owner shall have the right either to name or approve the Architect/Engineer selected to complete the performance of this Agreement. The Architect/Engineer shall be liable for any reasonable additional costs occasioned to the Owner thereby.

- M. This Agreement represents the entire and integrated agreement between the School Board of Clay County, Florida and the Architect/Engineer and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instruments signed by both The School Board of Clay County, Florida and Architect/Engineer.

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School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C24 - County-Wide Architect Contract Award (2019/2020)

Description

The selection was conducted in accordance with Florida Statute 287.055. The project was advertised for three consecutive weeks with The Clay Today. Selection Committee members were: Bryce Ellis, Project Manager; Jeffery Marks, Project Manager, Tod Sweatland, Director of Code Enforcement; and Janice Kerekes, School Board Member.

As a result of interviews and after due consideration, the Selection Committee recommends the following firms as listed in priority order:

1. Brian Boatright Architect, Inc.
2. Bhide & Hall Architects, P.A.
3. Fisher Koppenhafer, Architecture

Gap Analysis

N/A

Previous Outcomes

Awarding a continuing contract for professional architecture services authorizes a firm or individual to proceed with School Board projects not exceeding a specified monetary value specified in Board Policy for a period of one year. The appointment may be extended for an additional period of not more than one year if agreeable to the School Board and the architecture firm. The appointed architecture firm shall be available to design, manage, and inspect any School Board projects under the authorized limit without having to bid against other firms.

Expected Outcomes

This contract allows for more efficient project schedules, which subsequently allow for a faster project completion. The appointed architecture firm shall be available to design, manage, and inspect any projects under the authorized limit.

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

Appoint the top ranked firm, Brian Boatright Architect, Inc., at a fee of 8.5% of the construction cost for County-Wide Architectural Services.

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations, (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Project Manager, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

All funding necessary for the Architectural fees resulting from this contract are budgeted within the Educational Facilities Plan. The exact amount of fees cannot be determined at this time.

Review Comments

Attachments

📎 [CW Architect Contract 2019.2020 with Brian Boatright.pdf](#)

**AGREEMENT
BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
AND
ARCHITECT/ENGINEER**

THIS AGREEMENT made this 1st day of August in the year 2019 between the SCHOOL BOARD OF CLAY COUNTY, FLORIDA, hereinafter called the OWNER, and hereinafter called the ARCHITECT/ENGINEER,

That WHEREAS OWNER intends to develop plans and specifications, bid, and provide construction administration/inspections for County-Wide Projects not exceeding \$500,000.00 per project for a period of one (1) year from August 1, 2019 to August 1, 2020. This contract is renewable for up to one (1) contract period hereinafter called the PROJECT, and

WHEREAS the ARCHITECT/ENGINEER affirms he is properly qualified and licensed to render the professional services required by this Agreement in the State of Florida and the County of Clay.

NOW, THEREFORE, the OWNER and the ARCHITECT/ENGINEER for the consideration of provisions, mutual promises, covenants and conditions hereinafter set forth or recited, agree as follows:

- I. The ARCHITECT/ENGINEER agrees to perform, for the above named project, professional services as herein set forth and in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT.
- II. THE OWNER agrees to compensate the ARCHITECT/ENGINEER for professional services rendered in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT as follows:
 - A. Fees for Basic Services as set forth in the GENERAL TERMS AND CONDITIONS OF THIS AGREEMENT shall be based on: **8.5% of construction cost.**
 - B. Period of Service: The ARCHITECT/ENGINEER shall commence work on the date of this contract and shall complete the Schematic/Preliminary Design Phases prior to N/A and the Final Design Phase prior to N/A . The time schedules for each Phase will be mutually agreed to and attached to this contract.
 - C. For the ARCHITECT/ENGINEER'S Additional Services (as described in the GENERAL TERMS AND CONDITIONS), a fee computed as described

below. Consideration for payment must include a time log documenting the hours per individual and indicate the task involved.

1. Principal's time for the Architect/Engineer and the Architect/Engineer's consultants shall be at a fixed rate not to exceed seventy dollars (\$150.00) per hour. For the purpose of this Agreement, the Principals are limited to one (1) person from the Architect/Engineer and one (1) person from each of the Architect/Engineer's consultants. The principals are identified as follows: **Brian Boatright Architect, Inc..**
 2. Employees' time computed at a multiple of two and one-half (2-1/2) times the direct payroll cost for the particular employee. (Not to exceed \$90.00 per hour.)
- D. For Travel beyond the confines of Clay County, performed at the request of and for the sole benefit of the OWNER, and not otherwise required in performing the services contracted for, the OWNER shall reimburse the ARCHITECT/ENGINEER for travel and per diem in accordance with the allowance authorized for employees of THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, at the time travel is performed.
- III. The ARCHITECT/ENGINEER certifies that his/her wage rates, unit costs and other factual data which may have been furnished to the OWNER to support the compensation are accurate, complete, and current at the time of entering into this Agreement. It is also mutually understood between the ARCHITECT/ENGINEER and the OWNER that the original fee and any additions thereto shall be adjusted within one year following the end of this Agreement to exclude any significant sums wherein the OWNER determines the fee was increased due to inaccurate, incomplete or non-current wage rates, unit costs and other factual data which may have been furnished by the ARCHITECT/ENGINEER.
- IV. The ARCHITECT/ENGINEER warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, to solicit or secure this Agreement, and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of this Agreement.
- V. The ARCHITECT/ENGINEER and OWNER agree that the GENERAL TERMS AND CONDITIONS of the AGREEMENT, pages four through eighteen, revised June 30, 2019, are hereby made a part of this Agreement as is included herein.

IN WITNESS WHEREOF the parties hereto have executed this AGREEMENT the day and year first above written.

THE SCHOOL BOARD OF CLAY COUNTY,
FLORIDA

By: _____
BOARD CHAIRPERSON

WITNESSES (As to School Board)

By: _____
ARCHITECT/ENGINEER

WITNESSES (As to Architect/Engineer)

DRAFT

**GENERAL TERMS AND CONDITIONS OF AGREEMENT BETWEEN
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA AND ARCHITECT/ENGINEER**

ARTICLE I

RESPONSIBILITIES OF THE ARCHITECT/ENGINEER

- A. The Architect/Engineer shall apply the reasonable and proper skills, judgment and care which are customary and normal to professional practice. He shall adhere to approvals granted during the various stages of the work for all aspects of planning, exterior and interior design, structural systems, and proposed materials, and will not incorporate any significant deviation from such approvals without written approval by the Owner .
- B. Approvals by the Owner, the State Department of Education or other governmental authority of any of the plans, drawings, specifications or other work performed under this Agreement shall be deemed to be an approval of the scheme as a whole and of the general features of such plans, drawings, specifications, documents or other work only. Such approvals shall not relieve the Architect/Engineer of responsibility for the sufficiency, practicability of details, except for such features therefore upon which the Owner has specifically instructed or overruled the Architect/Engineer in writing, and to which modification the Architect/Engineer has specifically objected in writing.
- C. The Architect/Engineer shall comply with all directives and instructions issued by the Owner and shall incorporate them into the Project if within the terms of this Agreement. He/she shall further comply with the State Requirements for Educational Facilities (SREF) of the State Board of Education and building codes applicable to the construction of school plants in Clay County, Florida in effect at the time of entering into this Agreement.
- D. The Architect/Engineer shall retain at his/her expense professional engineers and other qualified consultants acceptable to the Owner as advisors for the structural, air conditioning, mechanical, electrical, sanitation, and civil engineering portions of the Project as necessitated by its scope. Each such consultant shall be listed on the cover sheet of the final plans.
- E. The Architect/Engineer shall advise the Owner of the necessity for conducting soil borings, tests and other necessary operations for determining subsoil, air and water conditions. Geotechnical, hydrological, consumptive use, and other necessary testing services may be separately contracted by the Owner to the Engineering firm of its choice.
- F. The Architect/Engineer will be responsible for all permitting requirements from any governmental agency pertaining to storm water treatment and/or retention, potable water, except consumptive use, and sewage treatment systems. The above permitting requirements shall be included within the basic services rendered by the Architect/Engineer. All other permitting requirements shall not be included in the basic services and shall be separately compensated in a lump sum method mutually agreed to in writing between the Architect/Engineer and the Owner's designee.

G. The Basic Services to be rendered by the Architect/Engineer consist of the following:

1. Phase I Documents, Schematics

- a. Based on the Owner's designee statement of the requirements of the Project, the Architect/Engineer shall prepare Schematic Design studies consisting of drawings and other documents illustrating the scale and relationship of Project components. He/she shall continue this process until one schematic is selected by the Owner or their designee.
- b. The Architect/Engineer shall, during this phase, analyze as necessary the major aspects of State Board of Education requirements, requisite building codes, methods of providing utilities service, types of mechanical systems, and other appropriate factors having major effect on the Project. The analyses shall be directed toward compliance with applicable standards and developing cost/benefit alternatives.
- c. The Schematic Design and analyses performed per Article I.G.1 a. & b. above shall be presented together with a Statement of Probable Construction Costs to the Owner's designee for decisions as necessary and approval.
- d. The Architect/Engineer shall be available for School Board presentation of Schematic Plans.

2. Phase II Documents, Preliminaries

- a. The Architect/Engineer shall prepare from the approved Schematic Design Document the Preliminary Documents to fix and describe the size and character of the entire Project as to structural, mechanical, and electrical systems, materials and such other essentials as may be appropriate.
- b. The Architect/Engineer shall submit completed Preliminary Documents to the Owner together with a further statement of Probable Construction Cost. The probable construction costs shall be subdivided into architectural, civil, mechanical, and electrical costs.
- c. The Architect/Engineer shall be available for School Board presentation of preliminary plans.

3. Phase III Documents, Finals

- a. The Architect/Engineer shall prepare from the approved Preliminary Documents the Final Documents (working drawings and specifications) setting forth in detail the requirements for the construction of the Project.
- b. The Architect/Engineer shall exercise the standard of professional care generally required of Architects and Engineers in his/her efforts to comply with codes, regulations, ordinances, and laws in effect as of the date of this contract.
- c. Documents shall be prepared with professional care. The various portions of the Work shall be checked, one against the other, to provide compatibility and, where conflicts may arise, drawings of adequate scale and detail to explain anticipated conditions shall be furnished. Professional attention to the detail necessary to achieve such coordination and accuracy shall be provided.
- d. The Architect/Engineer shall not, except with the written permission of the Owner, knowingly specify for the Project, or use terms which imply the requirements of any article, product, material, fixtures, form or type of construction which limits or restricts competition to a specific brand, type, or style as to which monopoly exists, or which is the exclusive property of any firm or group of firms.
- e. The Architect/Engineer shall furnish with Final Documents any adjustments to previous statements of Probable Construction Costs.
- f. The Architect/Engineer shall ensure that all mandatory Plan Review comments are satisfied to the Code Enforcement Department in a timely manner.
- g. The Architect/Engineer shall include in Final Documents the requirement that the Contractor maintain in current status during the course of construction, drawings showing the status of the construction as it is constructed. He shall further require that the Contractor forward the completed "as built" drawings with the final Application for Payment.
- h. The Architect/Engineer shall be available for School Board presentation of Final Documents.
- i. The Architect/Engineer shall not include in any documents a provision for arbitration of any claims or disputes arising out of the construction contract.

4. Bidding Phase

- a. The Architect/Engineer shall be responsible for the development of bid advertisements for all addendums, bid clarifications, development of bid tabulations, attendance at bid opening, and for attendance at the School Board meeting of contract award.
- b. The Architect/Engineer shall prepare the bid documents for a base bid and alternate bids as may be necessary and/or appropriate. The base bid should constitute the original intent of the project and the project budget. Alternates are for those items which are not deemed absolutely necessary to the project at the time of award. The Architect/Engineer will be reimbursed through seventy percent (70%) of the design fees for all tasks completed through the Final Design stage. The Architect/Engineer will further receive five percent (5%) of their fees for bidding any component of the bid proposal be it base bid or alternates. Further, the Architect/Engineer will receive twenty-five percent (25%) of his/her fee for contract administration on all components of the bid awarded by the Owner.

Should the Owner, for whatever reason, not award a base bid and/or alternates and the base bid did not exceed the final budgeted amount by more than ten percent (10%), the Architect/Engineer will receive compensation based upon the amount known at the time of bid opening. This compensation will be equal to the phase completed; be it design, bidding or construction administration. If the Owner later rebids the same project, compensation will be based upon the amount awarded regardless of the previous bids known values except the first bidding phase will be maintained on the original bid amount.

If, during the time from the original bid to the rebid, additional permitting is required due entirely to the time span. Costs for additional permitting shall be agreed to in advance and covered under Article III "Mutual Responsibilities."

- c. If the lowest bona fide Base bid taken exceeds the final budgeted amount by more than 10%, the Owner, may accept the proposal, or may require the Architect/Engineer to change the Documents, at the Architect/Engineer's expense, to reduce the cost to an amount within the budget plus 10%. It shall be understood that changes in scope or quality will be approved, in advance in writing, by the Owners. In the event it becomes necessary to reject all bids and change the Documents due to the design costing more than 10% of the final budgeted amount, the Architect/Engineer shall bear the cost of all prints necessitated by the change, including those for rebidding purposes.

5. Construction Phase

- a. The construction phase may only be commenced after all contract, bond, and insurance requirements have been met, and will be commenced thereafter with an "Official Notice to Proceed" from the Owner.
- b. The Architect/Engineer shall provide Administration of the Construction Contract as set forth in the General, Supplemental, and Special Conditions of the Contract and the extent of his/her duties and responsibilities and the limitations of his/her authority as assigned thereunder shall not be modified without his/her written consent.
- c. The Architect/Engineer, as the representative of the Owner during the Construction Phase, shall advise and consult with the Owners designee, and act on behalf of Owner to the extent provided in the General Conditions unless otherwise modified in writing.
- d. The Architect/Engineer shall at all times have access to the work wherever it is in preparation or progress.
- e. The Architect/Engineer shall make routine visits to the site to familiarize his/her self generally with the progress and quality of the work and to determine in general if the Work is proceeding in accordance with the Contract Documents. On the basis of his/her on-site observations, he/she shall endeavor to guard against defects and deficiencies in the Work of the Contractor. The Architect/Engineer shall not be required to make exhaustive or continuous on-site inspections but shall be required to make visits at least once per week. It shall also be required of the Architect's/Engineer's consultants, retained per Article I, Paragraph D, to make regular site visits in order to observe the work in progress as often as necessary to guard against defects and deficiencies and to observe testing of all equipment and systems. The Architect/Engineer as well as the consultants shall be required to submit progress reports to the Owner's designee on a monthly basis stating any observed contract deficiencies, the percentage completion, construction procedures or other general information that might be necessary to keep an accurate and updated file. The Architect/Engineer shall not be responsible for construction means, methods, techniques, sequences, or procedures, or for safety precautions and programs in connection with the Work, and shall not be responsible for the Contractor's failure to carry out the Work in accordance with the Contract Documents, unless any such failure is due to negligence of the Architect/Engineer in the performance of his/her responsibilities.
- f. Based on such observations at the site and on the Contractor's Application for Payment, the Architect/Engineer shall determine the amount owing to the Contractor and shall certify payment in such amounts. The issuance of a Certificate for Payment shall constitute a representation by the

Architect/Engineer to the Owner, based on his/her observations at the site as provided in Article I.G.5.e. above, and on the data comprising the Application for Payment that the Work has progressed to the point indicated; that to the best of his/her knowledge, information and belief the quality of the Work is in accordance with the Contract Documents (subject to an evaluation of the Work as a whole upon Substantial Completion to the results of any subsequent tests required by the Contract Documents, to minor deviations from the Contract Documents correctable prior to completion, and to any specific qualifications stated in the Certificate for Payment); and that the Contractor is entitled to payment in the amount certified. By issuing a Certificate of Payment, the Architect/Engineer shall not be deemed to represent that he has made any examination to ascertain how and for what purpose the Contractor has used the monies previously paid on account of the Contract Sum.

- g. The Architect/Engineer shall review the "as built" drawings as being correct to the best of his/her knowledge and belief, and shall forward them to the Owner with the Certificate for Final Payment.
- h. The Architect/Engineer shall be, in the first instance, the interpreter of the requirements of the Contract Documents and the impartial judge of the performance thereunder by both the Owner and Contractor relating to the execution and progress of the Work and on all other matters or questions relating thereto.
- i. The Architect/Engineer shall have authority to reject Work which does not conform to the Contract Documents. Whenever, in his/her reasonable opinion, he/she considers it necessary or advisable to insure the proper implementation of the intent of the Contract Documents, he/she has authority to require special inspection or testing of any work in accordance with the provisions of the Contract Documents whether or not such work be then fabricated, installed or completed. He/she shall advise the Owner's designee to require the Contractor to stop the Work whenever in his/her reasonable opinion it may be necessary for the proper performance of the contract. The Architect/Engineer shall not be liable to the Owner for the consequences of any decision made by him/her in good faith either to exercise or not to exercise his/her authority to reject Work, unless such decision was made negligently.
- j. The Architect/Engineer shall review and approve shop drawings, samples, and other submissions of the Contractor for conformance with the design concept of the Project and for compliance with the information given in the Contract Documents. All such submissions will be reviewed expeditiously to avoid delay of the Work. The Architect/Engineer shall maintain a transmittal log for shop drawings and other submissions requiring

Architect/Engineer approval. This log is to have the description of the submittal, date it was received, date it was approved or disapproved, reason for disapproval and a date sent back to the Contractor.

- k. During the Construction Phase the Architect/Engineer or his/her designee shall attend Construction Conferences with the Contractor as required by the Owner's designee for the purpose of coordinating details of the Project.
- l. Changes in the Project affecting cost, time or substitution regardless of character or magnitude, shall be authorized by Change Order only, in consultation with the Owner or their designee.
- m. The Architect/Engineer shall be compensated at the basic services rate as identified in Paragraph II. A. for all work occasioned by the preparation of change orders resulting from (1) the Owners or their designee requests; (2) errors in the information furnished to the Architect/Engineer by the Owner or their designee; (3) revisions to other governmental agency rules after the project was bid; or (4) other circumstances not within the Architect/Engineer's control, including the Contractor's operations. Change orders shall always be considered on an additive basis for the Architect/Engineer. While deductive change orders are not common, the Architect/Engineer shall not have his/her basic service fees reduced as a result of a deductive change order, or deductive change order item within an additive change order.
- n. The Architect/Engineer shall not be compensated for the work occasioned by preparation of Change Orders resulting from the Architect's/Engineer's negligence.
- o. The Owner shall pay for material, equipment or work only if such material, equipment or work is approved by the Owner, in the form of a Change Order and such material, equipment, or work is not a direct result of negligence on behalf of the Architect/Engineer. In the case of negligence, extra costs to the Owner for corrections or modifications, or for demolition or removal of installed Work which must be replaced because of negligence of the Architect/Engineer shall be assessed to the Architect/Engineer.
- p. The Architect/Engineer shall not be responsible for the acts or omission of the Contractor, or any Subcontractor's agents or employees, or any other persons performing any of the Work, unless negligent in failing to properly perform his/her duties and responsibilities as set forth in this Agreement.

6. Project Completion

- a. The Architect/Engineer shall at the time of substantial completion of the project, conduct an inspection and prepare a list of tasks needed to complete the work (substantial punch list). Substantial completion shall be defined as: A Certificate of Occupancy has been issued and the Facility/Project can be occupied and utilized for its intended purpose. All safety items are fully operational including: intercom, fire alarm, emergency lighting, emergency generation systems, water plant and sewage treatment plant are approved by the appropriate permitting agencies and are operational.
- b. The Architect/Engineer shall be responsible for identifying whether the contractor has attained substantial completion in accordance with project timelines as amended by change order. This shall be established in writing by the Architect/Engineer to the Owners or their designee.
- c. The Architect/Engineer shall at the time of final completion of the project, conduct an inspection and prepare a list of tasks needed to complete the Work (final punch list). The Architect/Engineer shall at the time of final completion, confirm that the items on the substantial punch list are complete and establish any items that would be classified as warranty. The Architect/Engineer shall confirm that all systems and sub-systems are fully operational. The date of final completion shall be established by the Architect/Engineer in writing to the Owners or their designee.
- d. The Architect/Engineer shall, upon final completion of the Project, including correction of the discrepancies on the substantial punch list and final punch list, prepare a Certificate of Final Inspection and submit to the Owner's designee. The Architect/Engineer shall furnish such other Certificates as may be required by State laws and regulations.
- e. The Architect/Engineer shall require the contractor to develop operation and instructional manuals for the project. These manuals shall be thoroughly reviewed by the Architect/Engineer, and shall include all guarantees, bonds and related documents. The Architect/Engineer shall submit the as-built drawings (prepared by the Contractor and reviewed by Architect/Engineer), the operation and instruction manuals, the final application for payment, and other requirements to the Owners designee. The Architect/Engineer shall require the contractor to certify to their correctness in writing.
- f. The Architect/Engineer shall, at the completion of the Project, certify that, to the best of his/her knowledge, information and belief, the Project has been constructed in accordance with the Contract Documents, approved Change Orders, Chapter 1013 Florida Statutes and State Requirements for Educational Facilities (SREF) and appropriate codes in effect at the time.

- g. The Architect/Engineer shall, if requested, accompany the representative of the Owner on an inspection of the Project at a date not less than 30 days prior to the date of expiration of the Contractor's guarantee, for the purpose of preparing a list of deficiencies that the Contractor is to correct under the conditions of the warranties and guarantees. The Owner shall schedule this inspection and require the contractor to be present.

7. Additional Responsibilities

- a. In the event of malfunctioning of building systems or failure of building components (during the warranty one year period), the Architect/Engineer shall investigate to determine the cause(s) without delay using the resources of his/her office, the consultants originally retained and such other consultants as he/she may elect to retain. On completion of the investigation he will report his/her findings, conclusions and recommendations for corrective action to the Owner.
- b. In the event of continued malfunctioning of building systems or failure of building components (during the warranty one year period), the cause(s) for which cannot be determined, an independent consultant may be retained to investigate the problem, determine causes and recommend corrective action. Consultant services shall be obtained as follows:
 - (1) The Owner shall notify the Architect/Engineer in writing of the conditions of malfunctioning and/or failure, the facts and circumstances of remedies attempted, and shall request that consultant services be provided.
 - (2) The Architect/Engineer may conduct additional investigations to determine the causes(s) of deficiency.
 - (3) Alternatively the Architect/Engineer may retain an independent consultant acceptable to the Owner to conduct the requisite investigation.
 - (4) In the event action is not taken by the Architect/Engineer per Article I G 7c (2) and (3) above within 15 days of his/her receipt of the Owners written notification, the Owner may retain an independent consultant to investigate the problem.
 - (5) The Owner shall compensate independent consultants directly, whether retained by the Board or by the Architect/Engineer. The Architect/Engineer and Owner may agree on the findings of the

independent consultants or jointly agree to submit the question to arbitration under Florida Statutes.

- c. During the Contractor's one (1) year warranty period, the Architect/Engineer shall lend assistance to the Owner as needed to correct design deficiencies resulting from negligence of the Architect/Engineer. The corrective work shall include redesign, preparation of documents, and other work necessary for the award of a contract to correct deficiencies.
- d. Should any claim or action be brought against the Owner, related directly to the professional services provided by the Architect/Engineer under this Agreement, the Architect/Engineer shall render reasonable assistance to the Owner.
- e. The Architect/Engineer agrees to indemnify and hold harmless the Clay County School Board, Clay County, Florida from all loss, liability, claims, or expense including reasonable attorneys' fees, from bodily injury including death or property damage to any person or persons directly resulting from the negligence of the Architect/Engineer.

ARTICLE II

RESPONSIBILITIES OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

- A. The Owner shall provide the requirements of educational planning specifications for the Project, to include the scope, functional standards and material criteria to be attained.
- B. The Owner shall appoint an employee to function as its single designee in all dealings between the Owner and the Architect/Engineer. The Architect/Engineer shall be entitled to rely on all instructions and the information furnished by the designee of the Owner issued in writing.
- C. The Owner shall, in consultation with the Architect/Engineer, make the necessary budgetary revisions to accommodate any significant changes in educational planning specifications, scope, functional standards and/or material criteria directed by the Owner during the design process.
- D. The Owner shall have the ultimate responsibility for obtaining approval by the State Department of Education for the program, for any desired deviation from mandatory standards, for Documents and for any other matter not within the scope of Basic and Additional Services of the Architect/Engineer.

- E. The Owner shall furnish a certified land survey of the site giving, as applicable, grades and lines of streets, alleys, pavements, and adjoining property; right-of-way, restrictions, easements encroachments, zoning deed restrictions, boundaries, elevations and contours of the site, limits of any wetlands, locations, dimensions and complete data pertaining to existing building, other improvements and trees, and full information concerning available service and utility lines both public and private, above and below grade, including inverts and depths.
- F. The Owner shall furnish the services of a soils engineer or other consultant when such services are deemed necessary by the Architect/Engineer, including reports, test borings, test pits soil bearing values, percolation tests, air and water pollution tests, ground corrosion and resistivity tests, and other necessary operations for determining subsoil, air and water conditions, with appropriate professional interpretations thereof.
- G. The Owner shall furnish structural, mechanical, chemical and other laboratory tests, inspections and reports as required by law or the Contract Documents.
- H. The Owner shall furnish such legal accounting and insurance counseling services as may be necessary for the Project, and such auditing services as it may require to ascertain how or for what purposes the Contractor has used the monies paid to him/her under the Construction Contract.
- I. The services, information, surveys and reports required shall be furnished at the expense of the Owner and the Architect/Engineer shall be entitled to rely upon the accuracy and completeness thereof.
- J. The Owner shall pay all fees for regulatory permitting.
- K. For each new site, the Owner shall furnish a current environmental assessment which will address any environmental constraints on the site, such as wetlands, protected wildlife species, and/or other factors which may affect use of the site.
- L. If the Owner observes or otherwise becomes aware of any fault or defect in the Project or nonconformance with the Contract Documents, it shall give prompt written notice thereof to the Architect/Engineer.
- M. The Owner shall furnish information required of it as expeditiously as necessary for the orderly progress of the Work.
- N. The Owner shall furnish the Architect Engineer all approvals, changes, modifications and other instructions affecting the Work in writing.
- O. The Owner shall cooperate with and participate in the user orientation as appropriate on the request of the Architect/Engineer.

ARTICLE III

MUTUAL RESPONSIBILITIES

- A. If any of the following Additional Services shall be required of the Architect/Engineer and cause the Architect/Engineer extra expense, the Owners designee and the Architect/Engineer shall agree in writing before the services are performed as to the amount and method of compensation. Additional services shall not be defined as any work provided for within approved change orders.
1. Providing design services relative to future facilities, systems, and equipment which are not intended to be constructed as part of the Project.
 2. Providing services to verify the accuracy of drawings or other information furnished by the Owner.
 3. Providing interior design and other services required for or in connection with the selection of furniture and furnishings.
 4. Making major revisions in Drawings, Specifications or other Documents when such revisions are inconsistent with written approvals or instructions previously given and are due to cause beyond the control of the Architect/Engineer.
 5. Providing consultation concerning replacement of any Work damaged by fire or other cause during construction, and furnishing professional services as may be required in connection with the replacement of such Work.
 6. Providing professional services made necessary by the default of the Contractor in the performance of the Construction Contract.
 7. Providing Contract Administration and observation of construction after the Construction Contract Time has been exceeded or extended by more than twenty-five percent (25%) beyond the original. Extensions through change order are considered as part of the original construction time except time extensions due to weather, pauses in the work and other causes beyond the control of the Architect/Engineer, including the contractor's failure to complete the project on time.
 8. Preparing to service or serving as an expert witness in connection with any public hearing, arbitration proceedings or legal proceeding.

9. Providing any other services not otherwise included in this Agreement or not customarily furnished in accordance with generally accepted architectural or engineering practice.
- B. Payments for Basic Services shall be submitted on the School Board's Standard Payment Form and shall be made in proportion to services performed so that the compensation at the completion of each Phase shall equal the following percentages of the total basic fee:
- | | |
|-------------------------------|------|
| Schematic Design Phase | 10% |
| Preliminary Development Phase | 30% |
| Final Documents Phase | 70% |
| Bidding Phase | 75% |
| Construction Phase | 100% |
- C. Payments for change orders shall be included with basic service payments but identified separately. Change orders increase the project scope which in turn increases the basic services. Change orders shall not be considered as additional services.
- D. Payments for Additional Services of the Architect/Engineer in accordance to Article III A (1)-(9) shall be made monthly upon presentation of a statement. Additional services shall be invoiced separately by the Architect/Engineer and a detailed summary of the additional services performed shall be submitted.
- E. No deduction shall be withheld from the Architect/Engineer's fee on account of penalty or liquidated damages withheld from payments to Contractors.
- F. Should the Owner find it necessary to abandon or suspend, in whole or in part, a project during the design phase which is under contract with an Architect/Engineer, the Architect/Engineer is to be paid for the services rendered at the time of suspension or abandonment. Such payment shall constitute final payment for that service.
- G. Reinstatement of a Project abandoned or suspended shall be subject to the following conditions:
1. The Owner shall be given full credit for the Work completed.
 2. The fee payable for completion of the Work shall be the unpaid amount of the lump sum fee originally agreed upon for the Project, and adjusted in accordance with current fee and any additional fee due to the changes in scope of the Project.
 3. Compensation for Additional Services occasioned by changes in the scope of the Project or revisions in Work completed prior to abandonment or suspension shall

be the subject of specific agreement between the Owner and Architect/Engineer at the time the Project is reinstated.

H. The numbers of documents required and their ownership are:

1. Documents shall be reproduced for bidding and construction purposes in such form and number as the Owners designee may direct. Documents furnished for the bidding process may be partially reimbursed by prospective bidder deposit. The Architect/Engineer shall provide at no cost to the successful Contractor, six (6) complete sets of documents.
2. The Owner will require two (2) copies each of the Schematic Design Phase, Preliminary Design Phase, and Final Design Phase. These documents shall be furnished to the Owner by the Architect/Engineer at his/her expense. All documents shall be signed and sealed.
3. The Owner shall reimburse the Architect/Engineer for the actual cost of prints and printing required over and above the number of copies provided for under the preceding paragraphs, except for those sets printed for the use of the Architect/Engineer and his/her consultants for the purpose of bidding and construction.

I. Records of Architect/Engineer's Direct Personnel, Consultant and Reimbursable Expenses pertaining to the Project, and records of accounts between the Owner and the Contractors, shall be available to the Owners designee at mutually convenient times.

J. This Agreement may be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform in accordance with its terms through no fault of the other. In the event of termination due to the fault of others than the Architect/Engineer, the Architect/Engineer shall be paid his/her compensation for services performed to termination date, including travel then due, and all terminal expenses.

K. The Owner and the Architect/Engineer each binds his/her self, his/her partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement. Neither the Owner nor the Architect/Engineer shall assign, sublet or transfer his/her interest in this Agreement without the written consent of the other.

L. It is understood that this is a contract for professional services of the Architect/Engineer hereinbefore named or his/her qualified representative. If, for any reason, the Architect/Engineer is unable to perform the service under this Agreement, the Owner shall have the right either to name or approve the Architect/Engineer selected to complete the performance of this Agreement. The Architect/Engineer shall be liable for any reasonable additional costs occasioned to the Owner thereby.

- M. This Agreement represents the entire and integrated agreement between the School Board of Clay County, Florida and the Architect/Engineer and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instruments signed by both The School Board of Clay County, Florida and Architect/Engineer.

DRAFT

School Board of Clay County

August 1, 2019 - 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

CCSB complies with contractor pre-qualification as required by Florida Statutes and SREF (State Requirements for Educational Facilities).

Expected Outcomes

CCSB 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

Recommend the School Board approve the Contractor Pre-qualification list attached.

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

☞ [Table for Board Backup Contractor Prequal, 8.1.19.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 Susan Legutko, Michael Kemp, Phil Hans, Bertie Staefe and Tina Bullock. 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
Perry-McCall Construction, Inc.	General Contractor	\$150,000,000.00	August 31, 2020

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C26 - Continuing Services Construction Management Firm Contract Award (2019/2020)

Description

The selection was conducted in accordance with Florida Statute 287.055. The project was advertised for three consecutive weeks with The Clay Today. Selection Committee Members, Bryce Ellis, Project Manager, Jeffery Marks, Project Manager, Tod Sweatland, Director of Code Enforcement and Janice Kerekes, School Board Member.

As a result of interviews and after due consideration, the Selection Committee recommends the following firms as listed in priority order:

1. E. Vaughan Rivers, Inc.
2. Stellar
3. Auld & White Constructors, LLC

Gap Analysis

Selection of the firms is based on capabilities, adequacy of personnel, past record, location and experience of the firms and/or individual.

Previous Outcomes

Expected Outcomes

Awarding a continuing contract for construction management services authorizes a firm to proceed with School Board projects not exceeding the \$500,000.00 value for a period of one year. The appointment may be extended for an additional period of not more than one year if agreeable to the School Board and the Construction Management Firm. This contract allows for more efficient project schedules, which subsequently allow for a faster project completion.

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

Appoint the three firms shown above as Construction Management Firms to work with District Personnel and selected Architect and Engineers of Record on a variety of minor projects estimated less than \$500,000.00 per project. And authorize the Superintendent and designee(s) to negotiate and enter into a contract substantially similar to the attached. Projects will be assigned to the firm based on the ranking of the selection committee.

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations, (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Project Manager, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

All funding necessary for the firm's fees resulting from this contract are budgeted within the Education Facilities Plan. The exact amount of fees cannot be determined at this time.

Review Comments

Attachments

- 🔗 [Construction Manager Contract - Stellar 8.1.19.pdf](#)
- 🔗 [Construction Manager Contract - Auld and White 8.1.19.pdf](#)
- 🔗 [Construction Manager Contract - E. Vaughan Rivers, Inc. 8.1.19.pdf](#)

**STANDARD FORM OF AGREEMENT
BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
AND
CONSTRUCTION MANAGER WHERE THE CONSTRUCTION MANAGER
IS ALSO THE CONSTRUCTOR ON AN AT RISK BASIS**

THIS AGREEMENT made this 1ST day of AUGUST in the year 2019 between the **SCHOOL BOARD OF CLAY COUNTY, FLORIDA**, hereinafter called the OWNER, and **STELLAR**, hereinafter called the CONSTRUCTION MANAGER,

That WHEREAS OWNER intends to construct VARIOUS PROJECTS DISTRICT-WIDE, hereinafter called the project, and

WHEREAS the CONSTRUCTION MANAGER affirms he is properly qualified and licensed to render the professional services required by this agreement in the State of Florida and the County of Clay.

NOW, THEREFORE, the OWNER and the CONSTRUCTION MANAGER for the consideration of provisions, mutual promises, covenants and conditions hereinafter set for or recited, agree as follows:

- I. The CONSTRUCTION MANAGER agrees to perform, for the above named project, professional services as herein set forth and in accordance with the terms and conditions of this agreement.
- II. The OWNER agrees to compensate the CONSTRUCTION MANAGER for professional services rendered in accordance with the terms and conditions of this agreement as follows:
 - A. Preconstruction Services: This agreement specifies a fixed fee of \$ TBD for preconstruction services which is based on TBD % of the budgeted funds for the cost of the work.
 - B. Construction Services: This agreement is to be on an at risk basis with a fee of TBD % of the cost of the work.
 - C. Period of Service: The CONSTRUCTION MANAGER shall commence work on the date of this agreement and shall Substantially Complete N/A.
The project shall attain Final Completion no later than N/A.
- III. The CONSTRUCTION MANAGER warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for the CONSTRUCTION MANAGER, to solicit or secure this AGREEMENT, and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the CONSTRUCTION MANAGER, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of this AGREEMENT.

IV. The CONSTRUCTION MANAGER and OWNER agree that the TERMS AND CONDITIONS of this AGREEMENT, pages 1 through 13, are hereby made a part of this AGREEMENT as is included herein.

IN WITNESS WHEREOF the parties hereto have executed this AGREEMENT the day and year first above written.

THE SCHOOL BOARD OF CLAY
COUNTY, FLORIDA

By: _____
Carol Studdard, Chair

WITNESSESS (As to School Board)

Attest:

Addison G. Davis, Superintendent of Schools

CONSTRUCTION MANAGER

By: _____

WITNESSES (As to Construction Manager)

**TERMS AND CONDITIONS OF AGREEMENT BETWEEN
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA AND
CONSTRUCTION MANAGER**

ARTICLE I

GENERAL PROVISIONS

1.1 RELATIONSHIP OF PARTIES

- A. The Construction Manager accepts the relationship of trust and confidence established with the Owner by this agreement, and covenants with the Owner to furnish the Construction Manager's reasonable skill and judgment and to cooperate with the Architect in furthering the interests of the Owner. The Construction Manager shall furnish plan and specification review, value engineering, construction administration and management services and use the Construction Manager's best efforts to perform the project in an expeditious and economical manner consistent with the interests of the Owner. The Owner shall endeavor to promote harmony and cooperation among the Owner, Architect, Construction Manager, and other persons or entities employed by the Owner for the project.

ARTICLE II

CONSTRUCTION MANAGER'S RESPONSIBILITY

2.1 PRE-CONSTRUCTION PHASE

- A. The first responsibility of the Construction Manager is to assist the Owner and Architect in maintaining the cost of the project within the established budget of \$ TBD which is the total amount available for the cost of the work.
- B. The Construction Manager shall comply with all directives and instructions issued by the Owner and shall incorporate them into the project if within the terms and conditions of this agreement. He shall further comply with the Florida Building Code and State Requirements for Educational Facilities in effect at the time of entering into this agreement.
- C. If the Owner, Architect, and Construction Manager agree, the construction phase may commence before the pre-construction phase is completed, in which case both phases shall proceed concurrently.
- D. If needed, the Construction Manager, with the Architect, shall jointly schedule and attend regular meetings with the Owner in order to discuss and decide on alternatives to the current plans and specifications to reduce the project to within budget.
- E. The Construction Manager shall make recommendations to the owner and Architect regarding the phased issuance of plans and specifications to facilitate phased construction of the work, taking into consideration such factors as economies, time of performance, availability of labor and materials and provisions for temporary facilities.

- F. The Construction Manager shall seek to develop subcontractor interest in the project and shall furnish to the Owner for their information a list of possible subcontractors, including suppliers who are to furnish materials or equipment fabricated to a special design, from whom proposals will be requested for each principal portion of the work. The Owner will promptly reply in writing to the Construction Manager if either knows of any objection to such subcontractor or supplier. The receipt of such list shall not require the Owner to investigate the qualifications of proposed subcontractors or suppliers, nor shall it waive the right of the Owner or Architect later to object to or reject any proposed subcontractor or supplier.
- G. The Construction Manager shall comply with applicable laws, regulations and special requirements of the agreement documents regarding competitive bidding of subcontractors, suppliers and equal employment opportunity.
- H. Within N/A days after the Construction Manager receives final construction documents, the Construction Manager will submit its proposed guaranteed maximum price (GMP) to the Owner. The parties will agree, subject to Board approval, on the Contract Price as soon as practical after the Construction Manager submits the proposed guaranteed maximum price. The GMP proposal, to become an amendment to this agreement, will be presented to the School Board at the next available meeting for approval.

2.2 CONSTRUCTION PHASE

- A. This phase shall commence on the Owner's first authorization to the Construction Manager to award a subcontract or undertake construction work with the Construction Manager's own forces, or issue a purchase order for materials or equipment required for the work.
- B. The Owner is tax exempt from sales tax on the purchase of construction materials. The Owner has elected to exercise this right to purchase directly various construction materials, supplies, and equipment that may be a part of this Contract. Such direct purchase shall be without any additional cost to the Owner. The Owner shall, via Purchase Orders (PO), purchase the materials and the Construction Manager shall assist the Owner in the preparation of the purchase orders. The materials shall be purchased from the Vendors selected by the Construction Manager for the price originally negotiated by the Construction Manager. See project specifications for complete details and information.
- C. Those portions of the work that the Construction Manager does not customarily perform with the Construction Manager's own personnel shall be performed under subcontracts or by other appropriate agreements with the Construction Manager. The Construction Manager shall obtain bids from subcontractors and from suppliers of materials or equipment fabricated to a special design for the work. The bids shall be opened in the presence of and in a location agreed to by the Owner's representative. The Owner shall then determine, with the advice of the Construction Manager and subject to the reasonable objection of the Architect, which bids will be accepted. The Owner may designate specific persons or entities from whom the Construction Manager shall obtain bids; however, because the guaranteed maximum price has been established, the Owner may not prohibit the Construction Manager from obtaining bids from other qualified

bidders. The Construction Manager shall not be required to contract with anyone to whom the Construction Manager has reasonable objection.

- D. The Construction Manager shall schedule and conduct meetings at which the Owner, Architect, Construction Manager and appropriate subcontractors can discuss the status of the work. The Construction Manager shall prepare and promptly distribute meeting minutes.
- E. The Construction Manager shall provide monthly written reports to the Owner and Architect on the progress of the entire work. The Construction Manager shall maintain a daily log containing a record of weather, subcontractors working on the site, number of workers, work accomplished, problems encountered, and other similar relevant data as the Owner may reasonably require. The log shall be available to the Owner and Architect.
- F. The Construction Manager shall develop a system of cost control for the work, including regular monitoring of actual costs for activities in progress and estimates for uncompleted tasks and proposed changes. The Construction Manager shall identify variances between actual and estimated costs and submit the variances to the Owner at quarterly intervals.

ARTICLE III

OWNER'S RESPONSIBILITIES

3.1 INFORMATION AND SERVICES

- A. The Owner shall provide full information in a timely manner regarding the requirements of the project, the Owner's objectives for the project and any other aspect about the project the Construction Manager may request.

3.2 TESTS, SURVEYS, AND REPORTS

- A. The Owner shall provide, as requested by the Construction Manager, the following:
 - 1. Boundary Survey
 - 2. Topological Survey
 - 3. Environmental Survey
 - 4. Geotechnical Survey
 - 5. Soil Boring Report

3.3 OWNER'S DESIGNATED REPRESENTATIVE

- A. The Owner's designated representative is TBD.

ARTICLE IV

COMPENSATION AND PAYMENT FOR PRECONSTRUCTION PHASE SERVICES

The Owner shall compensate and make payment to the Construction Manager for preconstruction phase services as follows:

4.1 COMPENSATION

- A. For the services rendered during the preconstruction phase, \$ TBD, which is TBD% of the funds budgeted for the cost of the work.

4.2 PAYMENTS

- A. Payments for Preconstruction Services shall be submitted on the School District's Standard Payment Schedule and shall be made in proportion to services performed so that the compensation at the completion of each Phase shall equal the following percentages of the total basic fee:

Schematic Design Phase.....	10%
Preliminary Development Phase.....	30%
Final Documents Phase.....	70%
Submission of Guaranteed Maximum Price.....	100%

The School Board of Clay County will make payments based on Florida Statute 218, Timely Payment for Purchases of Construction Services.

ARTICLE V

COMPENSATION AND PAYMENT FOR CONSTRUCTION PHASE SERVICES

The Owner shall compensate the Construction Manager for construction phase services as follows:

5.1 COMPENSATION

- A. For the services rendered during the construction phase, the total fee based on the sum of the cost of the work.
- B. "Cost of the Work" means costs necessarily incurred by the Construction Manager in the performance of the Work including General Conditions. Such costs shall not be at rates higher than those customarily paid at the place of the Project except with the prior consent of the Owner. The Cost of the Work shall include only the following items:

1. Wages paid, and associated costs incurred by the Construction Manager for taxes, insurance, contributions, assessments and benefits required by law or collective bargaining agreement (and for personnel not covered by such agreements, customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions), for construction workers directly employed by the Construction Manager to perform construction of the Work at the Project site or, with the Owner's agreement, at off-site workshops.
2. Any travel and meals must be approved by the Owner.
3. Payments properly made by the Construction Manager to subcontractors for performance of portions of the Work, including any insurance and bond premiums incurred by subcontractors.
4. Costs, including transportation, inspection, testing, storage and handling, of materials, equipment and supplies incorporated or reasonably used in completing the Work.
5. Costs, less salvage value, of materials, supplies, temporary facilities, machinery, equipment and hand tools not customarily owned by the workers that are not fully consumed in the performance of the Work and which remain the property of the Construction Manager, including the costs of transporting, inspecting, testing, handling, installing, maintaining, dismantling and removing such items.
6. Rental charges and the costs of transportation, installation, minor repairs and replacements, dismantling and removal of temporary facilities, machinery, equipment and hand tools not customarily owned by the workers, which are provided by the Construction Manager at the Project site, whether rented from the Construction Manager or others, and incurred in the performance of the Work.
7. Cost of removal of debris and waste from the Project site.
8. The reasonable costs and expenses incurred in establishing, operating and demobilizing the site office, including the cost of facsimile transmissions, long distance telephone calls, postage and express delivery charges, telephone service, photocopying and reasonable petty cash expenses.
9. Premiums for insurance and bonds required by this Agreement or the performance of the Work.
10. Fuel and utility costs incurred in the performance of the Work.
11. Sales, use or similar taxes, tariffs or duties incurred in the performance of the Work.
12. Costs for permits, royalties, licenses, tests and inspections incurred by the Construction Manager as a requirement of the Contract Documents.
13. Costs incurred in preventing damage, injury or loss in case of an emergency affecting the safety of persons and property.

14. Other costs reasonably and properly incurred in the performance of the Work to the extent approved in writing by Owner.
15. Costs incurred by the Construction Manager to repair or correct defective, damaged or nonconforming Work, provided (a) such defect, damage or nonconformance was caused by the ordinary mistakes or inadvertence, and not the negligence, of the Construction Manager or its subcontractors; and (b) the costs associated with such defective, damaged or nonconforming Work are not recoverable from insurance or subcontractors.
16. Reasonable and necessary legal expenses arising from the Construction Manager's performance of the Work, provided such costs do not arise from (a) disputes between the Owner and the Construction Manager, or (b) the Construction Manager's breach of any agreement, including any provision of this Agreement.
17. The cost of defending suits or claims for infringement of patent rights arising from the use of a particular design, process, or product required by Owner, paying legal judgments against the Construction Manager resulting from such suits or claims, and paying settlements made with Owner's consent.
18. Construction Manager's on-site project management staff and off-site staff, to the extent such personnel provide services directly in furtherance of the Project.

5.2 PAYMENT

- A. Payment shall be made monthly following presentation of the Construction Manager's invoice and is to be in proportion to the work and services performed. The Owner will make payments based on Florida Statute 218, Timely Payment for Purchases of Construction Services.

5.3 GUARANTEED MAXIMUM PRICE

- A. The sum of the cost of the work and the Construction Manager's fee are guaranteed by the Construction Manager, subject to additions and deductions by changes in the work as approved by the Owner by change order. Costs which would cause the guaranteed maximum price to be exceeded shall be paid by the Construction Manager without reimbursement by the Owner.

5.4 CHANGES IN THE WORK

- A. No change to the scope of the work shall be made without approval of the Owner and the execution and approval of a change order through the School Board of Clay County.
- B. Changes in work that result in a cumulative increase in the Cost of Work of \$300,000.00 or more shall include additional Construction Manager's fee of **TBD %** of said increase. Changes in work that result in a cumulative decrease in the cost of work of \$300,000.00 or more shall include a decrease in Construction Manager's fee of **TBD %**. If the increase in cost of work is due to the fault of the Construction Manager then no additional Construction Manager fees shall be included.

- C. Changes in work that increase the Cost of Work and result in time extension of the project shall include additional costs for Construction Manager's General Conditions. General Conditions shall be itemized. Changes in work that decrease the Cost of Work, will not include a reduction in General Conditions unless there has been a reduction in the days approved for the project or Owner can demonstrate that such decrease will result in reduction in General Conditions or Owner can demonstrate that the decrease in cost of work without a reduction in General Conditions results in inequity to the Owner.

5.5 RETAINAGE

- A. Five percent (5%) shall be retained on all invoices for payment. Retainage shall be reduced to two and one half percent (1.5%) at Substantial Completion and paid in full at Final Completion.

5.6 FINAL PAYMENT

- A. Final payment shall be made by the Owner to the Construction Manager when (1) the contract has been fully performed by the Construction Manager; (2) a final application for payment and a final accounting for the cost of the work have been submitted by the Construction Manager and reviewed by the Owner; (3) a final certificate for payment has been issued by the Architect; and all (4) warranties, guarantees, and operating manuals have been received.

ARTICLE VII

LIQUIDATED DAMAGES

6.1 TIME OF COMPLETION

- A. In as much as failure to complete the project within the time fixed in the Agreement will result in substantial injury to the Owner, and as damages arising from such failure cannot be calculated with any degree of certainty, it is hereby agreed that if the project is not substantially completed, or within such further time, if any, as in accordance with the provisions of the contract documents shall be allowed for substantial completion, the Construction Manager shall pay to the Owner as liquidated damages for such delay, and not as a penalty, one thousand dollars (\$1,000.00) for each and every calendar day elapsing between the date fixed for substantial completion and the date such substantial completion is fully accomplished, and five hundred dollars (\$500.00) for each and every calendar day elapsing between date fixed for Final Completion and the date such Final Completion is fully accomplished. Said liquidated damages shall be payable in addition to any excess expenses or costs payable by the Construction Manager to the Owner under the provisions of the contract documents, except for Construction Manager's delays.
- B. This provision for liquidated damages for delay shall in no manner affect the Owner's right to terminate the contract. The Owner's exercise of the right to terminate shall not release the Construction Manager from his obligation to pay said liquidated damages in the amounts set out in the Agreement.

- C. It is further agreed that the Owner may deduct from the balance retained by the Owner under the provisions of Article 4 of the Agreement as the case may be, or such portion thereof as the said retained balance will cover.

ARTICLE VII

INSURANCE BONDS

7.1 INSURANCE

- A. Liability Insurance shall include all major divisions of coverage and be on a comprehensive basis including:
1. Premises Operations (including X, C, and U coverages as applicable).
 2. Independent Construction Manager's Protective.
 3. Products and Completed Operations.
 4. Personal Injury Liability with Employment Exclusion deleted. Hazards A, B, and C.
 5. Contractual, including specified provision for Construction Manager's obligation under Paragraph 2.18 (Specific reference to the Contract to be included).
 6. Owned, non-owned and hired motor vehicles.
 7. Broad Form Property Damage including Completed Operations.
 8. Employees as additional insured.
- B. The insurance shall be written for not less than the following limits, or greater if required by law:
1. Worker's Compensation:
 - a. State: Statutory
 - b. Employer's Liability: \$100,000.00 by accident
\$500,000.00 by Disease, Policy Limit
\$100,000.00 by Disease, Each Employee
 2. Comprehensive General Liability (Including Premises-Operations; Independent Construction Manager's Protective; Products and Completed Operation Broad Form) (Liability, Contractual Liability)
 - a. Bodily Injury
 1. Each Occurrence \$1,000,000.00
 2. Annual Aggregate \$2,000,000.00
 - b. Property Damage
 1. Each Occurrence \$1,000,000.00
 2. Annual Aggregate \$2,000,000.00
 3. Personal Injury
 - a. Each Occurrence \$1,000,000.00
 4. Completed Operations and Products Liability shall be maintained for one (1) year after final payment.
 5. Property Damage Liability Insurance shall include coverage for the following hazards: X, C, U.

6. Comprehensive Automobile Liability (including owned, non-owned, and hired vehicles): Combined Single Limit of Liability for Bodily Injury and Property Damage
 - a. Each Occurrence **\$1,000,000.00**
7. If an exposure exists, Aircraft Liability (owned and non-owned), with limits approved by the Owner shall be provided.

Insurance is to be written on a Commercial General Liability policy form, ACCORD form 25S will be acceptable.

The Construction Manager shall not commence any work in connection with this Agreement until he has obtained all of the required types of insurance and such insurance has been approved by the Owner, nor shall the Construction Manager allow any Subcontractor to commence work until his insurance has been so obtained and approved. The Owner shall be named as Additional Insured on the Comprehensive General Liability policy. All insurance policies shall be with insurers qualified and doing business in Florida and having an A.M. Best Rating of A-VII or better.

The Construction Manager shall require the Subcontractor to provide Workmen's Compensation Insurance for all of the latter's employees unless such employees are covered by the protection afforded by the Construction Manager. Such insurance shall comply fully with the Florida Workmen's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workmen's Compensation Statute, the Construction Manager shall provide, and cause each Subcontractor to provide, adequate insurance satisfactory to the Owner for the protection of his employees not otherwise protected.

The Construction Manager shall be responsible for purchasing and maintaining an Owner's Protective Liability Insurance Policy.

Until work is completed and accepted by the Owner, the Construction Manager shall purchase and maintain property insurance upon the entire work at the site of the full insurable value thereof.

C. Builders Risk Insurance

Unless otherwise provided, the Construction Manager shall purchase and maintain, in a company or companies lawfully authorized to do business in the jurisdiction in which the Project is located, property insurance written on a builder's risk "all-risk" or equivalent policy form in the amount of the initial Contract Sum, plus value of subsequent Contract modifications and cost of materials supplied or installed by others, comprising total value for the entire Project at the site on a replacement cost basis without optional deductibles. Such property insurance shall be maintained, unless otherwise provided in the Contract Documents or otherwise agreed in writing by all persons and entities who are beneficiaries of such insurance, until final payment has been made. This insurance shall include interests of the Owner, the Construction Manager, Subcontractors and Sub-subcontractors in the Project.

The Construction Manager's attention is called to the fact that Builder's Risk Insurance usually excludes coverage of theft of materials and equipment stored on the site but not yet installed in the facility. Therefore, it shall be the responsibility of the Construction Manager to protect and to replace any loss of materials or equipment due to such theft, until final acceptance of the project.

The Builder's Risk policy is usually subject to a deductible on each and every loss. In event that a minimal deductible is required by the Insurer, the deductible portion of such loss, for materials or equipment installed in the facility, shall be the responsibility of the Owner; provided, however, such deductibles will be responsibility of the Construction Manager to the extent the loss is caused by the negligence or intentional misconduct of the Construction Manager, any of its Subcontractors or material suppliers, or any other person for whom the Construction Manager is responsible.

The Owner, at the Owner's option, may purchase and maintain such insurance as will insure the Owner against loss of use of the Owner's property due to fire or other hazards, however caused.

If the Owner requests in writing that insurance for risks other than those described herein or other special causes of loss be included in the property insurance policy, the Construction Manager shall, if possible, include such insurance, and the cost thereof shall be charged to the Owner by appropriate Change Order.

Before an exposure to loss may occur, the Construction Manager shall file with the Owner a copy of each policy that includes insurance coverages required by this Paragraph. Each policy shall contain all generally applicable conditions, definitions, exclusions and endorsements related to this Project. Each policy shall contain a provision that the policy will not be canceled or allowed to expire, and that its limits will not be reduced, until at least 30 days prior written notice has been given to the Owner.

The Owner as fiduciary shall have power to adjust and settle a loss with insurers unless one of the parties in interest objects in writing within five days after occurrence of loss to the Owner's exercise of this power; if such objection is made, the dispute shall be resolved through legal action

D. Certificates of Insurance

The certificates shall be dated, addressed to the Owner and shall set forth the following:

1. Name of Insured
2. Specific Job and Job Number
3. Name of Insurers
4. Number of Policy
5. Effective and Termination Dates
6. The Coverages and Limits
7. Statement that the insurer will mail notice to the Owner at least thirty (30) days prior to any material changes in provisions or cancellation of the policy.
8. The Clay County District School Board names as Additional Insured Party on Comprehensive General Liability Certificate Only.

ARTICLE VIII

PERFORMANCE BOND AND PAYMENT BOND

8.1 PERFORMANCE AND PAYMENT BOND

The Construction Manager shall furnish bonds covering faithful performance of the Contract and payment of obligations arising thereunder. These bonds must be written by an insurance company having an A.M Best Rating of "A-VIII" or better. Bonds may be obtained through the Construction Manager's usual source and the cost thereof shall be included in the Contract sum. The amount of each bond shall be equal to 100% of the Contract Sum.

The Construction Manager shall deliver the required bonds to the Owner not later than three (3) days following the date of School Board approval of the Guaranteed Maximum Price, or if the Work is to be commenced prior thereto in response to a letter of intent, submit evidence satisfactory to the Owner that such bonds will be furnished.

The Construction Manager shall require the attorney-in-fact who executes the required bonds on behalf of the surety to affix thereto a certified and current copy of the power of attorney.

ARTICLE IX

ACKNOWLEDGEMENT

This Agreement has been fully read and is agreed to by:

Construction Manager

Date

**STANDARD FORM OF AGREEMENT
BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
AND
CONSTRUCTION MANAGER WHERE THE CONSTRUCTION MANAGER
IS ALSO THE CONSTRUCTOR ON AN AT RISK BASIS**

THIS AGREEMENT made this 1ST day of AUGUST in the year 2019 between the **SCHOOL BOARD OF CLAY COUNTY, FLORIDA**, hereinafter called the OWNER, and **AULD AND WHITE CONSTRUCTORS, LLC.**, hereinafter called the CONSTRUCTION MANAGER,

That WHEREAS OWNER intends to construct VARIOUS PROJECTS DISTRICT-WIDE, hereinafter called the project, and

WHEREAS the CONSTRUCTION MANAGER affirms he is properly qualified and licensed to render the professional services required by this agreement in the State of Florida and the County of Clay.

NOW, THEREFORE, the OWNER and the CONSTRUCTION MANAGER for the consideration of provisions, mutual promises, covenants and conditions hereinafter set for or recited, agree as follows:

- I. The CONSTRUCTION MANAGER agrees to perform, for the above named project, professional services as herein set forth and in accordance with the terms and conditions of this agreement.
- II. The OWNER agrees to compensate the CONSTRUCTION MANAGER for professional services rendered in accordance with the terms and conditions of this agreement as follows:
 - A. Preconstruction Services: This agreement specifies a fixed fee of \$ TBD for preconstruction services which is based on TBD % of the budgeted funds for the cost of the work.
 - B. Construction Services: This agreement is to be on an at risk basis with a fee of TBD % of the cost of the work.
 - C. Period of Service: The CONSTRUCTION MANAGER shall commence work on the date of this agreement and shall Substantially Complete N/A.
The project shall attain Final Completion no later than N/A.
- III. The CONSTRUCTION MANAGER warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for the CONSTRUCTION MANAGER, to solicit or secure this AGREEMENT, and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the CONSTRUCTION MANAGER, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of this AGREEMENT.

IV. The CONSTRUCTION MANAGER and OWNER agree that the TERMS AND CONDITIONS of this AGREEMENT, pages 1 through 13, are hereby made a part of this AGREEMENT as is included herein.

IN WITNESS WHEREOF the parties hereto have executed this AGREEMENT the day and year first above written.

THE SCHOOL BOARD OF CLAY
COUNTY, FLORIDA

By: _____
Carol Studdard, Chair

WITNESSESS (As to School Board)

Attest:

Addison G. Davis, Superintendent of Schools

CONSTRUCTION MANAGER

By: _____

WITNESSES (As to Construction Manager)

**TERMS AND CONDITIONS OF AGREEMENT BETWEEN
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA AND
CONSTRUCTION MANAGER**

ARTICLE I

GENERAL PROVISIONS

1.1 RELATIONSHIP OF PARTIES

- A. The Construction Manager accepts the relationship of trust and confidence established with the Owner by this agreement, and covenants with the Owner to furnish the Construction Manager's reasonable skill and judgment and to cooperate with the Architect in furthering the interests of the Owner. The Construction Manager shall furnish plan and specification review, value engineering, construction administration and management services and use the Construction Manager's best efforts to perform the project in an expeditious and economical manner consistent with the interests of the Owner. The Owner shall endeavor to promote harmony and cooperation among the Owner, Architect, Construction Manager, and other persons or entities employed by the Owner for the project.

ARTICLE II

CONSTRUCTION MANAGER'S RESPONSIBILITY

2.1 PRE-CONSTRUCTION PHASE

- A. The first responsibility of the Construction Manager is to assist the Owner and Architect in maintaining the cost of the project within the established budget of \$ TBD which is the total amount available for the cost of the work.
- B. The Construction Manager shall comply with all directives and instructions issued by the Owner and shall incorporate them into the project if within the terms and conditions of this agreement. He shall further comply with the Florida Building Code and State Requirements for Educational Facilities in effect at the time of entering into this agreement.
- C. If the Owner, Architect, and Construction Manager agree, the construction phase may commence before the pre-construction phase is completed, in which case both phases shall proceed concurrently.
- D. If needed, the Construction Manager, with the Architect, shall jointly schedule and attend regular meetings with the Owner in order to discuss and decide on alternatives to the current plans and specifications to reduce the project to within budget.
- E. The Construction Manager shall make recommendations to the owner and Architect regarding the phased issuance of plans and specifications to facilitate phased construction of the work, taking into consideration such factors as economies, time of performance, availability of labor and materials and provisions for temporary facilities.

- F. The Construction Manager shall seek to develop subcontractor interest in the project and shall furnish to the Owner for their information a list of possible subcontractors, including suppliers who are to furnish materials or equipment fabricated to a special design, from whom proposals will be requested for each principal portion of the work. The Owner will promptly reply in writing to the Construction Manager if either knows of any objection to such subcontractor or supplier. The receipt of such list shall not require the Owner to investigate the qualifications of proposed subcontractors or suppliers, nor shall it waive the right of the Owner or Architect later to object to or reject any proposed subcontractor or supplier.
- G. The Construction Manager shall comply with applicable laws, regulations and special requirements of the agreement documents regarding competitive bidding of subcontractors, suppliers and equal employment opportunity.
- H. Within N/A days after the Construction Manager receives final construction documents, the Construction Manager will submit its proposed guaranteed maximum price (GMP) to the Owner. The parties will agree, subject to Board approval, on the Contract Price as soon as practical after the Construction Manager submits the proposed guaranteed maximum price. The GMP proposal, to become an amendment to this agreement, will be presented to the School Board at the next available meeting for approval.

2.2 CONSTRUCTION PHASE

- A. This phase shall commence on the Owner's first authorization to the Construction Manager to award a subcontract or undertake construction work with the Construction Manager's own forces, or issue a purchase order for materials or equipment required for the work.
- B. The Owner is tax exempt from sales tax on the purchase of construction materials. The Owner has elected to exercise this right to purchase directly various construction materials, supplies, and equipment that may be a part of this Contract. Such direct purchase shall be without any additional cost to the Owner. The Owner shall, via Purchase Orders (PO), purchase the materials and the Construction Manager shall assist the Owner in the preparation of the purchase orders. The materials shall be purchased from the Vendors selected by the Construction Manager for the price originally negotiated by the Construction Manager. See project specifications for complete details and information.
- C. Those portions of the work that the Construction Manager does not customarily perform with the Construction Manager's own personnel shall be performed under subcontracts or by other appropriate agreements with the Construction Manager. The Construction Manager shall obtain bids from subcontractors and from suppliers of materials or equipment fabricated to a special design for the work. The bids shall be opened in the presence of and in a location agreed to by the Owner's representative. The Owner shall then determine, with the advice of the Construction Manager and subject to the reasonable objection of the Architect, which bids will be accepted. The Owner may designate specific persons or entities from whom the Construction Manager shall obtain bids; however, because the guaranteed maximum price has been established, the Owner may not prohibit the Construction Manager from obtaining bids from other qualified

bidders. The Construction Manager shall not be required to contract with anyone to whom the Construction Manager has reasonable objection.

- D. The Construction Manager shall schedule and conduct meetings at which the Owner, Architect, Construction Manager and appropriate subcontractors can discuss the status of the work. The Construction Manager shall prepare and promptly distribute meeting minutes.
- E. The Construction Manager shall provide monthly written reports to the Owner and Architect on the progress of the entire work. The Construction Manager shall maintain a daily log containing a record of weather, subcontractors working on the site, number of workers, work accomplished, problems encountered, and other similar relevant data as the Owner may reasonably require. The log shall be available to the Owner and Architect.
- F. The Construction Manager shall develop a system of cost control for the work, including regular monitoring of actual costs for activities in progress and estimates for uncompleted tasks and proposed changes. The Construction Manager shall identify variances between actual and estimated costs and submit the variances to the Owner at quarterly intervals.

ARTICLE III

OWNER'S RESPONSIBILITIES

3.1 INFORMATION AND SERVICES

- A. The Owner shall provide full information in a timely manner regarding the requirements of the project, the Owner's objectives for the project and any other aspect about the project the Construction Manager may request.

3.2 TESTS, SURVEYS, AND REPORTS

- A. The Owner shall provide, as requested by the Construction Manager, the following:
 - 1. Boundary Survey
 - 2. Topological Survey
 - 3. Environmental Survey
 - 4. Geotechnical Survey
 - 5. Soil Boring Report

3.3 OWNER'S DESIGNATED REPRESENTATIVE

- A. The Owner's designated representative is TBD.

ARTICLE IV

COMPENSATION AND PAYMENT FOR PRECONSTRUCTION PHASE SERVICES

The Owner shall compensate and make payment to the Construction Manager for preconstruction phase services as follows:

4.1 COMPENSATION

- A. For the services rendered during the preconstruction phase, \$ TBD, which is TBD% of the funds budgeted for the cost of the work.

4.2 PAYMENTS

- A. Payments for Preconstruction Services shall be submitted on the School District's Standard Payment Schedule and shall be made in proportion to services performed so that the compensation at the completion of each Phase shall equal the following percentages of the total basic fee:

Schematic Design Phase.....	10%
Preliminary Development Phase.....	30%
Final Documents Phase.....	70%
Submission of Guaranteed Maximum Price.....	100%

The School Board of Clay County will make payments based on Florida Statute 218, Timely Payment for Purchases of Construction Services.

ARTICLE V

COMPENSATION AND PAYMENT FOR CONSTRUCTION PHASE SERVICES

The Owner shall compensate the Construction Manager for construction phase services as follows:

5.1 COMPENSATION

- A. For the services rendered during the construction phase, the total fee based on the sum of the cost of the work.
- B. "Cost of the Work" means costs necessarily incurred by the Construction Manager in the performance of the Work including General Conditions. Such costs shall not be at rates higher than those customarily paid at the place of the Project except with the prior consent of the Owner. The Cost of the Work shall include only the following items:

1. Wages paid, and associated costs incurred by the Construction Manager for taxes, insurance, contributions, assessments and benefits required by law or collective bargaining agreement (and for personnel not covered by such agreements, customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions), for construction workers directly employed by the Construction Manager to perform construction of the Work at the Project site or, with the Owner's agreement, at off-site workshops.
2. Any travel and meals must be approved by the Owner.
3. Payments properly made by the Construction Manager to subcontractors for performance of portions of the Work, including any insurance and bond premiums incurred by subcontractors.
4. Costs, including transportation, inspection, testing, storage and handling, of materials, equipment and supplies incorporated or reasonably used in completing the Work.
5. Costs, less salvage value, of materials, supplies, temporary facilities, machinery, equipment and hand tools not customarily owned by the workers that are not fully consumed in the performance of the Work and which remain the property of the Construction Manager, including the costs of transporting, inspecting, testing, handling, installing, maintaining, dismantling and removing such items.
6. Rental charges and the costs of transportation, installation, minor repairs and replacements, dismantling and removal of temporary facilities, machinery, equipment and hand tools not customarily owned by the workers, which are provided by the Construction Manager at the Project site, whether rented from the Construction Manager or others, and incurred in the performance of the Work.
7. Cost of removal of debris and waste from the Project site.
8. The reasonable costs and expenses incurred in establishing, operating and demobilizing the site office, including the cost of facsimile transmissions, long distance telephone calls, postage and express delivery charges, telephone service, photocopying and reasonable petty cash expenses.
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13. Costs incurred in preventing damage, injury or loss in case of an emergency affecting the safety of persons and property.

14. Other costs reasonably and properly incurred in the performance of the Work to the extent approved in writing by Owner.
15. Costs incurred by the Construction Manager to repair or correct defective, damaged or nonconforming Work, provided (a) such defect, damage or nonconformance was caused by the ordinary mistakes or inadvertence, and not the negligence, of the Construction Manager or its subcontractors; and (b) the costs associated with such defective, damaged or nonconforming Work are not recoverable from insurance or subcontractors.
16. Reasonable and necessary legal expenses arising from the Construction Manager's performance of the Work, provided such costs do not arise from (a) disputes between the Owner and the Construction Manager, or (b) the Construction Manager's breach of any agreement, including any provision of this Agreement.
17. The cost of defending suits or claims for infringement of patent rights arising from the use of a particular design, process, or product required by Owner, paying legal judgments against the Construction Manager resulting from such suits or claims, and paying settlements made with Owner's consent.
18. Construction Manager's on-site project management staff and off-site staff, to the extent such personnel provide services directly in furtherance of the Project.

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- A. Payment shall be made monthly following presentation of the Construction Manager's invoice and is to be in proportion to the work and services performed. The Owner will make payments based on Florida Statute 218, Timely Payment for Purchases of Construction Services.

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ARTICLE VII

LIQUIDATED DAMAGES

6.1 TIME OF COMPLETION

- A. In as much as failure to complete the project within the time fixed in the Agreement will result in substantial injury to the Owner, and as damages arising from such failure cannot be calculated with any degree of certainty, it is hereby agreed that if the project is not substantially completed, or within such further time, if any, as in accordance with the provisions of the contract documents shall be allowed for substantial completion, the Construction Manager shall pay to the Owner as liquidated damages for such delay, and not as a penalty, one thousand dollars (\$1,000.00) for each and every calendar day elapsing between the date fixed for substantial completion and the date such substantial completion is fully accomplished, and five hundred dollars (\$500.00) for each and every calendar day elapsing between date fixed for Final Completion and the date such Final Completion is fully accomplished. Said liquidated damages shall be payable in addition to any excess expenses or costs payable by the Construction Manager to the Owner under the provisions of the contract documents, except for Construction Manager's delays.
- B. This provision for liquidated damages for delay shall in no manner affect the Owner's right to terminate the contract. The Owner's exercise of the right to terminate shall not release the Construction Manager from his obligation to pay said liquidated damages in the amounts set out in the Agreement.

- C. It is further agreed that the Owner may deduct from the balance retained by the Owner under the provisions of Article 4 of the Agreement as the case may be, or such portion thereof as the said retained balance will cover.

ARTICLE VII

INSURANCE BONDS

7.1 INSURANCE

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 3. Products and Completed Operations.
 4. Personal Injury Liability with Employment Exclusion deleted. Hazards A, B, and C.
 5. Contractual, including specified provision for Construction Manager's obligation under Paragraph 2.18 (Specific reference to the Contract to be included).
 6. Owned, non-owned and hired motor vehicles.
 7. Broad Form Property Damage including Completed Operations.
 8. Employees as additional insured.
- B. The insurance shall be written for not less than the following limits, or greater if required by law:
1. Worker's Compensation:
 - a. State: Statutory
 - b. Employer's Liability: \$100,000.00 by accident
\$500,000.00 by Disease, Policy Limit
\$100,000.00 by Disease, Each Employee
 2. Comprehensive General Liability (Including Premises-Operations; Independent Construction Manager's Protective; Products and Completed Operation Broad Form) (Liability, Contractual Liability)
 - a. Bodily Injury
 1. Each Occurrence \$1,000,000.00
 2. Annual Aggregate \$2,000,000.00
 - b. Property Damage
 1. Each Occurrence \$1,000,000.00
 2. Annual Aggregate \$2,000,000.00
 3. Personal Injury
 - a. Each Occurrence \$1,000,000.00
 4. Completed Operations and Products Liability shall be maintained for one (1) year after final payment.
 5. Property Damage Liability Insurance shall include coverage for the following hazards: X, C, U.

6. Comprehensive Automobile Liability (including owned, non-owned, and hired vehicles): Combined Single Limit of Liability for Bodily Injury and Property Damage
 - a. Each Occurrence **\$1,000,000.00**
7. If an exposure exists, Aircraft Liability (owned and non-owned), with limits approved by the Owner shall be provided.

Insurance is to be written on a Commercial General Liability policy form, ACCORD form 25S will be acceptable.

The Construction Manager shall not commence any work in connection with this Agreement until he has obtained all of the required types of insurance and such insurance has been approved by the Owner, nor shall the Construction Manager allow any Subcontractor to commence work until his insurance has been so obtained and approved. The Owner shall be named as Additional Insured on the Comprehensive General Liability policy. All insurance policies shall be with insurers qualified and doing business in Florida and having an A.M. Best Rating of A-VII or better.

The Construction Manager shall require the Subcontractor to provide Workmen's Compensation Insurance for all of the latter's employees unless such employees are covered by the protection afforded by the Construction Manager. Such insurance shall comply fully with the Florida Workmen's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workmen's Compensation Statute, the Construction Manager shall provide, and cause each Subcontractor to provide, adequate insurance satisfactory to the Owner for the protection of his employees not otherwise protected.

The Construction Manager shall be responsible for purchasing and maintaining an Owner's Protective Liability Insurance Policy.

Until work is completed and accepted by the Owner, the Construction Manager shall purchase and maintain property insurance upon the entire work at the site of the full insurable value thereof.

C. Builders Risk Insurance

Unless otherwise provided, the Construction Manager shall purchase and maintain, in a company or companies lawfully authorized to do business in the jurisdiction in which the Project is located, property insurance written on a builder's risk "all-risk" or equivalent policy form in the amount of the initial Contract Sum, plus value of subsequent Contract modifications and cost of materials supplied or installed by others, comprising total value for the entire Project at the site on a replacement cost basis without optional deductibles. Such property insurance shall be maintained, unless otherwise provided in the Contract Documents or otherwise agreed in writing by all persons and entities who are beneficiaries of such insurance, until final payment has been made. This insurance shall include interests of the Owner, the Construction Manager, Subcontractors and Sub-subcontractors in the Project.

The Construction Manager's attention is called to the fact that Builder's Risk Insurance usually excludes coverage of theft of materials and equipment stored on the site but not yet installed in the facility. Therefore, it shall be the responsibility of the Construction Manager to protect and to replace any loss of materials or equipment due to such theft, until final acceptance of the project.

The Builder's Risk policy is usually subject to a deductible on each and every loss. In event that a minimal deductible is required by the Insurer, the deductible portion of such loss, for materials or equipment installed in the facility, shall be the responsibility of the Owner; provided, however, such deductibles will be responsibility of the Construction Manager to the extent the loss is caused by the negligence or intentional misconduct of the Construction Manager, any of its Subcontractors or material suppliers, or any other person for whom the Construction Manager is responsible.

The Owner, at the Owner's option, may purchase and maintain such insurance as will insure the Owner against loss of use of the Owner's property due to fire or other hazards, however caused.

If the Owner requests in writing that insurance for risks other than those described herein or other special causes of loss be included in the property insurance policy, the Construction Manager shall, if possible, include such insurance, and the cost thereof shall be charged to the Owner by appropriate Change Order.

Before an exposure to loss may occur, the Construction Manager shall file with the Owner a copy of each policy that includes insurance coverages required by this Paragraph. Each policy shall contain all generally applicable conditions, definitions, exclusions and endorsements related to this Project. Each policy shall contain a provision that the policy will not be canceled or allowed to expire, and that its limits will not be reduced, until at least 30 days prior written notice has been given to the Owner.

The Owner as fiduciary shall have power to adjust and settle a loss with insurers unless one of the parties in interest objects in writing within five days after occurrence of loss to the Owner's exercise of this power; if such objection is made, the dispute shall be resolved through legal action

D. Certificates of Insurance

The certificates shall be dated, addressed to the Owner and shall set forth the following:

1. Name of Insured
2. Specific Job and Job Number
3. Name of Insurers
4. Number of Policy
5. Effective and Termination Dates
6. The Coverages and Limits
7. Statement that the insurer will mail notice to the Owner at least thirty (30) days prior to any material changes in provisions or cancellation of the policy.
8. The Clay County District School Board names as Additional Insured Party on Comprehensive General Liability Certificate Only.

ARTICLE VIII

PERFORMANCE BOND AND PAYMENT BOND

8.1 PERFORMANCE AND PAYMENT BOND

The Construction Manager shall furnish bonds covering faithful performance of the Contract and payment of obligations arising thereunder. These bonds must be written by an insurance company having an A.M Best Rating of "A-VIII" or better. Bonds may be obtained through the Construction Manager's usual source and the cost thereof shall be included in the Contract sum. The amount of each bond shall be equal to 100% of the Contract Sum.

The Construction Manager shall deliver the required bonds to the Owner not later than three (3) days following the date of School Board approval of the Guaranteed Maximum Price, or if the Work is to be commenced prior thereto in response to a letter of intent, submit evidence satisfactory to the Owner that such bonds will be furnished.

The Construction Manager shall require the attorney-in-fact who executes the required bonds on behalf of the surety to affix thereto a certified and current copy of the power of attorney.

ARTICLE IX

ACKNOWLEDGEMENT

This Agreement has been fully read and is agreed to by:

Construction Manager

Date

**STANDARD FORM OF AGREEMENT
BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
AND
CONSTRUCTION MANAGER WHERE THE CONSTRUCTION MANAGER
IS ALSO THE CONSTRUCTOR ON AN AT RISK BASIS**

THIS AGREEMENT made this 1ST day of AUGUST in the year 2019 between the **SCHOOL BOARD OF CLAY COUNTY, FLORIDA**, hereinafter called the OWNER, and **E. VAUGHAN RIVERS, INC.**, hereinafter called the CONSTRUCTION MANAGER,

That WHEREAS OWNER intends to construct **VARIOUS PROJECTS DISTRICT-WIDE**, hereinafter called the project, and

WHEREAS the CONSTRUCTION MANAGER affirms he is properly qualified and licensed to render the professional services required by this agreement in the State of Florida and the County of Clay.

NOW, THEREFORE, the OWNER and the CONSTRUCTION MANAGER for the consideration of provisions, mutual promises, covenants and conditions hereinafter set for or recited, agree as follows:

- I. The CONSTRUCTION MANAGER agrees to perform, for the above named project, professional services as herein set forth and in accordance with the terms and conditions of this agreement.
- II. The OWNER agrees to compensate the CONSTRUCTION MANAGER for professional services rendered in accordance with the terms and conditions of this agreement as follows:
 - A. Preconstruction Services: This agreement specifies a fixed fee of \$ **TBD** for preconstruction services which is based on **TBD** % of the budgeted funds for the cost of the work.
 - B. Construction Services: This agreement is to be on an at risk basis with a fee of **TBD** % of the cost of the work.
 - C. Period of Service: The CONSTRUCTION MANAGER shall commence work on the date of this agreement and shall Substantially Complete **N/A**.
The project shall attain Final Completion no later than **N/A**.
- III. The CONSTRUCTION MANAGER warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for the CONSTRUCTION MANAGER, to solicit or secure this AGREEMENT, and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the CONSTRUCTION MANAGER, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of this AGREEMENT.

IV. The CONSTRUCTION MANAGER and OWNER agree that the TERMS AND CONDITIONS of this AGREEMENT, pages 1 through 13, are hereby made a part of this AGREEMENT as is included herein.

IN WITNESS WHEREOF the parties hereto have executed this AGREEMENT the day and year first above written.

THE SCHOOL BOARD OF CLAY
COUNTY, FLORIDA

By: _____
Carol Studdard, Chair

WITNESSESS (As to School Board)

Attest:

Addison G. Davis, Superintendent of Schools

CONSTRUCTION MANAGER

By: _____

WITNESSES (As to Construction Manager)

**TERMS AND CONDITIONS OF AGREEMENT BETWEEN
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA AND
CONSTRUCTION MANAGER**

ARTICLE I

GENERAL PROVISIONS

1.1 RELATIONSHIP OF PARTIES

- A. The Construction Manager accepts the relationship of trust and confidence established with the Owner by this agreement, and covenants with the Owner to furnish the Construction Manager's reasonable skill and judgment and to cooperate with the Architect in furthering the interests of the Owner. The Construction Manager shall furnish plan and specification review, value engineering, construction administration and management services and use the Construction Manager's best efforts to perform the project in an expeditious and economical manner consistent with the interests of the Owner. The Owner shall endeavor to promote harmony and cooperation among the Owner, Architect, Construction Manager, and other persons or entities employed by the Owner for the project.

ARTICLE II

CONSTRUCTION MANAGER'S RESPONSIBILITY

2.1 PRE-CONSTRUCTION PHASE

- A. The first responsibility of the Construction Manager is to assist the Owner and Architect in maintaining the cost of the project within the established budget of \$ TBD which is the total amount available for the cost of the work.
- B. The Construction Manager shall comply with all directives and instructions issued by the Owner and shall incorporate them into the project if within the terms and conditions of this agreement. He shall further comply with the Florida Building Code and State Requirements for Educational Facilities in effect at the time of entering into this agreement.
- C. If the Owner, Architect, and Construction Manager agree, the construction phase may commence before the pre-construction phase is completed, in which case both phases shall proceed concurrently.
- D. If needed, the Construction Manager, with the Architect, shall jointly schedule and attend regular meetings with the Owner in order to discuss and decide on alternatives to the current plans and specifications to reduce the project to within budget.
- E. The Construction Manager shall make recommendations to the owner and Architect regarding the phased issuance of plans and specifications to facilitate phased construction of the work, taking into consideration such factors as economies, time of performance, availability of labor and materials and provisions for temporary facilities.

- F. The Construction Manager shall seek to develop subcontractor interest in the project and shall furnish to the Owner for their information a list of possible subcontractors, including suppliers who are to furnish materials or equipment fabricated to a special design, from whom proposals will be requested for each principal portion of the work. The Owner will promptly reply in writing to the Construction Manager if either knows of any objection to such subcontractor or supplier. The receipt of such list shall not require the Owner to investigate the qualifications of proposed subcontractors or suppliers, nor shall it waive the right of the Owner or Architect later to object to or reject any proposed subcontractor or supplier.
- G. The Construction Manager shall comply with applicable laws, regulations and special requirements of the agreement documents regarding competitive bidding of subcontractors, suppliers and equal employment opportunity.
- H. Within N/A days after the Construction Manager receives final construction documents, the Construction Manager will submit its proposed guaranteed maximum price (GMP) to the Owner. The parties will agree, subject to Board approval, on the Contract Price as soon as practical after the Construction Manager submits the proposed guaranteed maximum price. The GMP proposal, to become an amendment to this agreement, will be presented to the School Board at the next available meeting for approval.

2.2 CONSTRUCTION PHASE

- A. This phase shall commence on the Owner's first authorization to the Construction Manager to award a subcontract or undertake construction work with the Construction Manager's own forces, or issue a purchase order for materials or equipment required for the work.
- B. The Owner is tax exempt from sales tax on the purchase of construction materials. The Owner has elected to exercise this right to purchase directly various construction materials, supplies, and equipment that may be a part of this Contract. Such direct purchase shall be without any additional cost to the Owner. The Owner shall, via Purchase Orders (PO), purchase the materials and the Construction Manager shall assist the Owner in the preparation of the purchase orders. The materials shall be purchased from the Vendors selected by the Construction Manager for the price originally negotiated by the Construction Manager. See project specifications for complete details and information.
- C. Those portions of the work that the Construction Manager does not customarily perform with the Construction Manager's own personnel shall be performed under subcontracts or by other appropriate agreements with the Construction Manager. The Construction Manager shall obtain bids from subcontractors and from suppliers of materials or equipment fabricated to a special design for the work. The bids shall be opened in the presence of and in a location agreed to by the Owner's representative. The Owner shall then determine, with the advice of the Construction Manager and subject to the reasonable objection of the Architect, which bids will be accepted. The Owner may designate specific persons or entities from whom the Construction Manager shall obtain bids; however, because the guaranteed maximum price has been established, the Owner may not prohibit the Construction Manager from obtaining bids from other qualified

bidders. The Construction Manager shall not be required to contract with anyone to whom the Construction Manager has reasonable objection.

- D. The Construction Manager shall schedule and conduct meetings at which the Owner, Architect, Construction Manager and appropriate subcontractors can discuss the status of the work. The Construction Manager shall prepare and promptly distribute meeting minutes.
- E. The Construction Manager shall provide monthly written reports to the Owner and Architect on the progress of the entire work. The Construction Manager shall maintain a daily log containing a record of weather, subcontractors working on the site, number of workers, work accomplished, problems encountered, and other similar relevant data as the Owner may reasonably require. The log shall be available to the Owner and Architect.
- F. The Construction Manager shall develop a system of cost control for the work, including regular monitoring of actual costs for activities in progress and estimates for uncompleted tasks and proposed changes. The Construction Manager shall identify variances between actual and estimated costs and submit the variances to the Owner at quarterly intervals.

ARTICLE III

OWNER'S RESPONSIBILITIES

3.1 INFORMATION AND SERVICES

- A. The Owner shall provide full information in a timely manner regarding the requirements of the project, the Owner's objectives for the project and any other aspect about the project the Construction Manager may request.

3.2 TESTS, SURVEYS, AND REPORTS

- A. The Owner shall provide, as requested by the Construction Manager, the following:
 - 1. Boundary Survey
 - 2. Topological Survey
 - 3. Environmental Survey
 - 4. Geotechnical Survey
 - 5. Soil Boring Report

3.3 OWNER'S DESIGNATED REPRESENTATIVE

- A. The Owner's designated representative is TBD.

ARTICLE IV

COMPENSATION AND PAYMENT FOR PRECONSTRUCTION PHASE SERVICES

The Owner shall compensate and make payment to the Construction Manager for preconstruction phase services as follows:

4.1 COMPENSATION

- A. For the services rendered during the preconstruction phase, \$ TBD, which is TBD% of the funds budgeted for the cost of the work.

4.2 PAYMENTS

- A. Payments for Preconstruction Services shall be submitted on the School District's Standard Payment Schedule and shall be made in proportion to services performed so that the compensation at the completion of each Phase shall equal the following percentages of the total basic fee:

Schematic Design Phase.....	10%
Preliminary Development Phase.....	30%
Final Documents Phase.....	70%
Submission of Guaranteed Maximum Price.....	100%

The School Board of Clay County will make payments based on Florida Statute 218, Timely Payment for Purchases of Construction Services.

ARTICLE V

COMPENSATION AND PAYMENT FOR CONSTRUCTION PHASE SERVICES

The Owner shall compensate the Construction Manager for construction phase services as follows:

5.1 COMPENSATION

- A. For the services rendered during the construction phase, the total fee based on the sum of the cost of the work.
- B. "Cost of the Work" means costs necessarily incurred by the Construction Manager in the performance of the Work including General Conditions. Such costs shall not be at rates higher than those customarily paid at the place of the Project except with the prior consent of the Owner. The Cost of the Work shall include only the following items:

1. Wages paid, and associated costs incurred by the Construction Manager for taxes, insurance, contributions, assessments and benefits required by law or collective bargaining agreement (and for personnel not covered by such agreements, customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions), for construction workers directly employed by the Construction Manager to perform construction of the Work at the Project site or, with the Owner's agreement, at off-site workshops.
2. Any travel and meals must be approved by the Owner.
3. Payments properly made by the Construction Manager to subcontractors for performance of portions of the Work, including any insurance and bond premiums incurred by subcontractors.
4. Costs, including transportation, inspection, testing, storage and handling, of materials, equipment and supplies incorporated or reasonably used in completing the Work.
5. Costs, less salvage value, of materials, supplies, temporary facilities, machinery, equipment and hand tools not customarily owned by the workers that are not fully consumed in the performance of the Work and which remain the property of the Construction Manager, including the costs of transporting, inspecting, testing, handling, installing, maintaining, dismantling and removing such items.
6. Rental charges and the costs of transportation, installation, minor repairs and replacements, dismantling and removal of temporary facilities, machinery, equipment and hand tools not customarily owned by the workers, which are provided by the Construction Manager at the Project site, whether rented from the Construction Manager or others, and incurred in the performance of the Work.
7. Cost of removal of debris and waste from the Project site.
8. The reasonable costs and expenses incurred in establishing, operating and demobilizing the site office, including the cost of facsimile transmissions, long distance telephone calls, postage and express delivery charges, telephone service, photocopying and reasonable petty cash expenses.
9. Premiums for insurance and bonds required by this Agreement or the performance of the Work.
10. Fuel and utility costs incurred in the performance of the Work.
11. Sales, use or similar taxes, tariffs or duties incurred in the performance of the Work.
12. Costs for permits, royalties, licenses, tests and inspections incurred by the Construction Manager as a requirement of the Contract Documents.
13. Costs incurred in preventing damage, injury or loss in case of an emergency affecting the safety of persons and property.

14. Other costs reasonably and properly incurred in the performance of the Work to the extent approved in writing by Owner.
15. Costs incurred by the Construction Manager to repair or correct defective, damaged or nonconforming Work, provided (a) such defect, damage or nonconformance was caused by the ordinary mistakes or inadvertence, and not the negligence, of the Construction Manager or its subcontractors; and (b) the costs associated with such defective, damaged or nonconforming Work are not recoverable from insurance or subcontractors.
16. Reasonable and necessary legal expenses arising from the Construction Manager's performance of the Work, provided such costs do not arise from (a) disputes between the Owner and the Construction Manager, or (b) the Construction Manager's breach of any agreement, including any provision of this Agreement.
17. The cost of defending suits or claims for infringement of patent rights arising from the use of a particular design, process, or product required by Owner, paying legal judgments against the Construction Manager resulting from such suits or claims, and paying settlements made with Owner's consent.
18. Construction Manager's on-site project management staff and off-site staff, to the extent such personnel provide services directly in furtherance of the Project.

5.2 PAYMENT

- A. Payment shall be made monthly following presentation of the Construction Manager's invoice and is to be in proportion to the work and services performed. The Owner will make payments based on Florida Statute 218, Timely Payment for Purchases of Construction Services.

5.3 GUARANTEED MAXIMUM PRICE

- A. The sum of the cost of the work and the Construction Manager's fee are guaranteed by the Construction Manager, subject to additions and deductions by changes in the work as approved by the Owner by change order. Costs which would cause the guaranteed maximum price to be exceeded shall be paid by the Construction Manager without reimbursement by the Owner.

5.4 CHANGES IN THE WORK

- A. No change to the scope of the work shall be made without approval of the Owner and the execution and approval of a change order through the School Board of Clay County.
- B. Changes in work that result in a cumulative increase in the Cost of Work of \$300,000.00 or more shall include additional Construction Manager's fee of **TBD %** of said increase. Changes in work that result in a cumulative decrease in the cost of work of \$300,000.00 or more shall include a decrease in Construction Manager's fee of **TBD %**. If the increase in cost of work is due to the fault of the Construction Manager then no additional Construction Manager fees shall be included.

- C. Changes in work that increase the Cost of Work and result in time extension of the project shall include additional costs for Construction Manager's General Conditions. General Conditions shall be itemized. Changes in work that decrease the Cost of Work, will not include a reduction in General Conditions unless there has been a reduction in the days approved for the project or Owner can demonstrate that such decrease will result in reduction in General Conditions or Owner can demonstrate that the decrease in cost of work without a reduction in General Conditions results in inequity to the Owner.

5.5 RETAINAGE

- A. Five percent (5%) shall be retained on all invoices for payment. Retainage shall be reduced to two and one half percent (1.5%) at Substantial Completion and paid in full at Final Completion.

5.6 FINAL PAYMENT

- A. Final payment shall be made by the Owner to the Construction Manager when (1) the contract has been fully performed by the Construction Manager; (2) a final application for payment and a final accounting for the cost of the work have been submitted by the Construction Manager and reviewed by the Owner; (3) a final certificate for payment has been issued by the Architect; and all (4) warranties, guarantees, and operating manuals have been received.

ARTICLE VII

LIQUIDATED DAMAGES

6.1 TIME OF COMPLETION

- A. In as much as failure to complete the project within the time fixed in the Agreement will result in substantial injury to the Owner, and as damages arising from such failure cannot be calculated with any degree of certainty, it is hereby agreed that if the project is not substantially completed, or within such further time, if any, as in accordance with the provisions of the contract documents shall be allowed for substantial completion, the Construction Manager shall pay to the Owner as liquidated damages for such delay, and not as a penalty, one thousand dollars (\$1,000.00) for each and every calendar day elapsing between the date fixed for substantial completion and the date such substantial completion is fully accomplished, and five hundred dollars (\$500.00) for each and every calendar day elapsing between date fixed for Final Completion and the date such Final Completion is fully accomplished. Said liquidated damages shall be payable in addition to any excess expenses or costs payable by the Construction Manager to the Owner under the provisions of the contract documents, except for Construction Manager's delays.
- B. This provision for liquidated damages for delay shall in no manner affect the Owner's right to terminate the contract. The Owner's exercise of the right to terminate shall not release the Construction Manager from his obligation to pay said liquidated damages in the amounts set out in the Agreement.

- C. It is further agreed that the Owner may deduct from the balance retained by the Owner under the provisions of Article 4 of the Agreement as the case may be, or such portion thereof as the said retained balance will cover.

ARTICLE VII

INSURANCE BONDS

7.1 INSURANCE

- A. Liability Insurance shall include all major divisions of coverage and be on a comprehensive basis including:
1. Premises Operations (including X, C, and U coverages as applicable).
 2. Independent Construction Manager's Protective.
 3. Products and Completed Operations.
 4. Personal Injury Liability with Employment Exclusion deleted. Hazards A, B, and C.
 5. Contractual, including specified provision for Construction Manager's obligation under Paragraph 2.18 (Specific reference to the Contract to be included).
 6. Owned, non-owned and hired motor vehicles.
 7. Broad Form Property Damage including Completed Operations.
 8. Employees as additional insured.
- B. The insurance shall be written for not less than the following limits, or greater if required by law:
1. Worker's Compensation:
 - a. State: Statutory
 - b. Employer's Liability: \$100,000.00 by accident
\$500,000.00 by Disease, Policy Limit
\$100,000.00 by Disease, Each Employee
 2. Comprehensive General Liability (Including Premises-Operations; Independent Construction Manager's Protective; Products and Completed Operation Broad Form) (Liability, Contractual Liability)
 - a. Bodily Injury
 1. Each Occurrence \$1,000,000.00
 2. Annual Aggregate \$2,000,000.00
 - b. Property Damage
 1. Each Occurrence \$1,000,000.00
 2. Annual Aggregate \$2,000,000.00
 3. Personal Injury
 - a. Each Occurrence \$1,000,000.00
 4. Completed Operations and Products Liability shall be maintained for one (1) year after final payment.
 5. Property Damage Liability Insurance shall include coverage for the following hazards: X, C, U.

6. Comprehensive Automobile Liability (including owned, non-owned, and hired vehicles): Combined Single Limit of Liability for Bodily Injury and Property Damage
 - a. Each Occurrence **\$1,000,000.00**
7. If an exposure exists, Aircraft Liability (owned and non-owned), with limits approved by the Owner shall be provided.

Insurance is to be written on a Commercial General Liability policy form, ACCORD form 25S will be acceptable.

The Construction Manager shall not commence any work in connection with this Agreement until he has obtained all of the required types of insurance and such insurance has been approved by the Owner, nor shall the Construction Manager allow any Subcontractor to commence work until his insurance has been so obtained and approved. The Owner shall be named as Additional Insured on the Comprehensive General Liability policy. All insurance policies shall be with insurers qualified and doing business in Florida and having an A.M. Best Rating of A-VII or better.

The Construction Manager shall require the Subcontractor to provide Workmen's Compensation Insurance for all of the latter's employees unless such employees are covered by the protection afforded by the Construction Manager. Such insurance shall comply fully with the Florida Workmen's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workmen's Compensation Statute, the Construction Manager shall provide, and cause each Subcontractor to provide, adequate insurance satisfactory to the Owner for the protection of his employees not otherwise protected.

The Construction Manager shall be responsible for purchasing and maintaining an Owner's Protective Liability Insurance Policy.

Until work is completed and accepted by the Owner, the Construction Manager shall purchase and maintain property insurance upon the entire work at the site of the full insurable value thereof.

C. Builders Risk Insurance

Unless otherwise provided, the Construction Manager shall purchase and maintain, in a company or companies lawfully authorized to do business in the jurisdiction in which the Project is located, property insurance written on a builder's risk "all-risk" or equivalent policy form in the amount of the initial Contract Sum, plus value of subsequent Contract modifications and cost of materials supplied or installed by others, comprising total value for the entire Project at the site on a replacement cost basis without optional deductibles. Such property insurance shall be maintained, unless otherwise provided in the Contract Documents or otherwise agreed in writing by all persons and entities who are beneficiaries of such insurance, until final payment has been made. This insurance shall include interests of the Owner, the Construction Manager, Subcontractors and Sub-subcontractors in the Project.

The Construction Manager's attention is called to the fact that Builder's Risk Insurance usually excludes coverage of theft of materials and equipment stored on the site but not yet installed in the facility. Therefore, it shall be the responsibility of the Construction Manager to protect and to replace any loss of materials or equipment due to such theft, until final acceptance of the project.

The Builder's Risk policy is usually subject to a deductible on each and every loss. In event that a minimal deductible is required by the Insurer, the deductible portion of such loss, for materials or equipment installed in the facility, shall be the responsibility of the Owner; provided, however, such deductibles will be responsibility of the Construction Manager to the extent the loss is caused by the negligence or intentional misconduct of the Construction Manager, any of its Subcontractors or material suppliers, or any other person for whom the Construction Manager is responsible.

The Owner, at the Owner's option, may purchase and maintain such insurance as will insure the Owner against loss of use of the Owner's property due to fire or other hazards, however caused.

If the Owner requests in writing that insurance for risks other than those described herein or other special causes of loss be included in the property insurance policy, the Construction Manager shall, if possible, include such insurance, and the cost thereof shall be charged to the Owner by appropriate Change Order.

Before an exposure to loss may occur, the Construction Manager shall file with the Owner a copy of each policy that includes insurance coverages required by this Paragraph. Each policy shall contain all generally applicable conditions, definitions, exclusions and endorsements related to this Project. Each policy shall contain a provision that the policy will not be canceled or allowed to expire, and that its limits will not be reduced, until at least 30 days prior written notice has been given to the Owner.

The Owner as fiduciary shall have power to adjust and settle a loss with insurers unless one of the parties in interest objects in writing within five days after occurrence of loss to the Owner's exercise of this power; if such objection is made, the dispute shall be resolved through legal action

D. Certificates of Insurance

The certificates shall be dated, addressed to the Owner and shall set forth the following:

1. Name of Insured
2. Specific Job and Job Number
3. Name of Insurers
4. Number of Policy
5. Effective and Termination Dates
6. The Coverages and Limits
7. Statement that the insurer will mail notice to the Owner at least thirty (30) days prior to any material changes in provisions or cancellation of the policy.
8. The Clay County District School Board names as Additional Insured Party on Comprehensive General Liability Certificate Only.

ARTICLE VIII

PERFORMANCE BOND AND PAYMENT BOND

8.1 PERFORMANCE AND PAYMENT BOND

The Construction Manager shall furnish bonds covering faithful performance of the Contract and payment of obligations arising thereunder. These bonds must be written by an insurance company having an A.M Best Rating of "A-VIII" or better. Bonds may be obtained through the Construction Manager's usual source and the cost thereof shall be included in the Contract sum. The amount of each bond shall be equal to 100% of the Contract Sum.

The Construction Manager shall deliver the required bonds to the Owner not later than three (3) days following the date of School Board approval of the Guaranteed Maximum Price, or if the Work is to be commenced prior thereto in response to a letter of intent, submit evidence satisfactory to the Owner that such bonds will be furnished.

The Construction Manager shall require the attorney-in-fact who executes the required bonds on behalf of the surety to affix thereto a certified and current copy of the power of attorney.

ARTICLE IX

ACKNOWLEDGEMENT

This Agreement has been fully read and is agreed to by:

Construction Manager

Date

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

C27 - County-Wide Mechanical/Electrical Engineer Contract Renewal (2019/2020)

Description

Renew Contract for County-Wide Mechanical/Electrical Engineer with Haddad Engineering, Inc. Contract period is September 6, 2019 through September 6, 2020.

Gap Analysis

N/A

Previous Outcomes

Original Contract was approved on September 6, 2018 and has been used successfully during this past term to provide quality services to the district.

Awarding a continuing contract for mechanical/electrical engineering services authorizes a firm or individual to proceed with School Board projects not exceeding a monetary value specified in Board Policy for a period of one year. The appointed mechanical/electrical engineering firm shall be available to design, manage, and inspect any School Board projects within the authorized limit without having to bid against other firms.

Expected Outcomes

This contract allows for more efficient execution of minor mechanical/electrical projects requiring professional design services.

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

Renew Haddad Engineering, Inc., at a fee of 8.5% of the construction cost for County-Wide Mechanical/Electrical Engineering Services for the period of September 6, 2019 through September 6, 2020.

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations, (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Project Manager, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

All funding necessary for the Mechanical/Electrical Engineering fees resulting from this contract are budgeted within the Educational Facilities Plan. The exact amount of fees cannot be determined at this time.

Review Comments

Attachments

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

Adoption of Consent Agenda

Description

This item is for motion and action on all items contained in the Consent Agenda.

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

Approve the Consent Agenda.

Contact

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

Financial Impact

See individual Consent Item statements.

Review Comments**Attachments**

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

D1 - Appoint one Board member and one citizen member to serve on the 2019 Value Adjustment Board (Mrs. Studdard)

Description

Florida Statute 194.015 requires that the School Board of each county annually elect one person from its membership to serve on the Value Adjustment Board (VAB). Additionally, the School Board must appoint a citizen member to the VAB. The citizen must own a business occupying commercial space located within the school district, may not be a member or employee of the school district, and may not be a person who represents property owners in any administrative or judicial review of property taxes. The VAB will meet in September to choose special magistrates, reappoint counsel and certify the tax roll so that the tax bills may be sent out by November 1, 2019. It is anticipated that the VAB would then meet again in the first quarter of 2020 to review the special magistrate findings on the petitions. It is possible that the VAB will also be called upon to adjudicate disputes arising from the valuation of the portability of assessments.

Gap Analysis

Section 194.015, Florida Statutes, mandates compliance.

Previous Outcomes

Year	School Board Representative	Citizen Member
2018	Ashley Gilhousen	Leslie Dougher
2017	Betsy Condon	Leslie Dougher
2016	Janice Kerekes	Charles "Scott" Roberts
2015	Carol Studdard	Charles "Scott" Roberts
2014	Johnna McKinnon	Charles "Scott" Roberts

Expected Outcomes

At the Board's discretion.

Strategic Plan Goal

N/A

Recommendation

Elect one Board member to serve on the Value Adjustment board and appoint one citizen who meets the statutory qualifications to serve on the Value Adjustment Board.

Contact

Carol Studdard, School Board Chair

Financial Impact

None

Review Comments

Attachments

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

D2 - 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

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

Financial Impact

None

Review Comments**Attachments**

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

D3 - Public Hearing to approve modifications to the 2018-2019 Student Progression Plan

Description

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

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

1.1 Develop a high quality and aligned instructional system

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

Recommendation

That the School Board approve the revisions to the Student Progression Plan for 2019 - 2020 following the public hearing.

Contact

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

Financial Impact

\$0.00

Review Comments

Attachments

- 🔗 [Student Progression Plan 2019 - 2020 Redlined DRAFT.pdf](#)
- 🔗 [Student Progression Plan 2019 - 2020 - DRAFT.pdf](#)
- 🔗 [Rationale for 19-20 SPP Changes.pdf](#)
- 🔗 [Student Progression Plan 2019-20 - NOTICE OF APPROVAL TO ADVERTISE - Google Docs.pdf](#)



STUDENT PROGRESSION PLAN

~~2018-2019~~ 2019-2020

ADDISON G. DAVIS
SUPERINTENDENT OF SCHOOLS
SCHOOL DISTRICT OF CLAY COUNTY

JANICE KERES
CAROL STUDDARD
~~BETSY CONDON~~
TINA BULLOCK
MARY BOLLA
ASHLEY GILHOUSEN

DISTRICT 1
DISTRICT 2
~~DISTRICT 3~~
DISTRICT 3
DISTRICT 4
DISTRICT 5

CLAY COUNTY PUBLIC SCHOOLS
GREEN COVE SPRINGS, FL 32043

STUDENT PROGRESSION PLAN

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DRAFT

INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule the administrative procedures required in state legislation. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

Florida Statute 1008.25 states:

Each district school board shall establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards.

FLORIDA STATE STANDARDS ~~(6A-1.09401)~~

Student Performance Standards in Florida are defined as the K-12 Academic Standards for the State of Florida, inclusive of the Next Generation Sunshine State Standards, and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The ~~Next Generation Sunshine State Standards~~ standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND PLACEMENT

Student promotion in the Clay County School District is based upon an evaluation of each student's progress toward meeting the appropriate grade level expectations. Decisions regarding promotion and retention should be based on consideration of the following:

Progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards/Grade Level Expectations, district competencies and objectives and other data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.

Students who do not satisfactorily achieve established objectives for the grade or course

to which they are assigned, may be assigned to the same grade for the next school year or given alternative assignment. The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. The purpose is to provide assistance to students who do not meet district and state expectations for proficiency in ELA, science and mathematics and/or to improve behavior and attendance by way of interventions. The plan may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions that may include, small group interventions within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA; science and/or mathematics); consideration for ESE services; behavior contracts, attendance improvement plans, and other remedial activities as determined by the school district. A student's level of proficiency in the areas of reading, writing, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Science proficiency was added in 1999 with statewide measurement beginning in 2003. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school coursework (grades 6-12) or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, contracted academic services (previously approved), modified curriculum, exceptional education services, class size reduction, and suspension of other curriculum offerings in areas other than reading, writing, and mathematics or in those subjects specifically required for graduation in grades 9-12.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and junior high school years. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documentation by either the student's RtI Plan or the student's IEP.

Students scoring a Level 1 on the statewide assessment test in reading for grade 3 must be retained. It should be noted that no social promotion/Administrative placement (1008.25(6)(a) F.S.) is allowed. Florida statutes prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion, administrative placement or placement at the next grade level without regard for student mastery of the appropriate Florida Standards.

STATEWIDE STUDENT ASSESSMENT PROGRAM

All students must participate in statewide assessment tests at designated grade levels as required by S.1008.22 F.S. The primary purposes of the student assessment program are to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

- a. Assess the annual learning gains of each student toward achieving the [Florida Standards or](#) Next Generation Sunshine State Standards appropriate for the student's grade level.
- b. Provide data for making decisions regarding school accountability and recognition.
- c. Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard diploma.
- d. Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- e. Provide information to aid in the evaluation and development of educational programs and policies.
- f. Provide information on the performance of Florida students compared with that of other students across the United States.

GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS

Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, setting and learning activities, and/or diagnostic and assessment procedures in eligible students [as required by S.1008.22 F.S.](#) The educational program shall provide services which support the program goals and lead to improved discipline. Student participation in such programs shall be for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

Students in grades 1-12 shall be eligible for participation in these programs based upon the following Early Warning System criteria:

1. The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
 - a. Course failure in English Language Arts or mathematics during any grading period. A Level 1 score on the statewide, standardized assessments in English

- b. Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).
2. The student's attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
 3. The student has one or more suspensions, whether in school or out of school.
 4. The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
 5. The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
 6. Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
 7. Severely threatens the general welfare of students or others with whom the student comes into contact.
 8. The student is identified by a school's early warning system pursuant to s. 1001.42(18)(b).
 9. "Second chance schools" means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. As partnership programs, second chance schools are eligible for waivers by the Commissioner of Education from State Board of Education rules that prevent the provision of appropriate educational services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings.

Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior high school, or high school level. Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of technical education, pre-employment training, and behavioral management. Such programs shall utilize instructional teaching methods appropriate to the specific needs of the student.

Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the effective, pedagogical, and content-related skills necessary to meet the needs of these students.

Each district providing a program for dropout prevention and academic intervention program pursuant to the provisions of this section shall maintain for each participating student records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned or the type of academic intervention services provided and an evaluation of the student's academic and behavioral performance while in the program. The school principal or his/her designee shall prior to

placement in a dropout prevention and academic intervention or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt request, to the student's parent, guardian, or legal custodian. The parent, guardian, or legal custodian of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents or guardians of student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review of any action by school personnel relating to such placement.

MILITARY FAMILIES AND TRANSFERS

The "Interstate Compact on Educational Opportunity for Military Children" was implemented to accommodate children from military families who have been transferred from one state to another. The purpose of the "Compact" is to make this transition as seamless as possible. The "Compact" applies to active members of the uniformed services, members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement, and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT

In the event that official educational records cannot be obtained by the parent, the sending school will furnish a complete set of "unofficial educational records." When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. Copying fees will not exceed the reasonable cost of reproduction. If necessary;

- Upon enrolling the student, the receiving school will request official records from the sending school. Upon receipt of this request, the school will furnish the records within ten (10) business days (not including staff holidays);
- ~~Immunization records will be obtained within 30 days of enrollment by the receiving school;~~ Immunization records must be provided at the time of enrollment;
- Students should be allowed to continue their enrollment at the grade level in which they left the previous state regardless of age (including kindergarten). If the student(s) successfully completed a grade level in the sending state, they should be enrolled in the next highest grade level in the receiving state, regardless of age;
- Any student who transfers from an out-of-state public school and does not meet regular age requirements for admission to the receiving school will be admitted upon presentation of the information provided by the educational records. If transferring from an out-of-state nonpublic school and does not meet regular age requirements of the receiving school, the student will be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the student's academic credit is acceptable under rules of the receiving school board. To be admitted into the receiving school, the transferring student must provide the following:

- a. Official military orders showing that the military member was assigned to the state in which the child was previously enrolled and attended school. If the child was residing with a legal guardian and not the military member, a copy of the family care plan or proof of guardianship will be provided;
 - b. An official letter or transcript from the school authorities of the sending school showing attendance, academic and grade placement information;
 - c. Documented evidence of immunization;
 - d. Evidence of date of birth.
- When the student transfers before or during the school year, the receiving school will initially honor placement of the student in educational courses based on the student's enrollment in the sending state/school or based on the educational assessment conducted at the sending school. Continuing the student's academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement;
- In compliance with IDEA, the receiving school will initially provide comparable services to a student with disabilities based on his/her current "Individualized Education Program" (IEP) and make reasonable accommodations and modifications for incoming students with disabilities, subject to an existing 504 Plan, in order to provide the student with equal access to education. The receiving school may then perform subsequent evaluations to ensure appropriate placement and services;
- School districts shall have flexibility in waiving course/program prerequisites for placement in courses/programs.

ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES

- A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, will be granted additional excused absences at the discretion of the Superintendent or Principal to visit with his or her parent/legal guardian.

GRADUATION OF CHILDREN FROM MILITARY FAMILIES

In order to facilitate the on-time graduation of children of military families, schools will incorporate the following procedures:

- Waive specific course requirements for graduation if similar coursework has been satisfactorily completed in the sending school OR will provide reasonable justification for denial. If a waiver is not provided to a student who would qualify to graduate from the sending school, the receiving school will provide an alternative means of acquiring coursework for that graduation to occur on time;
- Exit exams: Receiving schools will accept any of the following testing information:
 - a. Exit or end-of-course exams required for graduation from the sending state;

- b. National norm-referenced achievement tests;
- c. Alternative testing in lieu of testing requirements for graduation in the receiving state.
- Students transferring under the “HOPE Scholarship Program” are eligible for all programs offered by the District or a school.
- In case a student transfers during their senior year and is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student met the graduation requirements from that school.
- Clay Virtual Academy students from military families that move from Clay County but maintain residency in Florida and a mailing address in Clay county that is checked regularly may remain enrolled in Clay Virtual Academy. Due to ~~on-site~~ onsite state testing requirements, most will want to continue enrollment as a homeschooled student.

ELIGIBILITY

- Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law will be sufficient for the purpose of enrollment and all other actions requiring parental participation and consent;
- A transitioning military child who is placed in the non-custodial parent or other person standing in loco parentis, may continue to attend the school in which they are enrolled while residing with the custodial parent;
- The school will make every effort to obtain eligibility privileges for extracurricular activities, regardless of application deadlines, working in conjunction with the state high school athletic association, to the extent they are otherwise qualified.

OVERSIGHT, ENFORCEMENT AND DISPUTE RESOLUTION

Please refer to the “Interstate Compact on Educational Opportunity for Military Children” for information related to disputes or controversies. In addition, contact the Clay County School District with questions pertaining to this subject.

ELEMENTARY EDUCATION (K-6)

INSTRUCTIONAL PROGRAMS

~~I. ADMISSION AND TRANSFER~~

~~A. ADMISSION AND DISTRICT REQUIREMENTS~~

~~1. Kindergarten (F.S. 1003.21)~~

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. **NO PROVISION FOR EARLY ADMISSION TO KINDERGARTEN EXISTS.**

~~2. First Grade (F.S. 1003.21)~~

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- a. Enrollment in a public school; or
- b. Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21. **NO PROVISION FOR EARLY ADMISSION TO FIRST GRADE EXISTS.**

~~3. First Entry to the Clay County District Schools~~

Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- a. Proof of date of birth for kindergarten and grade one students.
(F.S. 1003.21) If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in Florida Statute 1003.21:
 - a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by

- an affidavit sworn to by the parent;
- an insurance policy on the child's life that had been in force for at least two years;
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- a passport or certificate of arrival in the United States showing the age of the child;
- a transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
- if none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

A homeless child, as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.

- c. A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- d. A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12. Required immunizations include (F.S. 1003.22):
 - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
 - Two or three doses of hepatitis B (HepB) vaccine
 - Three, four, or five doses of polio vaccine *
 - Two doses of measles-mumps-rubella (MMR) vaccine
 - Two doses of varicella vaccine for K-8 **
 - One dose of varicella vaccine for grades 10-12

*If fourth dose of vaccine is administered prior to fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.

**Varicella vaccine is not required if varicella disease is documented by health care provider.
- e. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- f. Social Security Number (District request)

B. TRANSFER DISTRICT REQUIREMENTS

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in F.S. 1003.21 and F.S. 1003.22 and will be subject to the following conditions (this includes HOPE Scholarship Program transfers):

A. In-State Transfers from Nonpublic Schools to Kindergarten

Students transferring from a nonpublic Florida Kindergarten to the Clay County District Schools must provide:

- a. Evidence of date of birth (five years of age on or before September 1)
- b. Proof of immunization
- c. Evidence of medical examination performed within the last twelve months and
- d. Social Security Number (District request)

2. In-State Transfers from Nonpublic Schools to First Grade

Pupils transferring from a nonpublic first grade must provide:

- a. Evidence of successful completion of kindergarten in a nonpublic Florida school
- b. Evidence of date of birth (six years of age on or before September 1)
- c. Evidence of medical examination performed within the last twelve months
- d. Proof of immunization and
- e. Social Security Number (District request)

3. Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools

Entry into kindergarten and first grade, by out-of-state transfer students,

who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- a. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- b. Evidence of immunization against communicable diseases as required by F.S. 1003.22 on a Florida 680 or 681.
- c. Evidence of date of birth in accordance with F.S. 1003.21
- d. Evidence of medical examination performed within the last twelve months and
- e. Social Security Number (District request)

4. Home Education Program Entry or Reentry (FS 1003.21/1002.41)

When a student is transferring into Clay County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- a. Age and maturity;
- b. ~~Academic skills and abilities~~ standardized achievement test results;
- c. Previous record in public and private schools which include state assessments and;
- d. Evidence of work and achievement while in home education

Final grade placement will be determined by the principal at the end of four weeks (6A 1.09)

5. Assigning Grades to Transferring Students

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled.**

Transfers from one CCSD elementary school to another will be through Focus.

6. Assigning Report Card Grades

Receiving schools shall assign progress report grades when the student has been enrolled in the school fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

In no way will an academic penalty be used for a “code of conduct” violation with the exception of cheating or plagiarism.

7. Conversion Chart (Grades 3-6)

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

A+ = 100	A = 95	O = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 75
D+ = 69	D = 65	U = 59
	F = 55	

Grades earned outside School District of Clay County should be averaged to obtain the year’s average using the conversion chart. A notation in the comment section should denote grades and where they were earned

8. Change of Class/Courses ~~Transfer~~ of Clay County Students

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year based on (1) the teacher’s out-of-field certification status or (2) personal preference. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- a. Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- b. The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - i. Class size
 - ii. Grade and course
 - iii. Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- c. If approved, parent and teacher are notified;

- d. If not approved, parent is notified with explanation given.
- e. Consistent with School Board rules and in accordance with state statute (1012.28(5)F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in a program(s) or classes.

H. — ELEMENTARY INSTRUCTION

A. — PHYSICAL EDUCATION AND RECESS

Florida Statute 1003.455 requires each district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles. K-5 students and 6th grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- required to enroll in a remedial course
- parent indicates in writing to the school that:
 - parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
 - student is participating in physical activities outside the school equal to or in excess of mandated requirements.

“Free-play” recess will be included in the elementary day for grades K - 5 for 120 minutes weekly. (HB 7069)

B. — REGULAR PROGRAM

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curriculum. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. (Chapter 1001, Part II). Schools may also offer courses in art, music, media, and/or technology. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Florida State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

HOMEWORK (SDCC Policy 4.40)

Homework is defined as assignments which support specific concepts taught during the school day. Incomplete class work is not considered to be homework, but rather a continuation of the student's daily class work responsibility. Because all Clay Virtual Academy course work is completed outside the traditional classroom, this policy does not apply to CVA students.

Homework should not exceed 20-30 minutes for K-3 or 30-45 minutes for 4-6. Individually assigned, rather than class assignments, are strongly recommended. No homework is to be assigned over school holidays. No homework is to be assigned during statewide assessment tests.

D. MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA); therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high

quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

1. Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
2. Evidence-based curriculum and instructional approaches have a high probability of success for most students.
3. Instruction is differentiated to meet individual learning needs.
4. Reliable, valid, and instructionally relevant assessments include the following:
 - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
 - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
 - Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
 - Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
5. Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
6. Student response to instruction/intervention (MTSS) data are used to guide meaningful decision making.
7. Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
8. Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
9. All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

Problem Solving Process:

The problem-solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:

Step One: Define the problem of goal by determining the difference between what is expected and what is occurring.

Step Two: Analyze the problem using data to determine why the issue is occurring.

Step Three: Develop and Implement a Plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal.

Step Four: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress-monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed-through grade level/content area team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student's deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended.

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

Intensive remedial instructional strategies may include but are not limited to:

- a. Summer school coursework (Grades 3 and 6)
- b. Extended day services (before or after school tutoring)
- c. Parent tutorial programs (if appropriate)
- d. Contracted academic services (previously approved by the district)
- e. Exceptional Student Education
- f. Suspension of curriculum other than reading, writing, and mathematics, and science
- g. Intensive skills development programs
- h. **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- i. Implementation of a positive behavior support plan
- j. Remediation plan to help the student with make-up work
- k. Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).
- l. Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3rd grade statewide, standardized ELA assessment are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).

A review shall be conducted of MTSS Plans for all retained third grade students who did not score above Level 1 on FSA and did not meet one of the Good Cause exemptions. The Plan must address additional supports and services needed to remediate the deficiency.

When to consider starting an MTSS Academic or Behavior Plan

Academic Considerations

	READING	MATH	WRITING
K-2	<ul style="list-style-type: none"> Consistently scoring in the red success zone on a Clay established benchmark assessment Scoring in the yellow success zone of a Clay established benchmark assessment if supported by other data Teacher, parent, or other 	<ul style="list-style-type: none"> Scoring at the at-risk level on a Clay established benchmark assessment if supported by other data sources Teacher recommendation 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates

	<ul style="list-style-type: none"> instructional personnel recommendation Report card reflects skills not mastered as expected for grade level 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level 	weakness in writing skills
3-6	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher, parent, or other instructional personnel recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on FSA for the two previous school years Required for retained 3rd grade readers 	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on or FSA for the two previous school years 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates weakness in writing skills

Behavioral Considerations

K-6	<ul style="list-style-type: none"> Discipline referrals, Clay Behavior Universal Screener, Schoolwide Positive Behavioral Interventions and Supports (PBIS) data Students who exhibit externalizing or internalizing behaviors Students who present many behavioral challenges in and out of the classroom Students experiencing in-class consequences but do not get discipline referrals Students in ESE settings who may still need additional behavioral supports Teacher, parent, or other instructional personnel recommendation
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E. READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25)

~~Students in kindergarten or grade 1, grade 2 or grade 3 who exhibit a substantial deficiency in reading must be given intensive reading instruction. The student's reading proficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as evidenced by scoring Level 2 or higher on the Florida Standards Assessment (FSA) the student must be retained.~~

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive,

explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

~~The parent of any K-3 student who exhibits a substantial deficiency in reading, must be notified in writing of the following:~~

- ~~1. That his or her child has been identified as having a substantial deficiency in reading.~~
- ~~2. A description of the current services that are provided to the child.~~
- ~~3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.~~
- ~~4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause.~~
- ~~5. Strategies parents can use to help their child succeed in reading proficiency.~~
- ~~6. Alternate promotion means including portfolio reviews and alternate State approved assessments to show when a student is reading on grade level.~~
- ~~7. District's specific criteria and policies for mid year promotion.~~

The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

~~Students in grades 3 through 5 scoring a Level 1 or Level 2 on the grade 3 or grade 4 statewide, standardized ELA assessment in the prior school year, as well as current ELL students, are eligible for funds to supplement their reading deficiencies (F.S. 1002.411). This is contingent on available funds. In order to participate, the parent must:~~

- ~~• submit an application of an eligible scholarship funding organization by the established deadline;~~
- ~~• submit eligible expenses to the scholarship funding organization for reimbursement of qualifying expenditures which may include: instructional materials; curriculum, tuition and fees for part time tutoring services provided by a person holding a valid Florida educator's certificate (1012.56) or an adjunct teaching certificate (F.S. 1012.57) or a person who has demonstrated a mastery of subject area knowledge (1012.56(5)); fees for specialized summer education programs; fees for specialized after school education programs; specialized services by approved providers or by a hospital in this state which are selected by the parent and services such as applied behavior analysis services, services provided by speech language pathologists, occupational therapy services, services provided by physical therapists, services provided by listening and spoken language specialists and an appropriate acoustical environment for a child who is deaf or hard of hearing and who has received an implant or assistive hearing device, contributions to the Florida College Savings Program.~~
- ~~• the parent is responsible for the payment of all eligible expenses in excess of~~

~~the amount in the account.~~

~~The District is responsible for notifying each parent whose student scored a Level 1 or Level 2 on the grade 3 ELA assessment and/or classified as ELL of the process to request and receive a scholarship, subject to available funding.~~

Reading Scholarships

FS 1002.411 provides reading scholarship accounts for students. Contingent upon available funds, and on a first-come, first-served basis, each student in grades 3 through 5 who is enrolled in a Florida public school is eligible for a reading scholarship account if the student scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.

For an eligible student to receive a reading scholarship account, the student's parent must:

1. Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; StepUpForStudents.org
2. Submit eligible expenses to the eligible nonprofit scholarship-funding organization for reimbursement of qualifying expenditures, which may include: instructional materials, curriculum, tuition and fees for tutoring, summer education and after-school education programs designed to improve reading or literacy skills

By September 30, the school district shall notify the parent of each student in grades 3 through 5 who scored below a level 3 on the statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

F. — ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two

interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

Habitual Truancy

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be

exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e).
2. If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S
3. If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3)). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

1. An absence from school under the following circumstances shall be considered excused:
 - With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
 - Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
 - Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance inschool on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
 - The student is not enrolled in sufficient courses to allow for the student's

promotion or graduation, and thus the released time would not be equivalent to an optional period.

- The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
 - Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.
2. It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.
 3. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.
 4. An absence from school under the following circumstances may be considered unexcused.
 - The absence was without the parent/guardian's knowledge, consent or connivance.
 - Permission for the absence was requested but denied by the principal of the student's school.
 - No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.
 5. The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.
 6. Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.
 7. Missed instructional time due to ~~tardies~~ tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

8. Excused absences are: religious instruction/holidays, sickness, injury or other insurmountable conditions, absence for medical, clinical or therapeutic treatment of autism spectrum disorder, or absences due to participation in an academic class or program or as otherwise excused by the principal.
9. Students who have excused absences must be allowed to **make up missed work**. If a student has excessive absences, then he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day that a paper, project, test or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned prior to the absence is due the day the student returns. Work assigned during the absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established which indicates otherwise.
10. For unexcused absences, including out of school suspension, work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded. Work assigned and due during the time of an unexcused absence may be accepted for credit at the discretion of the teacher.
11. Attendance for CVA is documented as follows:
 - Students in grades K-5 must follow pace chart for each week;
 - Students in grades 6-12 must stay on pace for each week (minimum of 5% per week);
 - Any day a K-5 student does not log in is considered an absence if coursework is not up to date;

The Learnfare program requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced. (SDCC 4.54)

Per School Board Policy, Perfect Attendance is awarded to students that have been neither absent nor tardy. Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. To prevent parents from sending their child to school and then checking them out 30 minutes later, a student checked out prior to 10 a.m. will be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. (SDCC Policy 4.02 G)

G. ASSESSMENT (F.S. 1008)

Students in grades kindergarten through 6 are evaluated annually. **All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.** Each student who does not meet specific

levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs. Test ~~adaptations~~ accommodations and modification of procedures may occur, as necessary, for students in Exceptional Education, for students with a 504 plan, and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP), 504 Plan or the English Language Learners Plan (ELL).

The Florida Standards Assessments (FSA) (<http://fsassessments.org>) elementary testing requirements are as follows:

Florida Kindergarten Readiness Screener (FLKRS) – (F.S. 1002.69) All school districts are required to administer the statewide screening based upon the VPK standards to each kindergarten student in the school district within the first 30 school days of the school year. Data will be used to identify students in need of intervention and support. Retained kindergarten students will not be screened. Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

FSA English Language Arts – Writing– The FSA Writing component is administered to all fourth, fifth, and sixth grade students. Results for the Writing Component will be combined with the FSA English Language Arts assessment for one combined score.

FSA Mathematics – This test is administered to all students in grades 3, 4, 5 and 6.

FSA English Language Arts – This test is administered to all students in grades 3,4,5, and 6 in a separate assessment window from the FSA Writing component. Results from the English Language Arts assessment are combined with the FSA Writing component for one combined score.

Statewide Science Assessment – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

ACCESS 2.0 – This test is administered to all ELL (English Language Learner) students with a code of “LY” on the first day of the test administration window.

Progress Monitoring

- Clay County District schools will use the i-Ready reading diagnostic three times a year for reading progress monitoring in grades K-8. *K-3
- Clay County District schools will use the Achieve3000 LevelSet three times a year for reading progress monitoring in grades 4-10.
- Clay County District schools will use the i-Ready reading diagnostic three times a year for math progress monitoring in grades K-8.

Student performance on teacher developed commercially produced assessments determine grades on report cards. Required district achievement testing and statewide assessments do not impact the student's report card grade.

III. ELIGIBILITY FOR ALTERNATE ASSESSMENT

A. FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines:

~~The Florida Standards Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Education Plan (IEP) teams are responsible for determining whether students with disabilities will participate in alternate assessment.~~

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments.

~~In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the Florida Standards Alternate Assessment:~~

Questions to Guide the Decision Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program	YES	NO
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1. Does the student have a significant cognitive disability?		
2. Even with appropriate and allowable instructional accommodations, —assistive technology, or accessible instructional materials, does the —student require modifications to the grade level general state content —standards?		
3. Does the student require direct instruction in academics areas of —English language arts, mathematics, social studies, and science-based —on access points in order to acquire, generalize, and transfer skills —across settings?		

All of the following criteria must be met:

- a). The student has a significant cognitive disability.
- b). Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- c). The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- d). The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

~~If the IEP team determines that all three of the questions accurately characterize a student's current educational situation,~~ If the student meets all of the criteria for alternate assessment, ~~then~~ the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If ~~"yes" is not indicated in all three areas,~~ the student does not meet the criteria, ~~then~~ the student should be instructed in ~~the~~ general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score.

The four achievement levels are:

Level 1

Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

Level 2

Students at this level demonstrate a limited level of success with the Florida

Standards Access Points.

Level 3

Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

Level 4

Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

B. GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learner (ELL) students, who have been in an English Language Program for less than two years and fail to meet district expectations on the state assessments in reading, shall be exempted for Good Cause from the third grade mandatory retention.

All English Language Learners (ELL) who are identified as LY, or active ESOL learners who have been enrolled in school in the United States for less than twelve (12) months may be exempted from the statewide assessment in reading but are required to take the annual ACCESS 2.0 assessment in accordance with Rule 6A-6.0902.

IV. REPORTING PUPIL PROGRESS

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, social studies and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

A. REPORT CARDS - F.S. 1003.33

Student report cards will be issued every nine weeks. Incomplete work must be completed for a grade within two weeks of the last day of the grading period. This may not extend past the last day of school. Extensions for illness or incapacitating accident must be approved by the Principal.

Report cards will contain:

- The student's academic performance in each class or course grades 3-6 based upon examinations as well as written papers, class participation, and other academic performance criteria (performance will be considered at grade level unless otherwise stated)
- The student's conduct and behavior
- The student's attendance, including absences and tardies

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Students in Kindergarten – Second grade with significant cognitive disabilities and working on the Participatory or Supported Level *Florida State Standards Access Points* will be evaluated with a modified report card. **All other students will be evaluated with the standard grade level report card.**

B. REPORT CARDS K-2 K-1

~~The report card for students in grades K-2 communicates student progress using a growth scale that assesses a child's individual understanding of concepts and skills at key points during the year. A growth model differs from a traditional grading scale because it measures progress toward mastery. "Mastery" is defined as "meeting the standard" and is not expected until the end of the year. The Report Cards for K-1 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health. These grades are evaluated by the teacher using through the use of the following scale:~~

~~A student's progress toward mastery of specific skills or concepts will be reported quarterly using the following indicators:~~

- ~~• A blank field indicates that the skill has not yet been taught or assessed.~~
- ~~• A "\ " means that the skill or concept has been taught and with additional time and support, your child should achieve mastery by the end of the year.~~
- ~~• Areas of concern are marked with an "X".~~

~~An overall rating is also assigned to each domain in which the standards are comprised. These include; Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, Language, Science, Social Studies, Mathematics and Personal Development. These are also reported quarterly using the following scale:~~

- ~~• M= Student has independently and consistently demonstrated mastery of the standard~~
- ~~• P= Student is making sufficient and expected progress toward mastery~~
- ~~• I= Student is making insufficient progress and is in need of remediation and additional support~~

~~For the fourth quarter, each domain is marked as “M” for mastered, “P” for progressing, or “I” for not mastered.~~

E - Excellent - Student consistently exceeds grade level expectations. (90% - 100%)

S - Satisfactory - Student consistently meets grade level expectations. (70% - 89%)

N - Needs Improvement - Student does not consistently meets grade level expectations. (60% - 69%)

U - Unsatisfactory - Student does not meet grade level expectations. (59% and below)

Conduct and behavior is evaluated by the teacher using the following scale:

O = Outstanding

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

REPORT CARDS 32-6

The Report Cards for 2-6 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health are evaluated ~~by the teacher~~ using through the use of the following scale:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Conduct and behavior is evaluated by the teacher using the following scale:

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Students may also participate in courses such as physical education, music, art and technology. Performance or nonperformance in these classes may be communicated by the teacher via the district’s Parent Portal.

EVERY GRADING PERIOD, THE TEACHER WILL INDICATE WHETHER THE STUDENT IS WORKING ON (ON GRADE LEVEL), OR BL (BELOW GRADE LEVEL) FOR ALL CORE ACADEMIC SUBJECTS.

€. HONOR ROLL (GRADES 3-6 ONLY)

To be eligible for the Honor Roll in grades 3-6, students must be working **on grade level**. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all “A’s” and/or “A’s and B’s” but are not working on grade level.

1. For “A” Honor Roll:

All “A’s” are required in: Language Arts, Math, Science/Health, and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward Honor Roll. To attain year-long “A” honor roll the student must attain “A” honor roll each grading period during the year.

2. For “A/B” Honor Roll:

Grades of “A” or “B” are required in Language Arts, Math, Science/Health and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward the Honor Roll. To attain year-long honor roll for “AB” the student must achieve honor roll each grading period during the year.

∇. ELEMENTARY GRADE PLACEMENT K-6

State law (1003.21(2)F.S.) places the responsibility for the placement of students with the school district. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student’s placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision for promotion or retention is the responsibility of the building Principal (1012.28(5)F.S.).**

A. — MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if

the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

B. PROMOTION

Promotion is based on mastery performance standards approved by the State Board of Education according to Florida Statute 1003.41 for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in reading, writing, science, and mathematics at each grade level as defined in the Florida State Standards. This also includes proficiency in statewide assessments below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account student learning style.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25). Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Standards Assessment.

1. Promotion, assignment, or retention normally will occur at the end of the school year or at the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal.
2. Students in grade 6 must earn a promotion credit in Language Arts, Math,

Science, and Social Studies to be promoted to 7th grade. To earn a promotion credit a student must earn a “D” or better on grade level in the subject area. A student may earn only one promotion credit in Summer School. A student can earn an additional promotion credit for promotion purposes through a state approved virtual instruction provider.

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade promotion, mid-year promotion, and subject-matter acceleration within the same school; virtual instruction in higher grade level subjects pursuant to S. 1002.3105 (2) (a).

Additional ACCEL options include enriched science, technology, engineering, and math (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options available within the principal’s school.

STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS – RULE 6A-1.094222

Mid-year promotion of retained third grade students must occur during the **first** semester of the academic year.

- a. To be eligible, a student must demonstrate that he/she:
 - 1) is a successful and independent reader as demonstrated by reading at or above third grade level; **and**
 - 2) has progressed sufficiently to master appropriate fourth grade reading skills; **and**
 - 3) has at least a “C” average in reading, math, science, and social studies at the third grade level.
- b. The student must be able to demonstrate that he/she has the ability to perform satisfactorily at a fourth grade reading level consistent with the month of promotion to fourth grade as presented in the ELA Curriculum Guides. Evidence of demonstration of mastery will be:
 - 1) successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; **or**

- 2) a score at the 45th percentile or higher on the SAT-10 reading test or iReady reading equivalent of the 50th percentile or above which is consistent with the month of promotion to fourth grade.
- c. To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
- 1) be selected by the district;
 - 2) be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - 3) include evidence of mastery of the standards assessed by the grade 3 FSA ELA;
 - 4) include evidence of beginning mastery of grade 4 standards. This includes multiple choice, text-based response, and passages that are approximately 50% literary text and 50% information text and;
 - 5) be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- d. The RtI/MTSS Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

D. DETERMINATION REGARDING PROMOTION

The basis for making the determination regarding promotion should reflect student performance according to:

- a. proficiency with state standards as determined by i-Ready diagnostic reports in grades K-8*
- b. student growth as determined by i-Ready diagnostic reports in grades K-8*
- c. classwork and formative/summative assessments (reported grades)
- d. performance on required statewide assessments
- e. other objective data presented by teacher (Achieve3000 Lexile Level, LLI Reading Level, etc.)
- f. Recommendation of the Individual Education Plan (IEP) team.

E. ACCELERATION

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school.

The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, **the student will be returned to the former placement.**

Mid-year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options.

F. STUDENTS WITH DISABILITIES

Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be determined by the IEP team and based on the student meeting the goals and objectives on the Individual Education Plan. See Good Cause regarding mandatory grade 3 retention if applicable.

VI. REMEDIATION

A. REMEDIATION K-6

1. A student exhibiting substantial reading difficulty must receive intensive reading instruction both during and outside the literacy block. Remediation should also be supported in the content area subjects. This must occur immediately following the identification of the reading deficiency. The student must continue to be given reading instruction until the deficiency is remedied.
2. Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:
 - a. additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
 - b. implementation of an individual intervention plan developed, in conjunction with a parent or guardian that is designed to assist the student(in meeting state and district expectations of proficiency.
 - c. contingent upon available funds, access to the "Reading Scholarship Accounts" program.

B. SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE)

(F.S. 1003.4156)

In order to be promoted to grade 9, junior high students must successfully complete the following during their 6th, 7th and 8th grade years:

- 3 courses in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level

Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school credit, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)

- 3 courses in Social Studies (one of which must be Civics which includes a statewide, standardized EOC that constitutes 30% of the student's final grade. A middle grades/junior high student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two-year-long courses in social studies that include coverage of civics education.)
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)
- ~~Complete a career course in grade 8 and complete the Electronic Personalized Educational Plan (ePep) component (FS 1008.25(6)(a)).~~
- F.S. 1003.455 Requires one semester of physical education each year for students enrolled in grades 6-8.

Sixth grade students who score Level 1 or 2 on the FSA ELA must complete a remedial course or a content area course in which remediation strategies are incorporated in course content the following year. Students scoring a Level 2 on FSA Reading will be assessed at the end of the sixth grade to determine placement in intensive reading or placement in a content area reading course in seventh grade.

Sixth grade students who score Level 1 or 2 on the FSA Math must receive remediation that may be integrated into the required math course the next year. Refer to page 19 for requirements of RtI Plans for students scoring Level 1 or 2 on FSA.

SIXTH GRADE FAST TRACK PROGRAM

This program allows selected 6th grade students to be promoted to the junior high should they meet the following criteria:

- Student with 2 or more retentions
- Student who is 13 years of age on or before September 1st

- Student must attend summer school
 - Principal recommends for Fast Track; requires District Office approval
- Contact the school guidance counselor for more information.

VII. RETENTION

A. GENERAL REQUIREMENTS:

Students failing to achieve district levels of expectation **must** receive remediation. If, after remediation, they are still deficient, they **may** be retained.

Recommended Steps for Retention Consideration

- Identify potential students and verify whether the students are receiving support services through an active monitoring plan or Individual Education Plan or 504 Plan.
- In consultation with the principal, teachers will notify parents **prior** to the last nine weeks of the school year.
- Students who have difficulty meeting promotion requirements should be evaluated for retention by the professional team (administrator, teacher, and counselor). Consideration should be given for a referral to the Response to Intervention Team/MTSS, Student Services Team, and/or counseling.

No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should determine if a student is ready for the work of the next grade level.

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

The school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

Students in grades K-6 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

B. MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25)

- a. It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- b. If the student's reading deficiency is not remedied by the end of the grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.
- c. If a grade 3 student transfers after the administration of the Florida Standards Assessment, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade. The assessment, identified by the state, is the SAT-10 or iReady Reading. The student must score 45% or higher on the SAT-10 or 50th percentile or higher on the iReady diagnostic to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause" #4.
- d. Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause" #1.
- e. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FSA is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.
- f. Each school district shall conduct a review of MTSS Plans (or Individual Education Plans for students with disabilities) for all retained third grade students who did not score above Level 1 on the FSA ELA and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.

- g. Third grade students who are retained must be provided intensive interventions in reading to eliminate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.
- h. Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a Good Cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.
- i. The school district shall require a student portfolio to be completed for each retained third grade student.
- j. Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including scientifically research-based reading instruction and other strategies, which may include, but are not limited to: integration of science and social studies content within the reading block; small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year (summer reading camps).
- k. Provide students who are retained with a highly effective teacher.
- l. Retained third grade students who have received intensive instructional services who subsequently score Level 1 must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

VIII. EXEMPTION FOR GOOD CAUSE

A. GOOD CAUSE EXEMPTIONS FOR GRADE 3

The district school board may only exempt students from mandatory retention in grade 3 for Good Cause. Good Cause exemptions shall be limited to the following:

- 1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.

2. Students with disabilities whose Individual Education Plan indicates that participation in FSA is not appropriate.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (SAT-10 alternative assessment/iReady reading).

All grade 3 students new to the county or students who missed the reading portion of the FSA will be administered the an alternative assessment prior to the end of the school year. All grade 3 students who scored Level 1 will also take the SAT-10 at the end of Summer Reading Camp.

To promote a student using the SAT-10 as an alternative assessment Good Cause exemption, the grade 3 student scoring at Level 1 Reading FSA must score at or above the 45th percentile on a parallel form of the SAT-10. The SAT-10 may only be administered **TWO** times. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student's Reading FSA scores or during the last two weeks of school, whichever occurs first, for student promotion purposes. The iReady scale score requirement for promotion is Reading 535 or higher.

4. To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
 - 1) be selected by the district student's teacher;
 - 2) be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - 3) include evidence of mastery of the standards benchmarks assessed by the grade 3 Reading FSA ELA (2015);
 - 4) include evidence of beginning mastery of grade 4 standards. Benchmarks that are assessed by the grade 4 Reading FSA (2015). This includes multiple choice, short text-based response, and extended response items and passages that are approximately 5060% literary text and 5040% information text, and are between 100-900 words with an average of 500 words. **For each benchmark, there must be three examples of mastery as demonstrated by a grade of "70%" or better;** and
 - 5) be signed by the teacher and the principal as an accurate assessment of the required reading skills.

5. Students with disabilities who participate in the FSA **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K, 1, 2, or 3.
6. Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a monitoring plan (or Individual Education Plans for students with disabilities) that included specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
7. Students who have already been retained once in 3rd grade.

B. PRINCIPAL'S RESPONSIBILITY – GOOD CAUSE (F.S. 1008.25)

Requests for Good Cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing MTSS Plan, Individual Educational Plan, if applicable, report card, and student portfolio.
2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted based upon good cause guidelines, the principal should complete a good cause attestation form and send it to the District Reading Department. The student should be coded as promoted within the FOCUS database.

C. PROMOTION (K-2, 4-6)

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision is the responsibility of the**

principal.

- a. A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following reasons shall be the determining factor when making this decision for promotion.
 1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a monitoring plan.
 2. Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
 3. Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on an MTSS Plan (or Individual Education Plans for students with disabilities) that includes specialized diagnostic information and specific reading strategies.

Request for exemption from retention for any student (K-2 or 4-6) with continuing reading deficiencies must be consistent with the following:

- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Such documentation can consist of the existing MTSS Plan, IEP, report card, student portfolio, or alternate testing and evaluations.
- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, he/she will sign the report card and indicate **promoted**. A statement will be added to the report card stating the data on which promotion is based.

*For third grade students see Section on Mandatory Retention in Grade 3.

- b. A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade

grouping. Parents will be notified, in writing, of this placement.

- c. Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.
- d. Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FSA as determined by the State Board. See Mid-Year Promotion.
- e. The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advance grade. Parents will be notified of the placement, and it will be documented in the student's record.
- f. The principal should receive input from the Exceptional Student Education student's Individual Education Plan or Educational Plan regarding the appropriateness of placement.

IX. EXTENDED DAY PROGRAMS

A. DEFINITION

The definition for extended day programs includes academic tutoring programs during the regular school term. Elementary schools, within the district, may provide academic tutoring before or after school, Saturdays or other days that school are not regular school days in addition to Summer Reading Camp. The purpose of the extended day program is to provide support for the students at risk of academic failure during the school term instead of waiting until the summer to provide remedial instruction.

The principal's approval to recommend the student for academic tutoring or Summer Reading Camp should be made on the basis of the student's need to meet the district and state levels of performance in reading and writing. Grade 3 students who score Level 1 on the Florida Standards Assessment will be targeted for Summer Reading Camp.

B. STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP

1. Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current monitoring plan or who meet individual school criteria for eligibility for available tutoring.
2. Students in grade 3, mandatorily retained, will be given the opportunity to attend Summer Reading Camp. The purpose of summer reading camp is to provide intensive reading remediation and to provide retained students with an additional opportunity for promotion to fourth grade. The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days he/she will be dropped from summer reading camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardy or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.
3. Students may make prior arrangements to take the SAT-10 at their district school on the last day of reading camp if they are taking remedial instruction through a private program.
4. In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.
5. English Language Learner (ELL) students are eligible.
6. Sixth grade students may attend summer school to remediate one course. A student can earn an additional promotion credit for promotional purposes through a state approved virtual instruction provider.
7. On a case by case basis Principals may determine whether previously retained, over-aged sixth graders may benefit by repeating one summer school course to be “conditionally promoted” to 7th grade where additional remediation must occur. (See Secondary PPP)

X. REQUIRED PROGRAM OF STUDY K-6

The required program of study for elementary students in Clay County District Schools reflects state and local requirements for Elementary Education, including but not limited to, the Florida State Standards.

~~XI.~~ SPECIAL PROGRAMS AVAILABLE

~~A.~~ TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES

Title I is a federally funded program designed to supplement basic education in ~~grades K-6~~ core curriculum area of reading, math, science, and writing.

~~Qualified students are eligible to receive services provided they:~~

- ~~1. ——— reside in a Title I eligible attendance zone; and~~
- ~~2. ——— meet entry level school based criteria; or~~
- ~~3. ——— reside in a delinquent or neglected center appearing on the state eligibility list.~~

~~B.~~ VIRTUAL SCHOOL (F.S. 1002.45)

Clay Virtual Academy (**CVA**) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. Students taking CVA for full time enrollment outside of Clay County must be released from their county of residence.

CVA offers full time/part-time enrollment as a franchise of Connections and FLVS, but also offers other full time programs through Pasco County Virtual School and FLVS (full time and flex). Part-time classes are available for students in 6 grade for any student who wishes to take additional classes and for 4th and 5th grade students who qualify based on state assessments. Elementary students who enroll directly with FLVS/Connections Academy as a school choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and require administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester.

CVA STUDENT CONTACT AND DROP POLICY

Students are ~~expected~~ **required** to follow a pace chart (secondary) or scheduler (elementary). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school.

~~Students must stay on pace to attend virtual school.~~ If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the first 21 days with passing grades or they will be withdrawn from their course(s) at that point. Students who do this will be withdrawn without a grade NG. Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online. Administrators and guidance counselors will interpret this.

VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)

The free Voluntary Prekindergarten Program will be offered at selected school sites during the summer and during the regular school year. Parents must provide transportation. In order to be eligible, the parent/guardian must:

1. provide a certificate of eligibility from Episcopal Children's Services.
2. provide a registered birth certificate indicating the child will be four years old on or before September 1st of the year of participation in VPK. They must be eligible to enter Kindergarten in the Fall following VPK.
3. provide a physical dated within one year of the school entry date. Exemptions will be granted on religious grounds upon receiving written request from parents/guardian stating objections to the examination (F.S. 1003.22). A homeless child as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.
4. provide a valid DH 680 Florida Certificate of Immunization or DH 681 Florida Certificate of Religious Exemption for Immunization. This is the only document schools are permitted to accept as proof of immunization.
5. provide a Social Security Number (District request).

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of

students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student's current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

~~English language learners who are enrolled in a U.S. school for less than 12 months shall be exempt from statewide assessment in ELA. (Rule 6A-6.0909 F.A.C.)~~

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- academic performance and progress using assessment instruments in both English and their native language,
- attendance, progress reports, and age of the student,
- number of years the student has been enrolled in the ESOL program, and
- the student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored

status for two additional years.

E. DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS MULTI-TIER SYSTEM OF SUPPORT

Within a multi-tiered system of supports, resources are allocated in direct proportion to student needs. Data will be collected at each tier and used to measure the effectiveness of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. [\(See Multi-Tiered System of Supports pages 10-13\)](#)

F. EXCEPTIONAL STUDENT EDUCATION

Programs are available to ~~eligible-disabled~~ students [determined eligible for exceptional student education](#) (3-21 years of age) as described in the [Exceptional Student Education Special Programs Policies](#) and Procedures ~~for Exceptional Children~~ document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general statewide assessment are addressed in the student's Individual Educational Plan. Gifted education, for qualified students, is available K-12.

G. HOSPITAL/HOMEBOUND

This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.

SECONDARY EDUCATION

ARTICULATED ACCELERATION

Articulated acceleration will serve either to shorten the length of time necessary for a student to complete the requirements associated with a postsecondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses and Preliminary IB courses
- Advanced International Certificate of Education (AICE)
- Virtual Education Options; including CVA and Florida Virtual School (FLVS)
- Industry Certifications that articulate to Post secondary credit as identified by the Florida Department of Education, Gold Articulation Agreements.

Schools will notify parents of students currently in/or entering high school of the opportunity and benefits of accelerated coursework.

It is the policy of the School District of Clay County to purchase tests for students who meet the following criteria involving AP, IB and AICE tests:

- A student must be enrolled in the course in order to be eligible to take the exam, except in the case of CAP for AP tests;
- The student must earn a “C” or higher in order for the school to purchase a test for that student, except in the case of CAP for AP tests;
- CAP students and home-schooled students who are not enrolled through Clay Virtual Academy but wish to take an exam may do so at a non-refundable fee (the cost of the test at that time). Checks must be made payable to the “School District of Clay County.”

Dual Enrollment – Students, who qualify for Dual Enrollment may take certain college classes from specified institutions within the Florida Postsecondary Articulation Agreement and receive high school and college credit. These classes have no tuition fees and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school guidance office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released for the courses from the high school campus since these courses would be considered part of their daily schedule. Dual Enrollment courses shall not be combined with any other course.

Early Admissions – Early admissions is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Career early admissions is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44. These students are entitled under rule and law to all rights and privileges allowed for all seniors included, but not limited to, participation in class activities (i.e. grad night, prom, etc.), rank in class, and eligibility for class Valedictorian or Salutatorian.

ASSESSMENT EXEMPTION

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including FAA if based upon medical documentation from a physician that the student is medically fragile and needs intensive care due to a condition such as congenital disorder or acquired multi-system disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The student, if the IEP determines that the student qualifies, has the following options:

- One year exemption, if approved by the superintendent, from all statewide assessments.
- One to three year exemption, if approved by the superintendent, from all statewide assessments.
- Permanent exemption, if approved by the superintendent, from all statewide assessments.

ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the

multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

HABITUAL TRUANCY

"Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e)..
2. If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S
3. If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3)). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

1. An absence from school under the following circumstances shall be considered excused:
 - a. With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
 - b. Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
 - c. Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:

- The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
 - The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- d. Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.
2. It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.
3. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.
4. An absence from school under the following circumstances may be considered unexcused.
- a. The absence was without the parent/guardian's knowledge, consent or connivance.
 - b. Permission for the absence was requested but denied by the principal of the student's school.
 - c. No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.
5. The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.
6. Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.
7. Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Pertaining to children of military families, students may receive 5 excused days when the absences are due to a parent/guardian leaving for active duty, on leave from active duty or returning from deployment (FS-1000.36).

In no instance will an academic penalty be used for a “Code of Conduct” violation.

Attendance for Clay Virtual Academy students will be documented as follows:

- Students in grades K-5 must log in each school day;
- Students in grades 6-12 must follow their pace chart and be on pace;
- Any day a K-5 student does not log in is considered an absence unless otherwise approved by a CVA administrator or guidance counselor;
- Any week a 6-12 student completes less than their pace chart % of the coursework, an absence equal to the percentage below 5 will be documented unless otherwise approved by a CVA administrator or designee.

Perfect Attendance is awarded to students that have been neither absent nor tardy. Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. If a student is not in attendance for half of the school day he/she would be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. –(SDCC Policy 4.02 G) Clay Virtual Academy students are not eligible for perfect attendance.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The “Bright Futures Scholarship Program” is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within 3 years of high school graduation. If a student enlists directly into the military after graduation, the 3-year period begins upon date of separation of active duty. If a student has a full-time religious or service obligation lasting at least 18 months, the two-year eligibility period for an initial award and the five-year period for renewal begin upon completion of the obligation. The “Bright Futures Scholarship Program” is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the “Florida Academic Scholars” and “Gold Seal Programs”. High school guidance departments can provide specific details about meeting the program's criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- 4-Levels of scholarship awards – Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV); Florida Gold Seal CAPE Scholars (GSC)
- For all 4 awards, the student must earn a Florida high school diploma and meet the requirements for the specific award.

- Each award has its own academic requirements, award amounts and funding length. A student may receive funding for only one award with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average or Industry Certification depending on the level received.
- Achieve the required SAT, ACT or PERT test scores for the level received
- Perform required number of voluntary service hours based on the level received

More information about the Bright Futures program, along with other Florida scholarship opportunities, can be found at www.FloridaStudentFinancialAid.org.

CALCULATING GRADES AND GRADE POINT AVERAGE

~~Semester grades will be averaged by multiplying each quarter (9 weeks) numeric grade by 4.5, adding the semester exam, and dividing by 10.~~ Semester grades will be calculated by multiplying each quarter (9-weeks) numeric grade by .45 (45%), multiplying the semester exam by .10 (10%), and adding the products together. For semester courses, a final average of “60” and above equals $\frac{1}{2}$ credit. Courses that have “End-of-Course” (EOC) exams will receive full credit at the conclusion and then have the GPA calculated. For athletic purposes, the semester grades will be calculated to determine eligibility status.

The District will maintain a one-half credit earned system including full-year courses with credits posted after each semester. For year-long courses, if a student fails one semester, but passes the other semester with a high enough grade to achieve a passing average for the year, the student will receive a full credit (1) for the course. For courses that require an “End-of-Course” assessment which is 30% of the final grade, the District will determine the calculations and disseminate to the schools. The primary responsibility for assigning grades rests with the teacher with final approval of the Principal. Parents and students are urged to contact the school about this calculation. Please see the section on “Graduation Options” for more information about EOC’s and diplomas.

In calculating GPA for graduation and eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. “WP” and “WF” indicators in virtual courses are not counted in the GPA calculations. Quality points are assigned by each semester average (A = 4, B = 3, C = 2, D = 1, F = 0). Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a “Standard,” “Scholar,” or “Merit” diploma. All credit-earning courses taken in grades 7-12 and through virtual programs will count in the cumulative GPA calculations. For purpose of class rank only credit earning courses taken in grades 9-12 and through virtual programs during those years will counted. Courses in which “grade forgiveness” policies have been applied are exempt.

All courses designated as “Honors,” (this includes “Pre-AICE and Pre-IB”) will be

weighted as “4.5” on the weight scale for Clay County schools. “Level 3” Career and Technical Education courses will be weighted on a “4.5” basis. Courses designated as “Dual Enrollment, Advanced Placement, AICE and International Baccalaureate” will be weighted at “5.0.”

CLAY VIRTUAL ACADEMY

Clay Virtual Academy ([CVA](http://cva.oneclay.net)) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. CVA offers full time/part-time enrollment as a franchise of FLVS, but also offers other full time programs through other providers (local districts, virtual charter schools, and/or FLVS full time and flex). Students may opt to take 7th or 8th period courses through Clay Virtual Academy (a franchise of FLVS) or FLVS for acceleration, original credit or grade forgiveness. For more information please see your guidance counselor or cva.oneclay.net.

Secondary students who enroll directly with FLVS/Connections Academy as a school choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Clay Virtual Academy is a school of choice and may not be able to accommodate all students.

- Clay County shall not deny access to any District approved online courses assuming that the desired online course(s) is an appropriate course placement based on the students’ academic history, grade level, ability level and age appropriateness. This program is available to full-time and/or part-time students in virtual courses in 6-12 (FS.1002.45);
- CVA offers numerous courses during the school year, including Honors courses and Advanced Placement (AP) courses. CVA course grades are accepted for credit and are transferable. CVA is considered part of the Clay County school system and has accreditation status AdvancEd and the courses are approved by the NCAA;
- The student may participate at their zoned school’s graduation if at the time of enrollment during their senior year they are in good standing with the zoned school. Any student recommended for an alternative educational setting for disciplinary reasons may not participate in the commencement exercises at their zoned school; including students who enroll at CVA in lieu of the recommended alternative educational setting.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance counselor approval. No students

may enroll or exit after Survey 2 until semester, nor after Survey 3.

CVA CLAY VIRTUAL ACADEMY

STUDENT CONTACT AND DROP POLICY

Students are ~~expected~~ **required** to follow a pace chart (~~secondary~~). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. ~~Students must stay on pace to attend virtual school.~~ If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the within the first 21 days with passing grades or they will be withdrawn from their course(s). Students who do this will be withdrawn without a grade (NG). Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online.

COLLEGE READY TEST SCORES

<u>ACT</u> Reading 19 Math 19
<u>SAT</u> Verbal 440 Math 440
<u>PERT</u> Reading 106 Writing 103 Math 114

CORRESPONDENCE COURSES

Credit by “correspondence courses” shall not be accepted unless transferred in as part of

an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value Acceptable nationally recognized accreditation organization. ~~is prescribed by the “Southern Association Standards” or “Florida State Board of Education Administrative Rules.”~~

COURSE SEQUENCING/JUNIOR HIGH SCHOOL COURSE SEQUENCING/JUNIOR HIGH SCHOOL

Students are generally required to enroll in a full year of mathematics, language arts, science, social studies and physical education courses in grades 7 and 8. (Please see the section entitled “Physical Education” to obtain more information on the P.E. waiver.) The core courses mentioned above are offered at various levels with the school making recommendations on the placement of the student. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course and/or a Visual and Performing Arts course for their elective.

Social Studies at the Junior High level includes a Civics course which has an EOC attached to the course counting for 30% of the students’ final grade. In addition, the student must pass the course in order to eventually be promoted to the 9th grade. The U.S. History course will include Florida History, the Declaration of Independence content and its’ relationship to our government, the Federalist papers, and the U.S. Constitution.

Junior High students taking Algebra and Geometry will have an End of Course Exam (EOC) in addition to the 7th grade Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, Geometry and Civics EOC results account for 30% of the students’ overall grade. Students in Junior High must pass the course with a “60” or above in order to receive the credit and be promoted. Students will have several opportunities to take the exam in order to receive the passing score.

Students in 7th and 8th grade may enroll in high school credit earning courses approved by the District. This enables the student to earn high school credits as well as meeting the junior high school promotional requirements. Clay Virtual Academy offers accelerated courses for qualified students that may allow Junior High students to accelerate into High School math, science, computers and business skills and/or foreign language credits. Common courses approved by the District for high school credit are: Algebra 1, Geometry, Spanish, Digital Information Technology (*The focus of this course is to teach students the “Microsoft Office Suite” software which will prove to be valuable to students whether or not they choose to take business classes in the future. Students must score a “Level 3” or higher on the 7th grade “Reading FSA” and possess proficient keyboarding skills to be eligible.*) and Agricultural Foundations. Digital Information Technology will count towards the Fine Arts/Practical Arts graduation requirements and is a full-year course. These courses will be offered based on demand and teacher availability. Students and parents should check with their assigned school about other credit earning courses.

COURSE SUBSTITUTIONS

For a complete list of secondary course substitutions, see the FLDOE Secondary Student Progression FAQs, Career and Technical Education (CTE) Course Substitutions and Course Code Directory.

Interscholastic Sport(s), Fine Arts, and Reserve Officer Training Corps

- Participation in an interscholastic sport for two full seasons will satisfy the one credit physical education requirement.
- Completion of one semester with a grade of “C” or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.
- Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one credit requirement in physical education and the one credit requirement in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

Career and Technical Education

Students may substitute up to two credits in each of the non-elective core subject areas of English, mathematics, and science as provided for in the Course Code Directory (CCD). Career and Technical Education earnings that are used as substitution credits in one subject area may not be used as a substitute for any other subject area. Career and Technical Education substitutions and approved Industry Certifications substituting for math and science credits will not count toward state university system admission requirements.

Military Training

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass/fail) during the summer between the 11th and 12th grades provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored “Split Training Option” programs. Credit would be granted under the appropriate Junior ROTC course listing in the “State Course code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the DOE.

Local schools, with the approval of the Superintendent, may offer course

substitutions as provided for in the Course Code Directory.

Local schools, with the approval of the Superintendent, may modify course delivery procedures to include extensive student involvement in field interpretations and studies outside the regular classroom. In all cases, total classroom and “field” time will equal the number of contact hours required to earn credit as well as providing for demonstrated mastery of student performance standards for each course. In the case of courses under the District Dropout Prevention Plan, course modifications as allowed by SBE Rule and Performance-Based programs, will be allowed for credit.

CREDIT ACCELERATION PROGRAM (CAP)

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a “End-of-Course” (EOC) exam, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) without having to actually be enrolled in the course(s). A student may earn high school credit in Algebra I, Geometry, U.S. History or Biology I if the student passes the statewide, standardized EOC without the requirement of enrolling in or completing the course. Students are eligible to take the EOC each time that it is offered by the state. Students are responsible for the expense of the AP or CLEP test itself and possible administrative costs.

The requirements and eligibility process to participate in the CAP program are:

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;
- The parent/student must notify the school counselor or Principal in writing in a timely manner regarding their desire to participate in the CAP process;
- Students/parents must supply evidence that they are prepared to sit for the assessment or that there is reasonable justification for the request. This evidence includes, but is not limited to, previous FCAT/FSA scores, assessment, and grades earned in recent EOC associated courses;
- Obtain the Principal's approval to take the EOC/AP/CLEP test ;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- grade of D or F,
- completion of a parent conference during each grading period,
- demonstration of the student seeking consistent academic assistance, and
- space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- grade of D or F,
- completion of a parent conference,
- demonstration of the student seeking consistent academic assistance, or
- space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation, but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. *Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.*

END-OF-COURSE (EOC) EXAMS

Some courses require “End-of-Course” (EOC) exams. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the graduation requirement. Students, who score a Level 1 or 2 on the Algebra I EOC, may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOC’s are also required in Civics (7th grade – 30% of the students’ overall grade), Geometry (30% of the overall grade for “Standard,” “Scholar” and “Merit” diplomas), Biology (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students); and U.S. History (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students). Please see the “Graduation Chart” for more information on graduation requirements. The District and school distributes information about EOC requirements, testing information and resources each year. Students in Junior High taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.

For Junior High students taking Civics, the EOC constitutes 30% of their grade. If a student transfers into a Florida public school after the beginning of the second semester of their 8th grade year, the student is exempt from the Civics requirement if:

- The student transcript documents passing three Social Studies courses.
- Or two year-long courses in Social Studies that include coverage of Civics education.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course (see information on

CAP). Students in grades K-12 are eligible under the CAP. Home education students will not take the EOC unless the student's parent chooses to use the EOC for the annual evaluation required by the school district as specified in section 1002.41 Florida Statutes. Homeschool parents should consult with Clay Virtual Academy about EOC's. Students enrolled in Florida Virtual must take all required EOC's.

Concerning students who transfer into Clay County from out of the country, out-of-state, a private school, or a home school, with a transcript that shows credit received in Algebra 1 or an EOC required course under the "Scholar" diploma status.

The transfer student is required to take:

- The Algebra 1 EOC assessment if the student is entering grade 9 and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act. After taking the Algebra I EOC at least one time, the student can satisfy the Algebra I EOC graduation requirement by achieving a score of "97" on the PERT.
- The Biology and U.S. History EOCs – for "Scholar" diploma students only – if the student entered grade 9 in 2013-14 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology and U.S. History EOC if seeking a "Scholar" diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOC's and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a school choice scholarship, such as the McKay Scholarship, may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not required to participate in the EOC assessment. However, to meet the Scholar Diploma requirement in Biology and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and

guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student's current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

~~English language learners who are enrolled in a U.S. school for less than 12 months shall be exempt from statewide assessment in ELA. (Rule 6A-6.0909 F.A.C.)~~

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- academic performance and progress using assessment instruments in both English and their native language,
- attendance, progress reports, and age of the student,
- number of years the student has been enrolled in the ESOL program, and
- the student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

FLORIDA SEAL OF BILITERACY

Students who attain a high level of competency in listening, speaking, reading and writing on one or more world languages, in addition to English, will be eligible for the

“Gold” or “Silver” Seal of Biliteracy. This level of attainment will then be denoted on the student’s diploma and transcript.

The purpose for recognizing students attainment of this proficiency is to: encourage students to study for world languages; provide employers with a method of identifying an individual with biliteracy skills who is seeking employment; provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admissions to the postsecondary institution; affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community. Students should consult with their school counselors in order to learn more about the standards of each level.

- Silver Seal of Biliteracy
 - earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
 - ~~achieve a score of 600 or higher on the Scholastic Achievement Test (SAT) II foreign language exam or~~
 - ~~pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 3 or higher.~~
 - earn a 3 or higher on the English Language Arts/FSA assessment
- Gold Seal of Biliteracy
 - earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) and
 - ~~achieve a score of 700 or higher on the Scholastic Achievement Test (SAT) II foreign language exam or~~
 - ~~pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 4 or higher.~~
 - earn a 4 or higher on the English Language Arts/FSA assessment

In the event that the student was not able to complete 4 years of a World Language for high school credit, there are other assessment and portfolio options that may be used to fulfill the course requirement. Students should consult with their school counselors in order to learn more about the standards, additional exam options, and performance of each level.

FOREIGN EXCHANGE STUDENT GUIDELINES

Only those organizations operating international exchange programs at the high school level that are members in good standing of the “Council on Standards for International Educational Travel” (CSIET) will be allowed to place students in Clay County public schools. At no time will the number of exchange students allowed in a high school exceed one-fourth (1/4) of one percent of the total school population or more than five (5) from one organization. This provision may be waived with approval of the Superintendent of Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit

the number per organization to five (5). All organizations or host families must have foreign exchange students registered with their respective schools no later than five (5) calendar weeks prior to the start of school for student each year

Under the standards prescribed by CSIET, the following policies must be met by the host family and the exchange program prior to enrolling:

- Written acceptance by the school principal or their designee prior to a host family being designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school;
- The level of the student's English language proficiency, based on test scores from the ELTIS, must be provided to the District/School. If the student does not meet the minimum score requirement (218), the student will not be placed in a Clay County school. It is the goal of the District to make sure foreign exchange students have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment; appropriate background information and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;
- The student will be classified as a senior junior and must successfully complete/pass a minimum of six subjects in order to participate in graduation. Foreign exchange students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students in the District.
- All exchange students will be required to take American History, English III (American Literature), American Government, Economics, and a minimum of 3 electives. The only exception to the required courses will be if the home country required a specific curriculum for a student in a specific grade and the local school can reasonably meet the student's course needs. Written documentation of this requirement must be included as part of the student's records;
- Driver's Education, if offered at the school, will not be allowed as a course for exchange students;
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- ~~Exchange students will not receive a regular "Certificate of Completion" or a standard diploma.~~ Foreign exchange students at no time will receive a Clay County diploma of any type nor participate in graduation ceremonies. They will be awarded a special certificate certifying that they successfully completed the course of study for exchange students as prescribed by the School District of Clay County. These students will not take the FSA or other assessments that may be prescribed by the DOE since they will not be awarded a standard diploma.

- Exchange students will be limited to a one-year program or, if approved by the principal, a semester.
- Exchange students entering into Clay County high schools through immigration status require a J-1 Visa. To get a J-1 Visa the student must be in an accepted foreign exchange program.
- A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family's residence.
- A foreign exchange student may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) rules and policies.

FORGIVENESS “D” AND “F”

Students in grades 9-12 may retake a course in which they earned a “D” or “F.” The higher grade earned will be used in computing their GPA. This is to allow a student whose GPA is less than 2.0 to improve their GPA in order to meet the minimum graduation requirement. The grade forgiveness policy for required courses is limited to replacing the grade of “D” or “F” with a grade of “C” or higher earned in the same or comparable course. Elective courses may replace the grade of “D” or “F” with a grade of “C” or higher in any elective course. Year-long electives will replace year-long electives; semester electives will replace semester electives. Junior High students taking high school credit earning courses may forgive grades of “C,” “D,” or “F.” Once a “C” is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA.

GRADING SCALE

Florida Grading Scale for Grades 6-12 is:

Letter Grade	Progress	Numerical Equivalent	GPA Value
A	Outstanding	90-100	“4” point
B	Above Average	80-89	“3” point
C	Average Progress	70-79	“2” point
D	Below Average	60-69	“1” point
F	Failure	50-59	“0” point
I	Incomplete		

Students moving into Clay County shall have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

Letter to Numeric Grade Conversions

A+ = 100	A = 95	S = 80
B+ = 89	B = 85	N = 75
C+ = 79	C = 75	U = 59
D+ = 69	D = 65	
	F = 55	

If the student has not enrolled in school, schools will use a zero for the numeric grade.

GRADUATION EXERCISES/DIPLOMAS

Students who meet the requirements for a “Standard,” “Scholar,” “Merit,” and “Certificate of Completion” shall be eligible to participate in graduation exercises, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome. Students, who fail to meet the minimum credits as prescribed by the School District of Clay County even though they have passed the state assessments, shall not participate in graduation exercises and shall not receive a “Certificate of Completion.” Students eligible for a “Certificate of Completion” shall participate in graduation exercises. It is also District and State policy that eligible students are:

- Allowed to graduate prior to their cohorts (the 24-credit option and 18-credit ACCEL option);
- Students who graduate prior to their cohorts may continue to participate in school and social events and other specifically named events as part of the student’s cohort, excluding athletics;
- Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

During all phases of graduation exercises, including rehearsals, Baccalaureate and commencement, students participating will not be differentiated as to diploma or “Certificate of Completion” except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be, “Seniors of the class of ____ are now certified as graduates or have completed their high

school course of study as prescribed by the School District of Clay County and the State of Florida.”

“Certificate of Completion” – Students who meet all credit requirements for graduation, but fail to meet a state assessment requirement AND/OR the required GPA for graduation may be awarded a “Certificate of Completion.” Basic education students or students served under Section 504 of the “Rehabilitation Act of 1973” who receive a “Certificate of Completion,” or are eligible to receive a “Certificate of Completion,” may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma. The awarding of a “Certificate of Completion” applies to students choosing the 24-credit option and the 18 credit ACCEL option. A student who has not completed all requirements for the three-year option, including earning passing scores on the state assessments and achieving the required GPA, must be required to meet the 24-credit option and must attend high school for a fourth year.

It is the District’s policy that in order for a student to receive a diploma from the school in which they attended during their senior year must complete all requirements prior to the end of the summer school session. If the requirements are met after the beginning of school for the next year that student will receive an “Adult High School Diploma.”

GRADUATION OPTIONS

In July 2017, the Legislature amended laws related to the high school graduation requirements. Students entering grade nine in the 2014-2015 school year and forward have several diploma options. They are:

- **24-credit Standard option (with “Scholar” and/or “Merit Designations**
- **18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option**
- **International Baccalaureate (IB) Diploma curriculum**
- **Advanced International Certificate of Education (AICE) curriculum**

All of these graduation options include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. Students may change their selection of program options (24 credit and 18 credit ACCEL options) at any time during grades 9-12. Please refer to the “Graduation Requirement” charts in order to compare programs and the criteria for each type diploma.

A few points to remember when choosing a graduation option:

- Students selecting the IB program are committed to a four-year program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for 3 years. These students are still eligible for Florida Bright Futures Scholarships and qualify for acceleration programs (e.g.: AP, Dual

- Enrollment, etc.) if all criteria is met; High school credits awarded prior to the 9th grade will be counted toward the required credits for all graduation options;
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18 credit ACCEL option should contact those institutions as early as possible for specific admissions requirements;
 - Student must complete an online course to meet the graduation requirement (unless otherwise specified). Students in the IB, AICE, or 18 credit ACCEL programs are exempt from this graduation requirement. If an IB, AICE, or 18 credit ACCEL student withdraws or is removed from the program, they must fulfill this requirement.
 - Students in the AICE program are exempt from Physical Education and Fine and Performing Arts requirement. If an AICE student withdraws or is removed from the program, they must fulfill this requirement.

Below is a summary of the graduation requirements for diploma types:

24 Credit Standard Diploma

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign Language is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. At least one of the courses to meet graduation requirements must be an online.

- 4 credits in English Language Arts - major concentration in composition, reading for information and literature; Must pass the 10th grade FSA ELA or have a concordant score on a standardized test (ACT, SAT);
- 4 credits in Math – two of which must be Algebra 1 (must pass EOC and have exam count as 30% of course grade) and Geometry (must participate in EOC with results counting for 30% of final grade in course); two credits may be substituted with allowable industry certification that lead to college credit.
- 3 credits in Science – one of which must be Biology (must participate in EOC with results counting for 30% of final grade in course); Two of the 3 credits must have lab components; One (1) credit may be substituted with allowable industry certification that leads to college credit, Biology excluded; One (1) credit may be substituted with an identified rigorous computer science course with a related industry certification, Biology excluded;
- 3 credits in Social Science – 1 credit in U.S. History (must participate in EOC with results counting for 30% of final grade in course); 1 credit in World History; ½ credit in Economics with Financial Literacy; ½ credit in American Government;
- 1 credit in Fine and Performing Arts, Speech and Debate, or a specified Practical Arts course;
- 1 credit in Physical Education (includes integration of health)
- 8 credits in electives – elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores;

- 1 course from the above list must be an online course. This can be either a ½ or 1 credit course. The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate, OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining;
- 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work-related internships;
- The student must have a cumulative GPA of 2.0 or higher on a 4.0 scale.

“Scholar” Designation of Standard Diploma – same as above except for the following additions:

- Math – Earn 1 credit in Algebra II; Pass the Geometry EOC; Earn 1 credit in Statistics or equally rigorous course;
- Science – Must Pass the Biology EOC or earn minimum score for college credit on AP, AICE, or IB Biology I assessment; must take Chemistry or Physics; Earn 1 credit in a course that is equally rigorous to Chemistry or Physics;
- Social Sciences – Must Pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least 2 credits in a Foreign Language;
- Earn at least 1 credit in AP, IB, AICE, or Dual Enrollment course

“Merit” diploma – same as “Standard” diploma except for the following addition:

- Students pursuing a merit designation must attain one or more industry certifications.

International Baccalaureate (IB) Diploma:

The IB program is a rigorous pre-university course of study leading to internationally standardized tests. The program’s comprehensive two-year curriculum allows its graduates to fulfill requirements of many different nations’ educational systems. Students completing IB courses and exams from six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 6) Arts and Electives. IB diploma candidates must demonstrate their mastery of course work by passing a battery of comprehensive written, and in some cases oral, examinations in the six subject groups. In addition, IB candidates are required to take the course, “Theory of Knowledge,” complete 150 hours of community service projects and extra-curricular activities, and to write an extended essay. Students in schools enrolled in IB courses do not have to pay to take the exams.

Advanced International Certificate of Education (AICE) Diploma:

AICE is a program that is a rigorous pre-university course of study, leading to internationally standardized examinations under the Cambridge International Examination program. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations. AICE students are required to select seven tests, one test

from each of four major subject groups: Math and Science, Languages, Arts and Humanities, Global Perspectives and the remaining three examinations from any of the subject areas the student chooses with a maximum of two credits coming from the optional category..

The two schools in Clay County that offers the AICE program are Fleming Island High School and Oakleaf High School. The AICE program is considered an Academy and students must be either zoned for those schools in order to participate or among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact those schools.

For an AICE diploma, a candidate must earn the equivalent of seven credits by passing a combination of exams at either the full (one-credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from Global Perspectives and one course from each of the other three curriculum areas. Students in schools enrolled in the AICE courses do not have to pay to take the exams.

ACCEL (18-credit) Diploma

Students who choose this option are only required to earn 18 credits. The core credits (Math, Language Arts, Social Sciences, and Science) are the same as the standard diploma types. These students pursuing the ACCEL diploma option do not have to earn a Physical Education credit, the online course credit is not required, and only 3 elective credits are needed instead of 8 elective credits. All other requirements are still in effect.

Online Credit Graduation Requirement

Student may meet this requirement by completing and passing an online high school course offered by the following:

- Florida/Clay Virtual School;
- A district high school (traditional, franchise, or virtual charter);
- A postsecondary school as an online dual enrollment course;
- District virtual instruction programs; and
- A district middle school (high school level course)

Online course specifications and substitutions

- Core course or considered electives, earning ½ credit or 1 full credit after course successfully completed.
- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List pursuant to s. 1008.44, F.S.,
- Passage of the information technology certification examination without enrollment in or completion of the corresponding courses.

- Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment of the corresponding course or courses.

Exceptions and Exemptions to Online Course Graduation Requirement

The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate OR to a student who transfers into a Florida public high school who has less than a year left in high school.

Students may also satisfy the online course graduation requirement by completing a blended learning course.

Due to the blended model of instruction in secondary intensive reading classes (online and offline learning), successful completion of a year-long intensive reading course satisfies the online course requirement for students. If a 9-12 grade student passes the FSA ELA Assessment re-take or earns a concordant score, (s)he must remain in the intensive reading course for the full year in order to satisfy the online course requirement. If a student has already met the online course requirement outside of the intensive reading course and passes the FSA ELA Assessment or ACT/SAT in the fall, the student may exit intensive reading at the semester break.

Any student in grades 6-12 scoring a level 1 or 2 on FSA Reading Assessment must be screened using district-selected assessments. Students who pass the screeners will receive reading support within content area classes in order to fulfill their reading remediation requirement. Those students who do not pass the screeners must be placed in an intensive reading class.

Graduation Requirements/Diploma Options			
Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Designation	Graduation Requirements of 24-Credit "MERIT" Designation
English	4 credits in Language Arts <i>MUST PASS</i> 10 th grade FSA ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10 th grade FSA ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10 th grade FSA ELA assessment
Mathematics	4 credits: 1 credit must be Algebra I (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits: 1 credit must be Algebra I (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; <i>MUST PASS</i> EOC) 1 credit in Algebra II 1 credit in Statistics or equally rigorous course.	4 credits: 1 credit must be Algebra I (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.	3 credits: 1 credit in Biology 1 (<i>MUST PASS</i> EOC) 1 credit in Chemistry or Physics 1 credit in equally rigorous course	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.
Social Studies	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (<i>MUST PASS</i> EOC) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy
World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Fine and Performing Arts, Speech and Debate, or Practical Art	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.
Electives	8 credits	Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits
On-line Course Requirement	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students <i>MUST PASS</i> : <ul style="list-style-type: none">Grade 10 FSA ELA (or ACT/SAT concordant score)Algebra I EOC (or ACT/SAT concordant score or a comparative score on the PERT for students who entered 9th grade before 2018-19)		
Special Note: *For the Standard Diploma and Merit Diploma the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.			

GRADUATION REQUIREMENT: CPR TRAINING

For students entering the ninth grade in 2017-18 and thereafter, compression only cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements.

1. The twenty-four (24) credit standard diploma option will require compression only CPR and AED instruction.
 - a. CPR and AED will be taught in the Personal Fitness course, traditionally or virtually.
 - b. Additional instructional opportunities may be provided through another appropriate course or school-related activity.
2. The instructional program must meet the following requirements.
 - a. The instruction will be in compliance with the American Heart Association, American Red Cross, or a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines for compression only CPR.
 - b. Instruction will include the core cognitive and psychomotor skills associated with compression only CPR.
 - c. Instruction will include appropriate use of an AED which may be taught electronically (e.g video).
3. Schools will provide compression only CPR instruction or will arrange for instruction by community-based providers.
 - a. Compression only CPR/AED instructors are not required to be certified teachers.
 - b. Certified teachers providing compression only CPR/AED instruction are not required to be certified trainers of compression only CPR/AED.
 - c. Students are not required to earn compression only CPR/AED certification to successfully complete the instruction.
 - d. Students who are physically and/or cognitively unable to perform the training will be exempt from this requirement. Schools will make this determination in accordance with the student's Individualized Education Program (IEP).

The superintendent or designee shall be responsible for ensuring that schools comply with the requirements as outlined in this policy.

HIV/AIDS

All students are given instruction in computer literacy, metrics, consumer education, effects of alcohol and drugs, the importance of kindness to animals, conservation of natural resources, child abuse, and an opportunity to enroll in Driver's Education (if offered). In addition, in grades 7 and 8, instruction will be given through the science courses in (required of each school per state law):

- Personal hygiene
- Substance abuse
- Human sexuality
- HIV/AIDS, communicable diseases as per state law

Updated and factual School board adopted curricula related to human sexuality, Human Immunodeficiency Virus infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into ~~health and science courses for junior high. life management skills courses, family living, and other appropriate courses~~ and Personal Fitness for high school. Instruction shall address human reproduction, fetal development, pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities.

HOME EDUCATION

“Home Education Program” is defined in F.S. 1002.41

Clay County secondary schools, this includes Clay Virtual Academy, are accredited by the AdvancEd. A student seeking to enter or re-enter a Clay County public school from a home educating program or a non-accredited school must meet all entrance requirements (state and district) that any other student must meet. The student will be enrolled at the appropriate grade level based on validated academic performance. A student may enroll full (K-12) or part-time (6-12) in Clay Virtual Academy and remain homeschooled.

All transfer work from a home education program other than Clay Virtual Academy or FLVS or accredited program, will be posted on a “pass/fail” basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam. F.S.1006 allows home schooled students to participate in interscholastic extracurricular activities of their attendance zoned school. The home education student must meet the same requirements of grades, residency and behavior as required of other

students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Ex.: ROTC, Band, etc.). The home education student must register his/her intent to participate in extracurricular activities with the school before the beginning of the activity in which he or she wishes to participate. **The student standards for participation in interscholastic extracurricular activities begin with the student's first semester of the 9th grade.** If a student's cumulative GPA falls below 2.0 in the specified courses, the student must execute an academic performance contract with the district school board, the FHSAA, and the student's parents. At a minimum, the contract must require the student to attend summer school to improve his/her GPA. A student must also maintain good conduct to remain eligible to participate in interscholastic extracurricular activities.

Home school students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District requirements. Should homeschooled students wish to graduate from a high school and receive that school's diploma; they must re-enroll for their entire senior year.

HONOR ROLL

The "Honor Roll" status of students will be based on the following criteria:

- The "A" Honor Roll will consist of all "A's" on or above grade level;
- The "A/B" Honor Roll will consist of all "A's or B's" on or above grade level;
- Unweighted grades are utilized for Honor Roll selection;
- Conduct grades do not count toward Honor Roll determination

INTERIM REPORTS

Parents or adult students must be notified in writing at a time during a grading period when it is apparent that the student may fail or is doing "Unsatisfactory" work in any course or grade assignment. It is imperative that contact take place to allow for an opportunity to use intervention strategies to correct deficiencies in academic areas. An acknowledgement of such notification should be obtained, if possible.

INTERSCHOLASTIC PARTICIPATION

To be eligible for interscholastic competition, a student must meet the following criteria:

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school based on school and District policies.
- The student's eligibility is also contingent upon meeting the policies established in the district's Code of Student Conduct.
- See School Board Policy 4.43 for complete eligibility information.

Summer school subjects shall be included in the calculation of the students' GPA of the previous semester for participation in extracurricular activities during the first semester of each school year. Seventh (7th) grade students shall be eligible for participating during the first semester provided they were regularly promoted from the 6th grade.

LEVEL 1 COURSES

~~Credit for Level 1 courses shall not be granted toward high school graduation except by approval based on the District policy. Students may only be enrolled in "Level I" courses, if after review of their academic records, standardized test scores and teacher evaluation, it can be determined that a more rigorous course of study would be inappropriate for the student. Any student placed in a "Level I" course must have an Individual Education Plan (IEP). There are substantial limitations on the use of level 1 courses. All student performance plan must be signed by the principal, the guidance counselor, and the parent/guardian of the student or the student if the student is 18 years of age or older. Remedial courses in grades 9-12 shall be counted as elective credits.~~

MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and

interventions matched to need.

Elements of the MTSS Process:

1. Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
2. Evidence-based curriculum and instructional approaches have a high probability of success for most students.
3. Instruction is differentiated to meet individual learning needs.
4. Reliable, valid, and instructionally relevant assessments include the following:
 - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
 - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
 - Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
 - Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
5. Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
6. Student response to instruction/intervention (RtI) data are used to guide meaningful decision making.
7. Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
8. Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
9. All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

Problem Solving Process

The problem-solving process is critical to making the instructional adjustments needed

for continual improvement. This process involves an ongoing cycle with the following steps:

Step One: Define the problem of goal by determining the difference between what is expected and what is occurring.

Step Two: Analyze the problem using data to determine why the issue is occurring.

Step Three: Develop and Implement a Plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal.

Step Four: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress-monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed-through grade level/content area team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student's deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended. If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines.

Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Intensive remedial instructional strategies may include but are not limited to:

- Summer school coursework (Grades 3 and 6)
- Extended day services (before or after school tutoring)

- Parent tutorial programs (if appropriate)
- Contracted academic services (previously approved by the district)
- Exceptional Student Education
- Suspension of curriculum other than reading, writing, and mathematics, and science
- Intensive skills development programs
- **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- Implementation of a positive behavior support plan
- Remediation plan to help the student with make-up work
- Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).
- Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3rd grade statewide, standardized ELA assessment are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).

OFFENSES AGAINST INTELLECTUAL PROPERTY

Florida Statute provides that, “whoever willfully, knowingly, and without authorization modifies data, programs, or supporting documentation residing or existing internal or external to a computer, computer system, or computer network commits an offense against intellectual property.”

Except as otherwise provided in this section, an offense against intellectual property is a felony of the third degree. If the offense is committed for the purpose of devising or executing any scheme or artifice to defraud or to obtain any property, then the offender is guilty of a felony of the second degree.

In addition, it is unlawful for any individual to knowingly and willingly taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. FS1008.24

PERFORMANCE STANDARDS

Clay County shall use the DOE prepared student performance as the approved curriculum for Secondary Education, including updates and changes as received from DOE. No courses shall be offered which are not state approved unless a special course is piloted under state guidelines and with School Board approval.

PHYSICAL EDUCATION

The 2008 Legislature passed Senate bill 610 requiring each district to include the

availability of one-on-one counseling to students regarding the benefits of physical education. Beginning in 2009-10 the equivalent of one class period per day of physical education for one semester (minimum standard) of each year for students enrolled in grades 6-8 will occur. The physical education requirement shall be waived (grades 6-8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6-8):

- The student is enrolled or required to enroll in a remedial course:
- The student's parent indicates in writing to the school one of the following:
 - The parent requests that the student enroll in another course from among those designated by the school district, or
 - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

PROMOTION AND RETENTION

Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal has documentation that standards have been met and that the student will be able to benefit from instruction at the high grade. Normally, this assignment occurs at the end of the semester, if such an assignment results in the child transferring to another school. Regarding the placement, principals must document through a variety of means that the student has met state standards. This should be done by reviewing the academic history of the student, looking at assessments and applying remediation/grade recovery processes established by Clay County. In no case, shall the move be initiated until the principal of the receiving school has been notified and agrees with the documentation. If the receiving principal questions the transfer, the two principals should meet to discuss any questions or concerns. If requested by either principal, a district review may be used to determine proper placement of the student in question. The recommendation should be made in writing to the district school superintendent. Documentation and recommendation will then be forwarded to the ~~Director of Academic Support~~ Chief Academic Officer for review. In addition, school personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement.

All students who appear to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff, considered for Multi-Tiered System of Support (MTSS). Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher(s) feel such a referral would benefit the child. Any child in middle or junior high school, who has been retained one year and is recommended for retention a second year, is to be referred for an evaluation by appropriate specialists, psychologists, etc.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned may be assigned to the same grade for the next school year or given an alternative assignment. Student's level of proficiency in the areas of reading,

writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the District and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following:

- Summer school course work or intensive skills development;
- Extended day or school year services/academic tutoring;
- Parent tutorial programs/
- Mentoring
- Contracted academic services (previously approved);
- Modified curriculum;
- Exceptional Student Education (ESE) services;
- Class size reduction;
- Use of educational software (COMPASS)
- Suspension of other curriculum offerings in areas other than reading, writing, English and math, or in those subjects specifically required for graduation.

Retention of students must be considered if the student has failed to master approved performance standards and has been provided remedial instruction and upon reassessment falls below determined cut-off points on a District measure of assessment or on the state assessments in reading, writing, science and mathematics. A student may also be retained within an intensive program that is different from the previous year's program and takes into consideration the student's learning style. Children should be retained as little as possible. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Upon subsequent evaluation, if the documented deficiency has not been ~~corrected~~ remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. An appropriate alternative placement must be considered for a student who has been retained two or more years.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be

provided to the parent or legal guardian, in writing, in a format adopted by the district School Board.

In general, the procedures outlined in this Student Progression Plan apply to all students with disabilities. An IEP serves as the basis for decisions regarding retention and promotion.

Under most circumstances, students will complete grade groupings within a set time frame. However, the principal may authorize that a student be retained a second time in any one of the grade groupings.

PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS

In order to be promoted to the next higher grade within the junior high, a student must successfully complete Language Arts, Mathematics, Science, Social Studies and one additional course for a total of five (5) subjects. Existing state student performance standards shall be the basis for each course. Appropriate procedures shall be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. Remediation measures must be taken and documented in the student's PMP. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (See P. 83 "Summer School – Junior High" on more information pertaining to promotion from grade level to grade level at the junior high.)

In order to be promoted to grade 9, Junior High students MUST successfully complete the following during their 6th, 7th and 8th grade years:

- **3 courses in English Language Arts**
- **3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school credit, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)**
- **3 courses in Social Studies (one of which must be, at a minimum, a one-semester Civics education course that includes the roles and responsibilities of federal, state and local governments, the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the U.S. constitution. In addition, this course**

- includes a statewide, standardized EOC that constitutes 30% of the student's final grade as required under s. 1008.22, F.S.. A middle grades student who transfers into the state's public school system from an out-of-country, an out-of-state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.)
- **3 courses in Science** (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)

~~One of these courses must be, at a minimum, a one-semester civics education course that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the U.S. Constitution. Each student's performance on the statewide, standardized assessment in civics education required under s. 1008.22, F.S., constitutes 30% of the final course grade.~~

~~A middle grades student who transfers into the state's public school system from an out-of-country, an out-of-state, or a private school or a home education program after the beginning of the second term of Grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year long courses in social studies that include coverage of civics education.~~

PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS

Grade level designation for high school students will be determined as follows:

- Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 6-credits per school year;
- Following completion of one year designated as a 10th grader, the student will be designated as a 11th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 12-credits for two years of high school enrollment;
- Following the completion of one year designated as a 11th grader, the student must have completed 18-credits OR 21-credits at the end of the 1st semester of the students fourth year enrolled at a high school and have a 2.0 cumulative GPA in order to be classified as a 12th grader (Senior) and take part in Senior oriented

events (Prom, Grad Bash, and any other school determined Senior activities)

According to state statutes, students are assigned to a cohort class at the beginning of each year enrolled at a high school. This cohort status determines the graduation requirements that must be met by that student. Students will be regularly notified as to their “credits earned” status towards graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four years with their 9th grade cohort. Grade recovery opportunities exist in order to help maintain student’s progress towards graduation.

Students age 18 or older wishing to return to school after withdrawing may petition the school for placement. The principal and/or designee will review the reasons for return given by the student and family. The principal will make the final determination based on the following requirements:

- The student has accumulated at least 16 credits;
- The student has a probable chance of graduating within the academic year;
- An agreement between the student and school concerning attendance, behavior and school performance is agreed upon.

If the principal does not agree to the conditions or the student does not meet the criteria, Adult Education will serve the educational needs of the student.

As in state statute, students who received a “Certificate of Completion” may return for a 5th year of high school in order to obtain their Standard Diploma.

READING AND MATH REMEDIATION

Reading: All 7th through 10th grade students scoring a Level 1 or Level 2 on the reading portion of the FSA will be screened for intensive reading placement.- Screening includes the use of the Achieve 3000 Spring Benchmark results, as well as a district comprehension screener and teacher recommendations. Students qualifying for intensive reading will be placed in one class period of reading using a blended model of teacher instruction and computer based practice. Students not qualifying for intensive reading placement will receive reading support in the content area classes. Students in grades 11 and 12 who score a Level 1 or 2 on FSA retakes and who has not earned a concordant score on the ACT or SAT will be placed in an intervention course focusing on ACT/SAT preparation and reading remediation. If a student passes the FSA retake or earns a concordant score, (s)he may exit the intensive reading program at the end of the first semester. (Note: The Instructional Decision Tree for intensive reading placement can be found on the district website.)

Math: Students in grades 7 and 8, who score an achievement level 1 on FSA, will be placed in standard math classes and will not qualify for advanced math programs. Eighth grade students scoring an achievement level 1 on the pre-algebra FSA will be given priority for Algebra 1A/1B upon entering high school. As a mandatory Florida

math graduation requirement, students in Algebra 1 and Geometry are required to take an “End-of-Course” exam. Students not scoring an achievement level 3 or higher will be placed in a Liberal Arts Math course. Secondary schools will also be utilizing the Edgenuity online program to remediate course work, as a virtual tutor, and credit recovery. Additional remedial options are available in all Clay County secondary schools through the Guidance Department.

SCHEDULE CHANGES

When changing a student’s schedule after the first ten days of school, leveling must be within the same specific subject. An example of this is if a student requests a schedule change and they are enrolled in Algebra Honors, Algebra 1 would be the most appropriate change. Grades earned will be transferred as part of the leveling process. Any withdrawals after the first quarter would require a withdraw “F/0” for the 2nd grading period and the semester exam. Students who withdraw with an “F” from a course may enter a semester course at the semester change if space is available.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should take place before the end of the first grading period so the student may be placed in an appropriate course. Current grades should be transferred to average in with grades earned in the new course. If inappropriate placement is determined prior to the end of first interim reporting period and no appropriate class is available for reassignment, then the grade given to the student for the course would be a “Withdrawn: Passing.” The grade would then be posted as no credit just as we do with course forgiveness.

Students taking courses through Clay Virtual Academy or FLVS should review the “Student Contact and Drop” policy.

CLAY VIRTUAL ACADEMY - “STUDENT CONTACT AND DROP POLICY”

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructors maintain regular contact. To ensure that our students are aware of this commitment, the four-part process below will be followed:

1. If the student does not submit the expected numbers of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive a phone call from the instructor. During the call, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.
2. If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an email to the

student/parent to remind them of the importance of submitting work and detailing the withdrawal process, if necessary.

3. If the student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
4. An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of “W” will be issued. After the grace period, a grade of “WP or WF” (or failing grade (if over 50% completed) will be issued to their school transcripts.

Students from outside Clay County may enroll in CVA full or part time online programs.

SEMESTER EXAMS

All students in grades 9-12 shall take semester exams. The School Board approved exam exemption procedures for seniors only is as follows:

- Exam exemptions are limited to seniors only;
- All seniors in year-long courses with a 1st semester average of “B” or better and a “B” average or better for 3rd and 4th quarters averaged together, will be exempt from taking those exams given at the end of the 2nd semester. Courses that are a semester in length are not exempt at any time;
- Attendance is not a consideration under the current exemption policy
- Exam values are the same for the current school year
- Semester exams will not be given early.

SPECIAL CONSIDERATIONS

Junior High: Students with exceptional ability may be enrolled in credit earning courses at the high school with the approval of the school principals and the parent. The parent shall assume the responsibility for transporting the student between schools, where appropriate. Such enrollment must be limited to courses which are congruent with the beginning or ending of the school day, but not both. Student’s grades and credits shall be awarded as received by the school where the student is regularly enrolled.

Special classes/programs: The district will employ special programs designed to assist students in meeting the necessary credits and the 2.0 GPA required for graduation. Appropriate approaches not already covered in this plan will include, but shall not be limited to, special counseling tutorial programs, help and/or homework sessions, skills classes and special assistance to obtain a high school equivalency diploma when all requirements for graduation have been met except for the attainment of a 2.0 cumulative GPA.

SUMMER SCHOOL

Summer school is an extension of the school year for students who attended Clay County

schools. Students who did not attend Clay County schools are not eligible for the summer program unless they enrolled prior to the beginning of the 4th nine-week period or approved for the HOPE Scholarship Program (see the “Student Code of Conduct for more information about this program). High School Students may earn up to two full-credits during the summer regardless of the vehicle(s) used to acquire that credit.

Junior High Summer School: “Conditional Promotion.” For a 6th or 7th grader who has failed two subjects, or ESE students with IEP recommendations, they may take one (1) of the courses during the traditional “Summer School” period. The other failed course must be completed either through a virtual program or during the next summer school offering. Junior High students may receive grade forgiveness for courses in which they received a “C,” “D,” or “F.” If math is one of the failed courses, it must be taken during the immediate summer school session. An 8th grader failing two subjects must have all subjects successfully completed prior to enrolling in the 9th grade. The “Conditional Promotion” must take into consideration the following factors in addition to the completion of the failed courses:

- whether or not the student has been previously retained;
- the student is older than the average age of the other students;
- it will be in the best interest of the student to receive a “Conditional Promotion”;
- there is evidence that the student has the ability to be successful at the next grade level.

If it is the determination of the Principal to not approve a “Conditional Promotion” for a student, the student will be recommended for retention. An 8th grade student must have passing grades for all core content subjects for 6th-8th grade in order to be promoted to 9th grade, therefore, “Conditional Promotion” does not apply. **Students failing 3 or more courses are automatically retained.**

High School Summer School: Students may take ½ credit or up to 2 credits during the summer period. All coursework for grade forgiveness must be completed prior to the next school year. High school students may take courses that they received a “D” or “F” in so as to earn credit and to raise their GPA’s. Courses for new or original credit are limited and determined on an annual basis by the District.

Summer programs by other districts which assign credit may be reviewed by Clay County staff to determine appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools/districts.

TERMINATION OF SCHOOL PLACEMENT AT AGE 16

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District. The declaration must acknowledge that terminating school enrollment is likely to reduce the student’s earning potential and must be signed by the student and the

student's parent.

The following steps must also be taken:

- The school shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.
- The student's guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

TRANSFERRING STUDENT

Students transferring from one school to another shall have the grade assigned by the departing school and by the receiving school if registered there for 15 or more days. If a student is transferring to a school in another district at a time near the end of the school year and the school they are transferring to, has already completed the school year, it will be the responsibility of our "sending school" to use good judgment for the benefit of the student involved. Usually no more than 20 school days should apply. The student's grades should be closed out and credit posted. Virtual students taking FLVS content courses receive grades of "WF" or "WP" when transferring prior to course completion per FLVS policy. The principal has the authority to waive class exams (this does not include "End-of Course" exams) in order to close out a student's grades.

- Transferring Student and Graduation: students who enter a Clay County school at the 11th or 12th grade level from out-of-state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course/credits requirements IF the student has met all course/credit requirements of the school district, state, or country from which he or she is transferring. In addition to credit requirements to receive a standard high school diploma, a transfer student must earn a 2.0 GPA, pass the Algebra I EOC OR have passed an equivalent Algebra I EOC from the transferring state or county, pass the 10th Grade FSA ELA OR receive the concordant scores on the SAT or ACT identified by the Department of Education. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.
- Transfer Credit Policies and Guidelines: The "State Uniform Transfer of High School Credits Rule" states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. The rule states that the requested grades

or credits will be accepted if presented as part of an official transcript. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school. An official transcript shall be sent by mail or electronically signed by a school administrator, be on school letterhead, and/or be embossed with the school's seal. An official transcript should clearly identify the school, the student, course number, date the course was taken and the credit earned and grade in each course.

Examples of unofficial transcripts are: hand delivered by the student or parent, delivered to the designated school administrator in an opened envelope, or is on plain paper. The rule, therefore, precludes districts and individual schools from placing any additional requirements or procedures on the transfer of high school credits.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school or the student does not possess an official transcript, or if the student is a home education student, credits shall be validated through performance during the first grading period that the student is enrolled in the school. A student transferring into a school shall be placed at the appropriate sequential course level and in order to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. If a student does not meet this requirement, they shall have their credits validated using the "Alternative Validation Procedure" listed below:

1. Portfolio evaluation by the Superintendent or designee;
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. Demonstrated performance in courses taken through dual Enrollment or at other private schools;
4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. Demonstrated proficiencies on the FSA ELA;
6. Written review of the criteria utilized for a given subject provided by the former school. Student must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in the "Alternative Validation procedure" of this rule, if required.

If the "Alternative Validation procedure" is used, parents are obligated to the findings of the procedure. A school has until the end of the first grading period in which the student is enrolled to validate an official transcript. After this point, all credits and grades are to be accepted at face value.

TRANSFER STUDENT PLACEMENT (Military Dependent Children)

CCSB participates in the Interstate Compact on Educational Opportunity for Military

Children, the purpose of which is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The district will implement the requirements listed in FS 1000.36.

In order to facilitate on-time graduation for transferring military children enrolled any time in high school, as specified in section F.S. 1000.36, Article VII the following provisions apply:

- A school district must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the receiving state must provide an alternative means of acquiring the required course work so that graduation may occur on time.
- States must accept exit or end-of-course (EOC) exams required for graduation from a school in the sending state.
- If a transitioning student who transfers in his or her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the sending and receiving state schools must ensure the receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student may participate in all local graduation activities.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include advanced studies programs, dual enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB).

HOPE Scholarship Program students follow these same policies (see the “Student Code of Conduct for more information about this program).

~~TRANSFER OR~~ CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

1. Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
2. The Principal considers the request and notifies the parent within two weeks. The Principal must consider
 - a. Class size
 - b. Grade and course
 - c. Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
3. If approved, parent and teacher are notified;
4. If not approved, parent is notified with explanation given.

VALEDICTORIAN AND SALUTATORIAN RECOGNITION

When a school awards Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a weighted grade point average on all courses taken in grades 9-12 including virtual courses. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the eighth semester. If virtual grades are not reported to the school prior to the last day of senior exams, that course should not be included in the determination of valedictorian(s) and salutatorian(s)."
- A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in Clay County that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18-Credit Graduation Program are eligible for valedictorian and salutatorian status. The conclusion of the eighth semester is the deadline for an 18-credit graduation program student to select to graduate and compete for valedictorian or salutatorian status, or continue to complete the 24-credit diploma.
- A student who transfers to or within Clay County during the last year prior to graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:
 - If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-

Valedictorian along with the second ranked student. The third-ranked student would be named Salutatorian.

- If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student

VOLUNTARY SERVICE HOURS

Voluntary Service Hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars, Gold Seal Vocational Scholars and Gold Seal CAPE Scholars : 100, 75 and 30 hours respectively. Students may begin logging and documenting volunteer service hours the summer before the student enters ninth grade. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. These service hours are not a Florida or school district requirement for graduation with a standard high school diploma.

For student who are attempting to receive school community service hours for an activity, below are the district guidelines:

1. Volunteer service is defined as “assisting where needed in a social issue where the student’s service directly addresses a need in the school or community in areas such as health, education, environment, public safety, etc.;
2. Volunteer service activities ~~must~~ **should** receive prior approval from the school’s designated high school personnel (typically, the student’s high school counselor) to ensure that credit will be awarded to the student;
3. Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student’s own family;
4. Volunteer service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;
5. Volunteer service activities must be rendered for “not-for-profit” organizations or agencies;
6. The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
 - a. “Direct Service” involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter or working with the elderly in a nursing home;
 - b. “Indirect Service” involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
 - c. “Advocacy” involves educating others about a particular social problem with a goal of eliminating the cause of that problem. Examples include writing

letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups;

7. Hours spent in volunteer service activities must be verified by a site supervisor. The appropriate documentation on business letterhead must be signed by the site supervisor. Business letterhead can also be attached to the completed Clay County Volunteer Service Documentation Form;

Activities that **MAY NOT** be approved include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business;
- Any activity that replaced a paid staff worker of the agency or institution that the student volunteers with;
- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts;
- Any activity whose main purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity **UNLESS** the hours are spent addressing a social problem (examples may include: Habitat for Humanity, A community-wide summer Vacation Bible School, etc.);
- Attendance at self-improvement workshops or conferences;
- Participation as an athlete in school sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;
- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

WEIGHTED GRADES

Weighted courses earn additional quality points toward the GPA calculation. The traditional 4.0 scale (A = 4, B = 3, C = 2, D = 1, F = 0) is used for athletic eligibility, promotion, Bright Futures, etc. Rank in class is the primary purpose for utilizing a weighted grading scale. Weighted courses include: "Level 3" Career and Technical Education courses, Dual enrollment, IB, AP and AICE courses, all Honors level courses, Foreign Language courses for year 3 and above, Chemistry II, Physics II and Gifted Studies.

EXCEPTIONAL STUDENT EDUCATION

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS

Legislation signed on June 20, 2014 by the Governor significantly changed the diploma options for students with disabilities. The legislation in Senate Bill 850 eliminates special diploma options and develops pathways to a standard diploma for all students with disabilities. This legislation is specific regarding the special diploma option. As of June 20, 2014, the special diploma option is available ONLY to students who enrolled in grade nine (9) or higher prior to the 2014-15 school year and the student's Individual Education Plan indicated a selection of special diploma. Students with disabilities who entered the 9th grade before the 2014-2015 school year cannot be switched to special diploma after June 20, 2014.

In compliance with SBER 6A-1.095, FAC (Requirements for High School Diploma) and SBER 61-1.0996, FAC (Graduation Requirements for Certain Exceptional Students), a student with disabilities may exit high school with a special diploma only if this option is specified on the Individual Education Plan prior to the 2014-15 school year.

If a student with disabilities does not fulfill criteria for a diploma, he/she may exit high school with ~~one of the following certificates:~~ a certificate of completion.

- ~~Certificate of Completion~~
- ~~Special Certificate of Completion~~

The selection of a diploma option must take place at an Individual Educational Plan (IEP) meeting during the student's eighth grade school year or during the school year prior to the student becoming age 14, whichever comes first. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, the IEP team will collaborate with the student's parents/guardians to select the most appropriate diploma option. The IEP team will discuss specific course and credit requirements for each diploma option in order to make an informed decision. The diploma option selected at the IEP meeting is noted on the IEP. At each annual IEP meeting thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed. If, at any time, a change to the diploma option is recommended or requested, the change must be approved by the parent and is subject to verification of appropriateness by an independent reviewer. Copies of each IEP shall be given to the parents.

STANDARD DIPLOMA

ELIGIBILITY

All students with disabilities who entered 9th grade in 2014-15 must meet the requirements for a standard diploma in order to graduate. Note: Only students with disabilities who enrolled in grade nine (9) or higher prior to the 2014-15 school year and had an Individual Education Plan indicating a selection of special diploma may earn a special diploma rather than a standard diploma. **Students with disabilities exclusively in programs for students with Visual and Speech Impairments, Gifted or Homebound or Hospitalized must pursue a standard diploma.**

REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS

The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who:

- Earn a passing grade on the required statewide assessment(s) or meet the waiver requirements.
- Successfully complete the required credits in grades 9-12. Students with disabilities must earn required credits in district approved education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Students with disabilities may meet the elective credit requirements by earning credits in basic, vocational or exceptional student education courses as allowed by the standard diploma option selected.
- Attain the same cumulative grade point average required in the general education section of Student Progression Plan.

WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an individual educational plan (IEP)
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

Students with disabilities who choose to pursue the 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, may be eligible for a waiver of statewide, standardized assessment results as long as they meet all of the waiver requirements and the requirements for the ACCEL option.

Students pursuing a standard diploma with a scholar diploma designation are not eligible for a waiver. In order for a student to earn a scholar diploma designation, a student must meet the requirements of s. 1003.4285, F.S.

REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS

For those who have selected a General Standard Diploma, the following additional options may be discussed at an IEP team meeting and selected if appropriate.

Standard Diploma via Access Courses: This diploma is ONLY available to students with significant cognitive disabilities who are enrolled in access courses. The following may be considered:

- Substitution of eligible Career Technical Education (CTE) courses for required access courses. Eligible CTE courses are noted in the state course code directory.
- Modified expectations or outcomes to the CTE curriculum if CTE substitutions have been selected in lieu of required access courses.
- Waiver of the Florida Standards Alternate Assessment for the purpose of receiving a course grade and a standard high school diploma. If this option is recommended by the IEP team, the parent must approve it. In addition, a Graduation Portfolio must be developed in the area (reading,

math, science) in which the waiver is granted.

Standard Diploma via Academic Courses and Employment Competencies: This may be considered when the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills. If this option is selected, an appropriate and signed Employment Transition Plan must be in place and separate from the IEP. Also, in addition to meeting the requirements noted for the general standard diploma, the IEP team may discuss and opt to substitute eligible Career Technical Education (CTE) courses for required core academic courses. Eligible CTE courses are noted in the state course code directory.

Standard Diploma Merit Designation, Standard Diploma Scholar Designation, Advanced International Certificate of Education, State of Florida High School Performance-Based Diploma, State of Florida High School Diploma, International Baccalaureate, Standard Diploma ACCEL 18 Credit Option: Specific requirements for each of these diploma types can be found in the Secondary Education section of this manual.

CERTIFICATE OF COMPLETION

According to statute, a Certificate of Completion is awarded to any student with a disability who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program. The awarding of a certificate of completion to students with disabilities does not prevent a student with a disability from pursuing a standard diploma. A student with disabilities may continue to pursue a standard diploma until his/her 22nd birthday

DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA

This applies only to students with disabilities pursuing a standard diploma during the school year in which the student is expected to graduate. [Students who receive a special diploma or a certificate of completion do NOT need to defer receipt of the special diploma or certificate in order to continue to receive FAPE.] The IEP team must review the benefits of deferring and describe in writing the services and programs available to the student who wishes to defer. The decision is made by the parent or the student if over age 18 during the year the student is expected to meet all of the requirements for a standard diploma, which is the senior year. Additionally, the decision to defer must be made by May 15 of the senior year. A student with a disability may only defer receipt of a standard diploma if:

- The IEP includes special education, transition planning, transition services, or related services through age 21 AND
- The student is enrolled in one or more of the following:
 - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, and credit by examination)
 - Industry certification courses that lead to college credit (check with

- the Career-Technical Education department for courses that apply)
- Collegiate high school program (International Baccalaureate program, or Advanced International Certificate of Education program)
- Courses necessary to satisfy the Scholar designation requirements (the scholar designation requires satisfactory completion of additional academic courses and assessments; see fldoe.org for additional information)
- A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old).

GIFTED PROGRAM

A student is eligible for special instructional programs for the Gifted from kindergarten through grade 12 if the student meets one of these criteria:

A. The student demonstrates:

1. The need for a special program.
2. A majority of characteristics of Gifted students according to a standard scale or checklist.
3. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.

or

B. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are Gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C., as students with limited English proficiency or students from low socio-economic status families.

When a student is determined eligible for this program, an Educational Plan is developed. In grades K-6, Clay County District Schools utilizes the research based Gifted Enrichment Model as the best way to meet the depth and complex needs of elementary students who are Gifted. In grades 7-8, junior high schools may utilize academic content courses or provide support facilitation. Students who are Gifted articulating from grade 8 to 9 will have an Educational Plan articulation meeting to address appropriate services.

In order to ensure that Exceptional Student Education Services are provided for all students who are Gifted, the following principles should guide decision making:

- The Educational Plan (EP) drives the Gifted service; students must attend the Gifted class, or receive the Gifted services, as they do any other required instruction. Participation in Gifted classes cannot be used as a reward.

- The Educational Plan identifies the amount of time a student receives instruction with the Gifted teacher. If any changes are needed to the Educational Plan, individual EP meetings must be held (including the parent/guardian) to address the changes. The changes must be described in Present Level of Educational Performance.
- Students who attend Gifted Enrichment classes are responsible for concepts covered in their general education class. The general education teacher should try to schedule critical lectures, presentations of new material, and tests at a time when the Gifted students are present. Any critical material covered when the Gifted students are receiving their required Gifted service will be provided to students upon their return to class.
- Students who are Gifted attending an enrichment class are NOT required to make up classwork or homework missed while participating in activities with the Gifted teacher. Additionally, missed classwork must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- Middle school students who attend a Gifted class for content instruction receive their grade for that subject from the Gifted teacher.
- In order to be considered an ESE service, all Gifted classes (Enrichment classes at elementary school or Gifted academic content courses at the junior high school) must be taught by a Gifted Endorsed Teacher and the classes must be comprised of only students who are Gifted.

PERFORMANCE STANDARD REQUIREMENTS

~~All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End of Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science. Access Points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. Student performance is assessed at three levels of complexity.~~

~~The three performance/functional levels are:~~

- ~~_____ • **Independent Level**~~
- ~~_____ • **Supported Level**~~
- ~~_____ • **Participatory Level**~~

~~Students' achievement is reported through performance levels described as emergent, achieved and commended. Access Points are academic expectations written specifically for students with significant cognitive disabilities. It is~~

~~expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.~~

~~NOTE: Access courses can only be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee.~~

~~TYPES OF CERTIFICATES: OVERVIEW~~

~~—For students with disabilities who have meet some, but not all, of the requirements for the specified diploma option on the IEP, a certificate is awarded in lieu of a diploma.~~

~~CERTIFICATE OF COMPLETION~~

~~—According to statute, a Certificate of Completion is awarded to any student with a disability who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program.~~

~~SPECIAL CERTIFICATE OF COMPLETION~~

~~—The special certificate of completion is awarded to students with disabilities who have met all applicable requirements for a certificate of completion, but are unable to meet the appropriate special state minimum requirements.~~

~~CONSIDERATION~~

~~The awarding of a certificate of completion to students with disabilities does not prevent a student with a disability from pursuing a standard diploma. A student with disabilities may continue to pursue a standard diploma until his/her 22nd birthday.~~

~~A. CLASSROOM ACCOMMODATIONS~~

~~ESE and 504 students should receive classroom accommodations as listed in their IEP or 504 Plan. Accommodations are implemented in all general basic education courses, and to Career and Technical Education (CTE) courses and programs of study shall be made as needed to assure students the opportunity to meet requirements for course completion and high school graduation requirements for a standard diploma. The appropriate accommodations shall be determined on the basis of the assessed needs of the student and shall be reflected in his/her IEP. Accommodations to these courses shall not include modifications to the student performance standards.~~

B. DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS

Allowable district and state standardized assessment accommodations should be considered by the IEP team at annual IEP reviews. Note that only allowable accommodations approved by any specified standardized assessments are permissible. Parents and students should be made aware that there may be accommodations used in the classroom that are not permissible on standardized assessments.

Teachers are to use appropriate testing accommodations, identified on the IEP, for a student with disabilities in all situations.

C. FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines:

~~The Florida Standards Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Education Plan (IEP) teams are responsible for determining whether students with disabilities will participate in alternate assessment.~~

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments. ~~In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the Florida Standards Alternate Assessment:~~

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		

2. Even with appropriate and allowable instructional accommodations, —assistive technology, or accessible instructional materials, does the —student require modifications to the grade level general state content —standards?		
3. Does the student require direct instruction in academics areas of —English language arts, mathematics, social studies, and science based —on access points in order to acquire, generalize, and transfer skills —across settings?		

All of the following criteria must be met:

- a). The student has a significant cognitive disability.
- b). Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- c). The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- d). The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

~~If the IEP team determines that all three of the questions accurately characterize a student's current educational situation,~~ If the student meets all of the criteria for alternate assessment, ~~then~~ the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If ~~"yes" is not indicated in all three areas,~~ then the student does not meet the criteria, the student should be instructed in ~~the~~ general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score.

The four achievement levels are:

Level 1

Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

Level 2

Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

Level 3

Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

Level 4

Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific **benchmarks** within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. **It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.**

REPORT CARDS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

~~—Students in kindergarten through second grade with significant cognitive disabilities and working on the Participatory or Supported Level Access Points will be evaluated with a modified report card. All other students will be evaluated with the standard grade level report card.~~

ADULT EDUCATION

ADULT HIGH SCHOOL DIPLOMA

Adult High School Eligibility Requirements

- He/she must be withdrawn from a secondary institution and beyond compulsory school age; but cannot be over the age of 21.
- He/she must meet with a Clay County Adult Education advisor before they are enrolled. An official transcript should be available at this time so that a review of past academic history can be conducted;
- Due to limited course offerings, it is recommended that an eligible Adult High School student must have previously attained 20 credits. The balance of credits (24 is required for graduation) may be completed through the Adult High school program;
- Classes will be available 1 day per week unless otherwise noted. Please inquire about the location of the classes from the Adult Education office. Students are allowed to work outside of the classroom in order to expedite completion of the program. However, all testing or assessments must be done in the lab setting at the Adult Education location;

- All students, regardless of residency status, must pay a \$30 tuition fee, per trimester.
- Registration for returning adult education students who have been administratively withdrawn for disciplinary or attendance reasons or who do not remain continuously enrolled will pay a \$10.00 re-entry fee.
- Please check with the Adult Education office on times and locations of classes.
- Office hours and phone number: 904-272-8170
 - 7:30 a.m.-8:00 p.m. Monday-Thursday
 - 7:30 a.m.-3:00 p.m. Friday

GRADUATION REQUIREMENTS

The following sequence of graduation requirements is necessary for graduation from the Adult High School Credit Program in the Clay County School District. Additionally, each student must complete each course with at least 70% mastery. Students must accumulate 24 credits, post a 2.0 GPA and pass the FCAT.

Language Arts	4
Mathematics	4
Science	3
Social Studies	3
Physical Education	0 (1/2 credit can be accepted)
Fine Arts	1/2 (Art and Other Cultures, etc.)
Practical Arts	1/2
Electives	9
TOTAL	24

EXPLANATION OF EACH SUBJECT AREA

- 1. Language Arts (4)**
These courses fulfill the required four credits. These required courses should have the word English in the course title. (ENGLISH I, II, III, IV). The major emphasis will be centered on Literature and Composition.
- 2. Mathematics (4)**
Students must pass Algebra I, its equivalent, or a higher math in order to meet the math requirement.
- 3. *Science (3)**
No specific course requirements apply. Physical Science and Biology, however, is highly recommended.
- 4. Social Studies (3)**
The Social Studies requirement include 1 credit in American History, 1 credit in World History, 1/2 credit in Economics, and 1/2 credit in American Government.
- 5. **Fine Arts (1/2)**
The 1/2 credit may be accepted for Adult Education students. These courses include Drama, Music and Dance in which manual dexterity is required.
- 6. **Practical Arts (1/2)**

Courses in the Practical Arts may be accepted. Please refer to the Practical Arts Course Guide.

7. Life Management Skills (1/2)

A ½ credit in Life Management Skills is no longer required; however, if a student has received a passing grade in this course it will be accepted.

8. Electives (9)

Credit in elective areas fluctuates yearly to accommodate the total credits to be earned.

Special Note:

With appropriate documentation, adults can receive up to two elective credits for successful military experience.

There are many students who come to Adult Education without having a Fine Arts, Physical Education, Practical Arts and Life Management Skills credit. Because these courses are not offered specifically, they are often substituted with courses such as: Art and Other Cultures, Environmental Science, Marine Science, Writing Composition, Journalism, Contemporary Literature, Florida Law, Florida History, Psychology and Sociology.

** One (1) credit in either Fine Arts or Practical Arts will also meet this requirement.



STUDENT PROGRESSION PLAN

2019 - 2020

**ADDISON G. DAVIS
SUPERINTENDENT OF SCHOOLS
SCHOOL DISTRICT OF CLAY COUNTY**

**JANICE KEREKES
CAROL STUDDARD
TINA BULLOCK
MARY BOLLA
ASHLEY GILHOUSEN**

**DISTRICT 1
DISTRICT 2
DISTRICT 3
DISTRICT 4
DISTRICT 5**

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DRAFT

INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule the administrative procedures required in state legislation. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

Florida Statute 1008.25 states:

Each district school board shall establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards.

FLORIDA STATE STANDARDS

Student Performance Standards in Florida are defined as the K-12 Academic Standards for the State of Florida, inclusive of the Next Generation Sunshine State Standards, and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND PLACEMENT

Student promotion in the Clay County School District is based upon an evaluation of each student's progress toward meeting the appropriate grade level expectations. Decisions regarding promotion and retention should be based on consideration of the following:

Progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards/Grade Level Expectations, district competencies and objectives and other data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.

Students who do not satisfactorily achieve established objectives for the grade or course to which they are assigned, may be assigned to the same grade for the next school year or

given alternative assignment. The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. The purpose is to provide assistance to students who do not meet district and state expectations for proficiency in ELA, science and mathematics and/or to improve behavior and attendance by way of interventions. The plan may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions that may include, small group interventions within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA; science and/or mathematics); consideration for ESE services; behavior contracts, attendance improvement plans, and other remedial activities as determined by the school district. A student's level of proficiency in the areas of reading, writing, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Science proficiency was added in 1999 with statewide measurement beginning in 2003. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school coursework (grades 6-12) or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, contracted academic services (previously approved), modified curriculum, exceptional education services, class size reduction, and suspension of other curriculum offerings in areas other than reading, writing, and mathematics or in those subjects specifically required for graduation in grades 9-12.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and junior high school years. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documentation by either the student's RtI Plan or the student's IEP.

Students scoring a Level 1 on the statewide assessment test in reading for grade 3 must be retained. It should be noted that no social promotion/Administrative placement (1008.25(6)(a) F.S.) is allowed. Florida statutes prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion, administrative placement or placement at the next grade level without regard for student mastery of the appropriate Florida Standards.

STATEWIDE STUDENT ASSESSMENT PROGRAM

All students must participate in statewide assessment tests at designated grade levels as required by S.1008.22 F.S. The primary purposes of the student assessment program are

to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

- Assess the annual learning gains of each student toward achieving the Florida Standards or Next Generation Sunshine State Standards appropriate for the student's grade level.
- Provide data for making decisions regarding school accountability and recognition.
- Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard diploma.
- Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- Provide information on the performance of Florida students compared with that of other students across the United States.

GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS

Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, setting and learning activities, and/or diagnostic and assessment procedures in eligible students as required by S.1008.22 F.S. The educational program shall provide services which support the program goals and lead to improved discipline. Student participation in such programs shall be for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

Students in grades 1-12 shall be eligible for participation in these programs based upon the following Early Warning System criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
 - Course failure in English Language Arts or mathematics during any grading period. A Level 1 score on the statewide, standardized assessments in English
 - Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).
- The student's attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- The student has one or more suspensions, whether in school or out of school.
- The student has a pattern of excessive absenteeism or has been identified as a

habitual truant.

- The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
- Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
- Severely threatens the general welfare of students or others with whom the student comes into contact.
- The student is identified by a school's early warning system pursuant to s. 1001.42(18)(b).
- "Second chance schools" means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. As partnership programs, second chance schools are eligible for waivers by the Commissioner of Education from State Board of Education rules that prevent the provision of appropriate educational services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings.

Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior high school, or high school level. Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of technical education, pre-employment training, and behavioral management. Such programs shall utilize instructional teaching methods appropriate to the specific needs of the student.

Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the effective, pedagogical, and content-related skills necessary to meet the needs of these students.

Each district providing a program for dropout prevention and academic intervention program pursuant to the provisions of this section shall maintain for each participating student records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned or the type of academic intervention services provided and an evaluation of the student's academic and behavioral performance while in the program. The school principal or his/her designee shall prior to placement in a dropout prevention and academic intervention or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt request, to the student's parent, guardian, or legal custodian. The parent, guardian, or legal custodian of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents or guardians of student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review

of any action by school personnel relating to such placement.

MILITARY FAMILIES AND TRANSFERS

The “Interstate Compact on Educational Opportunity for Military Children” was implemented to accommodate children from military families who have been transferred from one state to another. The purpose of the “Compact” is to make this transition as seamless as possible. The “Compact” applies to active members of the uniformed services, members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement, and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT

In the event that official educational records cannot be obtained by the parent, the sending school will furnish a complete set of “unofficial educational records.” When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. Copying fees will not exceed the reasonable cost of reproduction. If necessary;

- Upon enrolling the student, the receiving school will request official records from the sending school. Upon receipt of this request, the school will furnish the records within ten (10) business days (not including staff holidays);
- Immunization records must be provided at the time of enrollment;
- Students should be allowed to continue their enrollment at the grade level in which they left the previous state regardless of age (including kindergarten). If the student(s) successfully completed a grade level in the sending state, they should be enrolled in the next highest grade level in the receiving state, regardless of age;
- Any student who transfers from an out-of-state public school and does not meet regular age requirements for admission to the receiving school will be admitted upon presentation of the information provided by the educational records. If transferring from an out-of-state nonpublic school and does not meet regular age requirements of the receiving school, the student will be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the student’s academic credit is acceptable under rules of the receiving school board. To be admitted into the receiving school, the transferring student must provide the following:
 - Official military orders showing that the military member was assigned to the state in which the child was previously enrolled and attended school. If the child was residing with a legal guardian and not the military member, a copy of the family care plan or proof of guardianship will be provided;
 - An official letter or transcript from the school authorities of the sending school showing attendance, academic and grade placement information;
 - Documented evidence of immunization;
 - Evidence of date of birth.
- When the student transfers before or during the school year, the receiving school

- will initially honor placement of the student in educational courses based on the student's enrollment in the sending state/school or based on the educational assessment conducted at the sending school. Continuing the student's academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement;
- In compliance with IDEA, the receiving school will initially provide comparable services to a student with disabilities based on his/her current "Individualized Education Program" (IEP) and make reasonable accommodations and modifications for incoming students with disabilities, subject to an existing 504 Plan, in order to provide the student with equal access to education. The receiving school may then perform subsequent evaluations to ensure appropriate placement and services;
 - School districts shall have flexibility in waiving course/program prerequisites for placement in courses/programs.

ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES

- A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, will be granted additional excused absences at the discretion of the Superintendent or Principal to visit with his or her parent/legal guardian.

GRADUATION OF CHILDREN FROM MILITARY FAMILIES

In order to facilitate the on-time graduation of children of military families, schools will incorporate the following procedures:

- Waive specific course requirements for graduation if similar coursework has been satisfactorily completed in the sending school OR will provide reasonable justification for denial. If a waiver is not provided to a student who would qualify to graduate from the sending school, the receiving school will provide an alternative means of acquiring coursework for that graduation to occur on time;
- Exit exams: Receiving schools will accept any of the following testing information:
 - Exit or end-of-course exams required for graduation from the sending state;
 - National norm-referenced achievement tests;
 - Alternative testing in lieu of testing requirements for graduation in the receiving state.
- Students transferring under the "HOPE Scholarship Program" are eligible for all programs offered by the District or a school.
- In case a student transfers during their senior year and is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student met the graduation requirements from that school.
- Clay Virtual Academy students from military families that move from Clay County but maintain residency in Florida and a mailing address in Clay county that is checked regularly may remain enrolled in Clay Virtual Academy. Due to onsite

state testing requirements, most will want to continue enrollment as a homeschooled student.

ELIGIBILITY

- Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law will be sufficient for the purpose of enrollment and all other actions requiring parental participation and consent;
- A transitioning military child who is placed in the non-custodial parent or other person standing in loco parentis, may continue to attend the school in which they are enrolled while residing with the custodial parent;
- The school will make every effort to obtain eligibility privileges for extracurricular activities, regardless of application deadlines, working in conjunction with the state high school athletic association, to the extent they are otherwise qualified.

OVERSIGHT, ENFORCEMENT AND DISPUTE RESOLUTION

Please refer to the “Interstate Compact on Educational Opportunity for Military Children” for information related to disputes or controversies. In addition, contact the Clay County School District with questions pertaining to this subject.

ELEMENTARY EDUCATION (K-6)

ADMISSION AND DISTRICT REQUIREMENTS

Kindergarten (F.S. 1003.21)

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. **NO PROVISION FOR EARLY ADMISSION TO KINDERGARTEN EXISTS.**

First Grade (F.S. 1003.21)

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- Enrollment in a public school; or
 - Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21.
- NO PROVISION FOR EARLY ADMISSION TO FIRST GRADE EXISTS.**

First Entry to the Clay County District Schools

Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- Proof of date of birth for kindergarten and grade one students. (F.S. 1003.21) If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in Florida Statute 1003.21:
 - A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
 - An insurance policy on the child's life that had been in force for at least two years;
 - A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
 - A passport or certificate of arrival in the United States showing the age of the child;
 - A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
 - If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

A homeless child, as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.

- A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12. Required immunizations include (F.S. 1003.22):
 - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
 - Two or three doses of hepatitis B (HepB) vaccine
 - Three, four, or five doses of polio vaccine *
 - Two doses of measles-mumps-rubella (MMR) vaccine
 - Two doses of varicella vaccine for K-8 **
 - One dose of varicella vaccine for grades 10-12

*If fourth dose of vaccine is administered prior to fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.

**Varicella vaccine is not required if varicella disease is documented by health care provider.
- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- Social Security Number (District request)

TRANSFER DISTRICT REQUIREMENTS

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in F.S. 1003.21 and F.S. 1003.22 and will be subject to the following conditions (this includes HOPE Scholarship Program transfers):

In-State Transfers from Nonpublic Schools to Kindergarten

Students transferring from a nonpublic Florida Kindergarten to the Clay County District Schools must provide:

- Evidence of date of birth (five years of age on or before September 1)
- Proof of immunization
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

In-State Transfers from Nonpublic Schools to First Grade

Pupils transferring from a nonpublic first grade must provide:

- Evidence of successful completion of kindergarten in a nonpublic Florida school
- Evidence of date of birth (six years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months
- Proof of immunization and

- Social Security Number (District request)

Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- Evidence of immunization against communicable diseases as required by F.S. 1003.22 on a Florida 680 or 681
- Evidence of date of birth in accordance with F.S. 1003.21
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

Home Education Program Entry or Reentry (FS 1003.21/1002.41)

When a student is transferring into Clay County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- Age and maturity;
- Standardized achievement test results;
- Previous record in public and private schools which include state assessments and;
- Evidence of work and achievement while in home education

Final grade placement will be determined by the principal at the end of four weeks (6A 1.09)

Assigning Grades to Transferring Students

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled**.

Transfers from one CCSD elementary school to another will be through Focus.

Assigning Report Card Grades

Receiving schools shall assign progress report grades when the student has been enrolled in the school fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

In no way will an academic penalty be used for a "code of conduct" violation with the exception of cheating or plagiarism.

Conversion Chart (Grades 3-6)

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

A+ = 100	A = 95	O = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 75
D+ = 69	D = 65	U = 59
	F = 55	

Grades earned outside School District of Clay County should be averaged to obtain the year's average using the conversion chart. A notation in the comment section should denote grades and where they were earned.

Change of Class/Courses of Clay County Students

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year based on (1) the teacher's out-of-field certification status or (2) personal preference. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, parent is notified with explanation given.
- Consistent with School Board rules and in accordance with state statute (1012.28(5)F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in a program(s) or classes.

ELEMENTARY INSTRUCTION**PHYSICAL EDUCATION AND RECESS**

Florida Statute 1003.455 requires each district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles. K-5

students and 6th grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- required to enroll in a remedial course
- parent indicates in writing to the school that:
 - parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
 - student is participating in physical activities outside the school equal to or in excess of mandated requirements.

“Free-play” recess will be included in the elementary day for grades K - 5 for 120 minutes weekly. (HB 7069)

REGULAR PROGRAM

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curriculum. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. (Chapter 1001, Part II). Schools may also offer courses in art, music, media, and/or technology. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Florida State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

HOMEWORK (SDCC Policy 4.40)

Homework is defined as assignments which support specific concepts taught during the school day. Incomplete class work is not considered to be homework, but rather a continuation of the student’s daily class work responsibility. Because all Clay Virtual Academy course work is completed outside the traditional classroom, this policy does not apply to CVA students.

Homework should not exceed 20-30 minutes for K-3 or 30-45 minutes for 4-6. Individually assigned, rather than class assignments, are strongly recommended. No homework is to be assigned over school holidays. No homework is to be assigned during statewide assessment tests.

MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA); therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

- Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
- Evidence-based curriculum and instructional approaches have a high probability of success for most students.
- Instruction is differentiated to meet individual learning needs.
- Reliable, valid, and instructionally relevant assessments include the following:
 - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
 - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and

- evaluating instruction/intervention effectiveness.
 - Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
 - Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
- Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
- Student response to instruction/intervention (MTSS) data are used to guide meaningful decision making.
- Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
- Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
- All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

Problem Solving Process

The problem-solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:

Step One: Define the problem of goal by determining the difference between what is expected and what is occurring.

Step Two: Analyze the problem using data to determine why the issue is occurring.

Step Three: Develop and Implement a Plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal.

Step Four: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress-monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed-through grade level/content area

team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student’s deficiency isn’t remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended.

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

Intensive remedial instructional strategies may include but are not limited to:

- Summer school coursework (Grades 3 and 6)
- Extended day services (before or after school tutoring)
- Parent tutorial programs (if appropriate)
- Contracted academic services (previously approved by the district)
- Exceptional Student Education
- Suspension of curriculum other than reading, writing, and mathematics, and science
- Intensive skills development programs
- **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- Implementation of a positive behavior support plan
- Remediation plan to help the student with make-up work
- Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).
- Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3rd grade statewide, standardized ELA assessment are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).

A review shall be conducted of MTSS Plans for all retained third grade students who did not score above Level 1 on FSA and did not meet one of the Good Cause exemptions. The Plan must address additional supports and services needed to remediate the deficiency.

When to consider starting an MTSS Academic or Behavior Plan

Academic Considerations

	READING	MATH	WRITING
K-2	<ul style="list-style-type: none"> Consistently scoring in the red success zone on a Clay established benchmark assessment Scoring in the yellow success zone of a Clay established benchmark assessment if supported by other data Teacher, parent, or other instructional personnel recommendation Report card reflects skills not mastered as expected for grade level 	<ul style="list-style-type: none"> Scoring at the at-risk level on a Clay established benchmark assessment if supported by other data sources Teacher recommendation Report card reflects skills not mastered as expected for grade level 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates weakness in writing skills
3-6	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher, parent, or other instructional personnel recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on FSA for the two previous school years Required for retained 3rd grade readers 	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on or FSA for the two previous school years 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates weakness in writing skills

Behavioral Considerations

K-6	<ul style="list-style-type: none"> Discipline referrals, Clay Behavior Universal Screener, Schoolwide Positive Behavioral Interventions and Supports (PBIS) data Students who exhibit externalizing or internalizing behaviors Students who present many behavioral challenges in and out of the classroom Students experiencing in-class consequences but do not get discipline referrals Students in ESE settings who may still need additional behavioral supports Teacher, parent, or other instructional personnel recommendation
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READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25)

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Reading Scholarships

FS 1002.411 provides reading scholarship accounts for students. Contingent upon available funds, and on a first-come, first-served basis, each student in grades 3 through 5 who is enrolled in a Florida public school is eligible for a reading scholarship account if the student scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.

For an eligible student to receive a reading scholarship account, the student's parent must:

- Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; StepUpForStudents.org
- Submit eligible expenses to the eligible nonprofit scholarship-funding organization for reimbursement of qualifying expenditures, which may include: instructional materials, curriculum, tuition and fees for tutoring, summer education and after-school education programs designed to improve reading or literacy skills

By September 30, the school district shall notify the parent of each student in grades 3 through 5 who scored below a level 3 on the statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

Habitual Truancy

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e).

If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S

If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
- The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
- The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Excused absences are: religious instruction/holidays, sickness, injury or other insurmountable conditions, absence for medical, clinical or therapeutic treatment of autism spectrum disorder, or absences due to participation in an academic class or program or as otherwise excused by the principal.

Students who have excused absences must be allowed to **make up missed work**. If a student has excessive absences, then he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day that a paper, project, test or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned prior to the absence is due the day the student returns. Work assigned during the absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established which indicates otherwise.

For unexcused absences, including out of school suspension, work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded. Work assigned and due during the time of an unexcused absence may be accepted for credit at the

discretion of the teacher.

Attendance for CVA is documented as follows:

- Students in grades K-5 must follow pace chart for each week;
- Students in grades 6-12 must stay on pace for each week (minimum of 5% per week);
- Any day a K-5 student does not log in is considered an absence if coursework is not up to date;

The Learnfare program requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced. (SDCC 4.54)

Per School Board Policy, Perfect Attendance is awarded to students that have been neither absent nor tardy. Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. To prevent parents from sending their child to school and then checking them out 30 minutes later, a student checked out prior to 10 a.m. will be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. (SDCC Policy 4.02 G)

ASSESSMENT (F.S. 1008)

Students in grades kindergarten through 6 are evaluated annually. **All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.** Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Education, for students with a 504 plan, and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP), 504 Plan or the English Language Learners Plan (ELL).

The Florida Standards Assessments (FSA) (<http://fsassessments.org>) elementary testing requirements are as follows:

Florida Kindergarten Readiness Screener (FLKRS) – (F.S. 1002.69) All school districts are required to administer the statewide screening based upon the VPK standards to each kindergarten student in the school district within the first 30 school days of the school year. Data will be used to identify students in need of intervention and support. Retained kindergarten students will not be screened. Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

FSA English Language Arts – Writing– The FSA Writing component is administered to all fourth, fifth, and sixth grade students. Results for the Writing Component will be combined with the FSA English Language Arts assessment for

one combined score.

FSA Mathematics – This test is administered to all students in grades 3, 4, 5 and 6.

FSA English Language Arts – This test is administered to all students in grades 3,4,5, and 6 in a separate assessment window from the FSA Writing component. Results from the English Language Arts assessment are combined with the FSA Writing component for one combined score.

Statewide Science Assessment – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

ACCESS 2.0 – This test is administered to all ELL (English Language Learner) students with a code of “LY” on the first day of the test administration window.

Progress Monitoring

- Clay County District schools will use the i-Ready reading diagnostic three times a year for reading progress monitoring in grades K-8. *K-3
- Clay County District schools will use the Achieve3000 LevelSet three times a year for reading progress monitoring in grades 4-10.
- Clay County District schools will use the i-Ready reading diagnostic three times a year for math progress monitoring in grades K-8.

Student performance on teacher developed commercially produced assessments determine grades on report cards. Required district achievement testing and statewide assessments do not impact the student’s report card grade.

ELIGIBILITY FOR ALTERNATE ASSESSMENT

FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines

All Florida students participate in the state’s assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate

assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments.

All of the following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C

If the student meets all of the criteria for alternate assessment, the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If the student does not meet the criteria, the student should be instructed in general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score.

The four achievement levels are:

Level 1

Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

Level 2

Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

Level 3

Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

Level 4

Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learner (ELL) students, who have been in an English Language Program for less than two years and fail to meet district expectations on the state assessments in reading, shall be exempted for Good Cause from the third grade mandatory retention.

All English Language Learners (ELL) who are identified as LY, or active ESOL learners are required to take the annual ACCESS 2.0 assessment in accordance with Rule 6A-6.0902.

REPORTING PUPIL PROGRESS

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, social studies and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

REPORT CARDS - F.S. 1003.33

Student report cards will be issued every nine weeks. Incomplete work must be completed for a grade within two weeks of the last day of the grading period. This may not extend past the last day of school. Extensions for illness or incapacitating accident must be approved by the Principal.

Report cards will contain:

- The student's academic performance in each class or course grades 3-6 based upon examinations as well as written papers, class participation, and other academic performance criteria (performance will be considered at grade level unless otherwise stated)
- The student's conduct and behavior
- The student's attendance, including absences and tardies

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Students in Kindergarten – Second grade with significant cognitive disabilities and working on the Participatory or Supported Level *Florida State Standards Access Points* will be evaluated with a modified report card. **All other students will be evaluated with the standard grade level report card.**

REPORT CARDS K-1

The Report Cards for K-1 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health. These grades are evaluated through the use of the following scale:

- E - Excellent - Student consistently exceeds grade level expectations. (90% - 100%)
- S - Satisfactory - Student consistently meets grade level expectations. (70% - 89%)
- N - Needs Improvement - Student does not consistently meets grade level expectations. (60% - 69%)
- U - Unsatisfactory - Student does not meet grade level expectations. (59% and below)

Conduct and behavior is evaluated by the teacher using the following scale:

- O - Outstanding
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

REPORT CARDS 2-6

The Report Cards for 2-6 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health are evaluated through the use of the following scale:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Conduct and behavior is evaluated by the teacher using the following scale:

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Students may also participate in courses such as physical education, music, art and technology. Performance or nonperformance in these classes may be communicated by the teacher via the district's Parent Portal.

EVERY GRADING PERIOD, THE TEACHER WILL INDICATE WHETHER THE STUDENT IS WORKING ON (ON GRADE LEVEL), OR BL (BELOW GRADE LEVEL) FOR ALL CORE ACADEMIC SUBJECTS.

HONOR ROLL (GRADES 2-6 ONLY)

To be eligible for the Honor Roll in grades 2-6, students must be working **on grade level**. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all "A's" and/or "A's and B's" but are not working on grade level.

For "A" Honor Roll:

All "A's" are required in: Language Arts, Math, Science/Health, and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward Honor Roll. To attain year-long "A" honor roll the student must attain "A" honor roll each grading period during the year.

For "A/B" Honor Roll:

Grades of "A" or "B" are required in Language Arts, Math, Science/Health and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward the Honor Roll. To attain year-long honor roll for "AB" the student must achieve honor roll each grading period during the year.

ELEMENTARY GRADE PLACEMENT K-6

State law (1003.21(2)F.S.) places the responsibility for the placement of students with the school district. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision for promotion or retention is the responsibility of the building Principal (1012.28(5)F.S.).**

MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)

The parent of multiple birth siblings who are assigned to the same grade level and school

may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

PROMOTION

Promotion is based on mastery performance standards approved by the State Board of Education according to Florida Statute 1003.41 for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in reading, writing, science, and mathematics at each grade level as defined in the Florida State Standards. This also includes proficiency in statewide assessments below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account student learning style.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25). Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Standards Assessment.

Promotion, assignment, or retention normally will occur at the end of the school year or at the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal.

Students in grade 6 must earn a promotion credit in Language Arts, Math, Science, and Social Studies to be promoted to 7th grade. To earn a promotion credit a student must earn

a “D” or better on grade level in the subject area. A student may earn only one promotion credit in Summer School. A student can earn an additional promotion credit for promotion purposes through a state approved virtual instruction provider.

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade promotion, mid-year promotion, and subject-matter acceleration within the same school; virtual instruction in higher grade level subjects pursuant to S. 1002.3105 (2) (a).

Additional ACCEL options include enriched science, technology, engineering, and math (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options available within the principal’s school.

STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS – RULE 6A-1.094222

Mid-year promotion of retained third grade students must occur during the **first** semester of the academic year.

To be eligible, a student must demonstrate that he/she:

- Is a successful and independent reader as demonstrated by reading at or above third grade level; **and**
- Has progressed sufficiently to master appropriate fourth grade reading skills; **and**
- Has at least a “C” average in reading, math, science, and social studies at the third grade level.

The student must be able to demonstrate that he/she has the ability to perform satisfactorily at a fourth grade reading level consistent with the month of promotion to fourth grade as presented in the ELA Curriculum Guides. Evidence of demonstration of mastery will be:

- Successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; **or**
- A score at the 45th percentile or higher on the SAT-10 reading test or iReady reading equivalent of the 50th percentile or above which is consistent with the month of promotion to fourth grade.

To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:

- Be selected by the district;

- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- Include evidence of mastery of the standards assessed by the grade 3 FSA ELA;
- Include evidence of beginning mastery of grade 4 standards. This includes multiple choice, text-based response, and passages that are approximately 50% literary text and 50% information text and;
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The RtI/MTSS Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

DETERMINATION REGARDING PROMOTION

The basis for making the determination regarding promotion should reflect student performance according to:

- Proficiency with state standards as determined by i-Ready diagnostic reports in grades K-8*
- Student growth as determined by i-Ready diagnostic reports in grades K-8*
- Classwork and formative/summative assessments (reported grades)
- Performance on required statewide assessments
- Other objective data presented by teacher (Achieve3000 Lexile Level, LLI Reading Level, etc.)

Recommendation of the Individual Education Plan (IEP) team.

ACCELERATION

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school.

The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance.

Acceleration Options:

- **Whole Grade Promotion** – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, **the student will be returned to the former placement.**
- **Mid-year Promotion** – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.
- **Subject Matter Acceleration** – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options.

STUDENTS WITH DISABILITIES

Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be determined by the IEP team and based on the student meeting the goals and objectives on the Individual Education Plan. See Good Cause regarding mandatory grade 3 retention if applicable.

REMEDIATION

REMEDIATION K-6

A student exhibiting substantial reading difficulty must receive intensive reading instruction both during and outside the literacy block. Remediation should also be supported in the content area subjects. This must occur immediately following the identification of the reading deficiency. The student must continue to be given reading instruction until the deficiency is remedied.

Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:

- Additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
- Implementation of an individual intervention plan developed, in conjunction with a parent or guardian that is designed to assist the student(in meeting state and district expectations of proficiency.
- Contingent upon available funds, access to the "Reading Scholarship Accounts" program.

SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE)

(F.S. 1003.4156)

In order to be promoted to grade 9, junior high students must successfully complete the following during their 6th, 7th and 8th grade years:

- 3 **courses** in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school **credit**, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)
- 3 courses in Social Studies (one of which must be Civics which includes a statewide, standardized EOC that constitutes 30% of the student's final grade. A middle grades/junior high student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two-year-long courses in social studies that include coverage of civics education.)
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)
- F.S. 1003.455 Requires one semester of physical education each year for students enrolled in grades 6-8.

Sixth grade students who score Level 1 or 2 on the FSA ELA must complete a remedial course or a content area course in which remediation strategies are incorporated in course content the following year. Students scoring a Level 2 on FSA Reading will be assessed at the end of the sixth grade to determine placement in intensive reading or placement in a content area reading course in seventh grade.

Sixth grade students who score Level 1 or 2 on the FSA Math must receive remediation that may be integrated into the required math course the next year. Refer to page 19 for requirements of RtI Plans for students scoring Level 1 or 2 on FSA.

SIXTH GRADE FAST TRACK PROGRAM

This program allows selected 6th grade students to be promoted to the junior high should they meet the following criteria:

- Student with 2 or more retentions
- Student who is 13 years of age on or before September 1st
- Student must attend summer school
- Principal recommends for Fast Track; requires District Office approval

Contact the school guidance counselor for more information.

RETENTION

GENERAL REQUIREMENTS

Students failing to achieve district levels of expectation **must** receive remediation. If, after remediation, they are still deficient, they **may** be retained.

Recommended Steps for Retention Consideration

- Identify potential students and verify whether the students are receiving support services through an active monitoring plan or Individual Education Plan or 504 Plan.
- In consultation with the principal, teachers will notify parents **prior** to the last nine weeks of the school year.
- Students who have difficulty meeting promotion requirements should be evaluated for retention by the professional team (administrator, teacher, and counselor). Consideration should be given for a referral to the Response to Intervention Team/MTSS, Student Services Team, and/or counseling.

No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should determine if a student is ready for the work of the next grade level.

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

The school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

Students in grades K-6 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25)

It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

If the student's reading deficiency is not remedied by the end of the grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.

If a grade 3 student transfers after the administration of the Florida Standards Assessment, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade. The assessment, identified by the state, is the SAT-10 or iReady Reading. The student must score 45% or higher on the SAT-10 or 50th percentile or higher on the iReady diagnostic to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause".

Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause".

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FSA is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.

Each school district shall conduct a review of MTSS Plans (or Individual Education Plans for students with disabilities) for all retained third grade students who did not score above Level 1 on the FSA ELA and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.

Third grade students who are retained must be provided intensive interventions in reading to eliminate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.

Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a Good Cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.

The school district shall require a student portfolio to be completed for each retained third grade student.

Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including scientifically research-based reading instruction and other strategies, which may include, but are not limited to: integration of science and social studies content within the reading block; small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year (summer reading camps).

Provide students who are retained with a highly effective teacher.

Retained third grade students who have received intensive instructional services who subsequently score Level 1 must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

EXEMPTION FOR GOOD CAUSE

GOOD CAUSE EXEMPTIONS FOR GRADE 3

The district school board may only exempt students from mandatory retention in grade 3 for Good Cause. Good Cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.
- Students with disabilities whose Individual Education Plan indicates that participation in FSA is not appropriate.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (SAT-10 alternative assessment/iReady reading).
- All grade 3 students new to the county or students who missed the reading portion of the FSA will be administered the an alternative assessment prior to the end of the school year. All grade 3 students who scored Level 1 will also take the SAT-10 at the end of Summer Reading Camp.
- To promote a student using the SAT-10 as an alternative assessment Good Cause exemption, the grade 3 student scoring at Level 1 Reading FSA must score at or above the 45th percentile on a parallel form of the SAT-10. The SAT-10 may only be administered **TWO** times. The earliest the alternative assessment may be

administered is following the receipt of the grade 3 student's Reading FSA scores or during the last two weeks of school, whichever occurs first, for student promotion purposes. The iReady scale score requirement for promotion is Reading 535 or higher.

- To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
 - be selected by the district student's teacher;
 - be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - include evidence of mastery of the standards benchmarks assessed by the grade 3 Reading FSA ELA (2015);
 - include evidence of beginning mastery of grade 4 standards. Benchmarks that are assessed by the grade 4 Reading FSA (2015). This includes multiple choice, short text-based response, and extended response items and passages that are approximately 5060% literary text and 5040% information text, and are between 100-900 words with an average of 500 words. **For each benchmark, there must be three examples of mastery as demonstrated by a grade of "70%" or better;** and
 - be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- Students with disabilities who participate in the FSA **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K, 1, 2, or 3.
- Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a monitoring plan (or Individual Education Plans for students with disabilities) that included specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
- Students who have already been retained once in 3rd grade.

PRINCIPAL'S RESPONSIBILITY – GOOD CAUSE (F.S. 1008.25)

Requests for Good Cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such

- documentation shall consist only of the existing MTSS Plan, Individual Educational Plan, if applicable, report card, and student portfolio.
- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted based upon good cause guidelines, the principal should complete a good cause attestation form and send it to the District Reading Department. The student should be coded as promoted within the FOCUS database.

PROMOTION (K-2, 4-6)

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision is the responsibility of the principal.**

A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following reasons shall be the determining factor when making this decision for promotion:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a monitoring plan.
- Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
- Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on an MTSS Plan (or Individual Education Plans for students with disabilities) that includes specialized diagnostic information and specific reading strategies.

Request for exemption from retention for any student (K-2 or 4-6) with continuing reading deficiencies must be consistent with the following:

- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Such documentation can consist of the existing MTSS Plan, IEP, report card, student portfolio, or alternate testing and evaluations.
- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, he/she will sign the report card and indicate **promoted**. A statement will be added to the report card stating the data on which promotion is based.

For third grade students see Section on Mandatory Retention in Grade 3.

A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade grouping. Parents will be notified, in writing, of this placement.

Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.

Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FSA as determined by the State Board. See Mid-Year Promotion.

The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advance grade. Parents will be notified of the placement, and it will be documented in the student's record.

The principal should receive input from the Exceptional Student Education student's Individual Education Plan or Educational Plan regarding the appropriateness of placement.

EXTENDED DAY PROGRAMS

DEFINITION

The definition for extended day programs includes academic tutoring programs during the regular school term. Elementary schools, within the district, may provide academic tutoring before or after school, Saturdays or other days that school are not regular school days in addition to Summer Reading Camp. The purpose of the extended day program is to provide support for the students at risk of academic failure during the school term instead of waiting until the summer to provide remedial instruction.

The principal's approval to recommend the student for academic tutoring or Summer Reading Camp should be made on the basis of the student's need to meet the district and state levels of performance in reading and writing. Grade 3 students who score Level 1 on the Florida Standards Assessment will be targeted for Summer Reading Camp.

STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP

Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current monitoring plan or who meet individual school criteria for eligibility for available tutoring.

Students in grade 3, mandatorily retained, will be given the opportunity to attend Summer Reading Camp. The purpose of summer reading camp is to provide intensive reading remediation and to provide retained students with an additional opportunity for promotion to fourth grade. The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days he/she will be dropped from summer reading camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardy or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.

Students may make prior arrangements to take the SAT-10 at their district school on the last day of reading camp if they are taking remedial instruction through a private program.

In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.

English Language Learner (ELL) students are eligible.

Sixth grade students may attend summer school to remediate one course. A student can earn an additional promotion credit for promotional purposes through a state approved virtual instruction provider.

On a case by case basis Principals may determine whether previously retained, over-aged sixth graders may benefit by repeating one summer school course to be “conditionally promoted” to 7th grade where additional remediation must occur. (See Secondary PPP)

REQUIRED PROGRAM OF STUDY K-6

The required program of study for elementary students in Clay County District Schools reflects state and local requirements for Elementary Education, including but not limited to, the Florida State Standards.

SPECIAL PROGRAMS AVAILABLE

TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES

Title I is a federally funded program designed to supplement basic education in core curriculum area of reading, math, science, and writing.

VIRTUAL SCHOOL (F.S. 1002.45)

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. Students taking CVA for full time enrollment outside of Clay County must be released from their county of residence.

CVA offers full time/part-time enrollment as a franchise of Connections and FLVS, but also offers other full time programs through Pasco County Virtual School and FLVS (full time and flex). Part-time classes are available for students in 6 grade for any student who wishes to take additional classes and for 4th and 5th grade students who qualify based on state assessments. Elementary students who enroll directly with FLVS/Connections Academy as a school choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and require administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester.

CVA STUDENT CONTACT AND DROP POLICY

Students are required to follow a pace chart (secondary) or scheduler (elementary). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the first 21 days with passing grades or they will be withdrawn from their course(s) at that point. Students who do this will be withdrawn without a grade NG. Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online. Administrators and guidance counselors will interpret this.

VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)

The free Voluntary Prekindergarten Program will be offered at selected school sites during the summer and during the regular school year. Parents must provide transportation. In order to be eligible, the parent/guardian must:

- Provide a certificate of eligibility from Episcopal Children's Services.
- Provide a registered birth certificate indicating the child will be four years old on or before September 1st of the year of participation in VPK. They must be eligible to enter Kindergarten in the fall following VPK.
- Provide a physical dated within one year of the school entry date. Exemptions will be granted on religious grounds upon receiving written request from parents/guardian stating objections to the examination (F.S. 1003.22). A homeless child as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.
- Provide a valid DH 680 Florida Certificate of Immunization or DH 681 Florida Certificate of Religious Exemption for Immunization. This is the only document schools are permitted to accept as proof of immunization.
- Provide a Social Security Number (District request).

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student's current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS

MULTI-TIER SYSTEM OF SUPPORT

Within a multi-tiered system of supports, resources are allocated in direct proportion to student needs. Data will be collected at each tier and used to measure the effectiveness of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. (See Multi-Tiered System of Supports)

EXCEPTIONAL STUDENT EDUCATION

Programs are available to students determined eligible for exceptional student education (3-21 years of age) as described in the Exceptional Student Education Policies and Procedures document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general statewide assessment are addressed in the student's Individual Educational Plan. Gifted education, for qualified students, is available K-12.

HOSPITAL/HOMEBOUND

This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.

SECONDARY EDUCATION

ARTICULATED ACCELERATION

Articulated acceleration will serve either to shorten the length of time necessary for a student to complete the requirements associated with a postsecondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses and Preliminary IB courses
- Advanced International Certificate of Education (AICE)
- Virtual Education Options; including CVA and Florida Virtual School (FLVS)
- Industry Certifications that articulate to Post secondary credit as identified by the Florida Department of Education, Gold Articulation Agreements.

Schools will notify parents of students currently in/or entering high school of the opportunity and benefits of accelerated coursework.

It is the policy of the School District of Clay County to purchase tests for students who meet the following criteria involving AP, IB and AICE tests:

- A student must be enrolled in the course in order to be eligible to take the exam, except in the case of CAP for AP tests;
- The student must earn a “C” or higher in order for the school to purchase a test for that student, except in the case of CAP for AP tests;
- CAP students and home-schooled students who are not enrolled through Clay Virtual Academy but wish to take an exam may do so at a non-refundable fee (the cost of the test at that time). Checks must be made payable to the “School District of Clay County.”

Dual Enrollment – Students, who qualify for Dual Enrollment may take certain college classes from specified institutions within the Florida Postsecondary Articulation Agreement and receive high school and college credit. These classes have no tuition fees and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school guidance office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released for the courses from the high school campus since these courses would be considered part of their daily schedule. Dual Enrollment courses shall not be combined with any other course.

Early Admissions – Early admissions is a form of dual enrollment permitting high school

students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Career early admissions is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44. These students are entitled under rule and law to all rights and privileges allowed for all seniors included, but not limited to, participation in class activities (i.e. grad night, prom, etc.), rank in class, and eligibility for class Valedictorian or Salutatorian.

ASSESSMENT EXEMPTION

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including FAA if based upon medical documentation from a physician that the student is medically fragile and needs intensive care due to a condition such as congenital disorder or acquired multi-system disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The student, if the IEP determines that the student qualifies, has the following options:

- One year exemption, if approved by the superintendent, from all statewide assessments.
- One to three year exemption, if approved by the superintendent, from all statewide assessments.
- Permanent exemption, if approved by the superintendent, from all statewide assessments.

ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and

intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

HABITUAL TRUANCY

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

- If the parent or guardian in charge of the student refuses to participate in the

remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e)..

- If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S
- If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3)). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
 - The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
 - The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal

to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Pertaining to children of military families, students may receive 5 excused days when the absences are due to a parent/guardian leaving for active duty, on leave from active duty or returning from deployment (FS-1000.36).

In no instance will an academic penalty be used for a "Code of Conduct" violation.

Attendance for Clay Virtual Academy students will be documented as follows:

- Students in grades K-5 must log in each school day;
- Students in grades 6-12 must follow their pace chart and be on pace;
- Any day a K-5 student does not log in is considered an absence unless otherwise approved by a CVA administrator or guidance counselor;

- Any week a 6-12 student completes less than their pace chart % of the coursework, an absence equal to the percentage below 5 will be documented unless otherwise approved by a CVA administrator or designee.

Perfect Attendance is awarded to students that have been neither absent or tardy.

Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. If a student is not in attendance for half of the school day he/she would be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. -(SDCC Policy 4.02 G) Clay Virtual Academy students are not eligible for perfect attendance.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The “Bright Futures Scholarship Program” is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within 3 years of high school graduation. If a student enlists directly into the military after graduation, the 3-year period begins upon date of separation of active duty. If a student has a full-time religious or service obligation lasting at least 18 months, the two-year eligibility period for an initial award and the five-year period for renewal begin upon completion of the obligation. The “Bright Futures Scholarship Program” is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the “Florida Academic Scholars” and “Gold Seal Programs”. High school guidance departments can provide specific details about meeting the program's criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- 4-Levels of scholarship awards – Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV); Florida Gold Seal CAPE Scholars (GSC)
- For all 4 awards, the student must earn a Florida high school diploma and meet the requirements for the specific award.
- Each award has its own academic requirements, award amounts and funding length. A student may receive funding for only one award with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average or Industry Certification depending on the level received.
- Achieve the required SAT, ACT or PERT test scores for the level received
- Perform required number of voluntary service hours based on the level received

More information about the Bright Futures program, along with other Florida scholarship opportunities, can be found at www.FloridaStudentFinancialAid.org.

CALCULATING GRADES AND GRADE POINT AVERAGE

Semester grades will be calculated by multiplying each quarter (9-weeks) numeric grade by .45 (45%), multiplying the semester exam by .10 (10%), and adding the products together. For semester courses, a final average of “60” and above equals $\frac{1}{2}$ credit. Courses that have “End-of-Course” (EOC) exams will receive full credit at the conclusion and then have the GPA calculated. For athletic purposes, the semester grades will be calculated to determine eligibility status.

The District will maintain a one-half credit earned system including full-year courses with credits posted after each semester. For year-long courses, if a student fails one semester, but passes the other semester with a high enough grade to achieve a passing average for the year, the student will receive a full credit (1) for the course. For courses that require an “End-of-Course” assessment which is 30% of the final grade, the District will determine the calculations and disseminate to the schools. The primary responsibility for assigning grades rests with the teacher with final approval of the Principal. Parents and students are urged to contact the school about this calculation. Please see the section on “Graduation Options” for more information about EOC’s and diplomas.

In calculating GPA for graduation and eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. “WP” and “WF” indicators in virtual courses are not counted in the GPA calculations. Quality points are assigned by each semester average (A = 4, B = 3, C = 2, D = 1, F = 0). Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a “Standard,” “Scholar,” or “Merit” diploma. All credit-earning courses taken in grades 7-12 and through virtual programs will count in the cumulative GPA calculations. For purpose of class rank only credit earning courses taken in grades 9-12 and through virtual programs during those years will counted. Courses in which “grade forgiveness” policies have been applied are exempt.

All courses designated as “Honors,” (this includes “Pre-AICE and Pre-IB”) will be weighted as “4.5” on the weight scale for Clay County schools. “Level 3” Career and Technical Education courses will be weighted on a “4.5” basis. Courses designated as “Dual Enrollment, Advanced Placement, AICE and International Baccalaureate” will be weighted at “5.0.”

CLAY VIRTUAL ACADEMY

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. CVA offers full time/part-time enrollment as a franchise of FLVS, but also offers other full time programs through other providers (local districts, virtual charter schools, and/or FLVS full time and flex). Students may opt to take 7th or 8th period courses through Clay Virtual Academy (a franchise of FLVS) or FLVS for acceleration, original credit or grade forgiveness. For more information please see your guidance counselor or cva.oneclay.net.

Secondary students who enroll directly with FLVS/Connections Academy as a school

choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Clay Virtual Academy is a school of choice and may not be able to accommodate all students.

- Clay County shall not deny access to any District approved online courses assuming that the desired online course(s) is an appropriate course placement based on the students' academic history, grade level, ability level and age appropriateness. This program is available to full-time and/or part-time students in virtual courses in 6-12 (FS.1002.45);
- CVA offers numerous courses during the school year, including Honors courses and Advanced Placement (AP) courses. CVA course grades are accepted for credit and are transferable. CVA is considered part of the Clay County school system and has accreditation status AdvancEd and the courses are approved by the NCAA;
- The student may participate at their zoned school's graduation if at the time of enrollment during their senior year they are in good standing with the zoned school. Any student recommended for an alternative educational setting for disciplinary reasons may not participate in the commencement exercises at their zoned school; including students who enroll at CVA in lieu of the recommended alternative educational setting.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester, nor after Survey 3.

STUDENT CONTACT AND DROP POLICY

Students are required to follow a pace chart. If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the within the first 21 days with passing grades or they will be withdrawn from their course(s). Students who do this will be withdrawn without a grade (NG). Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add

courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online.

COLLEGE READY TEST SCORES

<u>ACT</u> Reading 19 Math 19
<u>SAT</u> Verbal 440 Math 440
<u>PERT</u> Reading 106 Writing 103 Math 114

CORRESPONDENCE COURSES

Credit by “correspondence courses” shall not be accepted unless transferred in as part of an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value Acceptable nationally recognized accreditation organization.

COURSE SEQUENCING/JUNIOR HIGH SCHOOL COURSE SEQUENCING/JUNIOR HIGH SCHOOL

Students are generally required to enroll in a full year of mathematics, language arts, science, social studies and physical education courses in grades 7 and 8. (Please see the section entitled “Physical Education” to obtain more information on the P.E. waiver.) The core courses mentioned above are offered at various levels with the school making recommendations on the placement of the student. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course and/or a Visual and Performing Arts course for their elective.

Social Studies at the Junior High level includes a Civics course which has an EOC attached to the course counting for 30% of the students’ final grade. In addition, the student must pass the course in order to eventually be promoted to the 9th grade. The U.S. History course will include Florida History, the Declaration of Independence content and its’ relationship to our government, the Federalist papers, and the U.S. Constitution.

Junior High students taking Algebra and Geometry will have an End of Course Exam (EOC) in addition to the 7th grade Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, Geometry and Civics EOC results account for 30% of the students' overall grade. Students in Junior High must pass the course with a "60" or above in order to receive the credit and be promoted. Students will have several opportunities to take the exam in order to receive the passing score.

Students in 7th and 8th grade may enroll in high school credit earning courses approved by the District. This enables the student to earn high school credits as well as meeting the junior high school promotional requirements. Clay Virtual Academy offers accelerated courses for qualified students that may allow Junior High students to accelerate into High School math, science, computers and business skills and/or foreign language credits. Common courses approved by the District for high school credit are: Algebra 1, Geometry, Spanish, Digital Information Technology (*The focus of this course is to teach students the "Microsoft Office Suite" software which will prove to be valuable to students whether or not they choose to take business classes in the future. Students must score a "Level 3" or higher on the 7th grade "Reading FSA" and possess proficient keyboarding skills to be eligible.*) and Agricultural Foundations. Digital Information Technology will count towards the Fine Arts/Practical Arts graduation requirements and is a full-year course. These courses will be offered based on demand and teacher availability. Students and parents should check with their assigned school about other credit earning courses.

COURSE SUBSTITUTIONS

For a complete list of secondary course substitutions, see the FLDOE Secondary Student Progression FAQs, Career and Technical Education (CTE) Course Substitutions and Course Code Directory.

Interscholastic Sport(s), Fine Arts, and Reserve Officer Training Corps

- Participation in an interscholastic sport for two full seasons will satisfy the one credit physical education requirement.
- Completion of one semester with a grade of "C" or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.
- Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one credit requirement in physical education and the one credit requirement in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

Career and Technical Education

Students may substitute up to two credits in each of the non-elective core subject areas of English, mathematics, and science as provided for in the Course Code Directory (CCD).

Career and Technical Education earnings that are used as substitution credits in one subject area may not be used as a substitute for any other subject area. Career and Technical Education substitutions and approved Industry Certifications substituting for math and science credits will not count toward state university system admission requirements.

Military Training

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass/fail) during the summer between the 11th and 12th grades provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored “Split Training Option” programs. Credit would be granted under the appropriate Junior ROTC course listing in the “State Course code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the DOE.

Local schools, with the approval of the Superintendent, may offer course substitutions as provided for in the Course Code Directory.

Local schools, with the approval of the Superintendent, may modify course delivery procedures to include extensive student involvement in field interpretations and studies outside the regular classroom. In all cases, total classroom and “field” time will equal the number of contact hours required to earn credit as well as providing for demonstrated mastery of student performance standards for each course. In the case of courses under the District Dropout Prevention Plan, course modifications as allowed by SBE Rule and Performance-Based programs, will be allowed for credit.

CREDIT ACCELERATION PROGRAM (CAP)

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a “End-of-Course” (EOC) exam, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) without having to actually be enrolled in the course(s). A student may earn high school credit in Algebra I, Geometry, U.S. History or Biology I if the student passes the statewide, standardized EOC without the requirement of enrolling in or completing the course. Students are eligible to take the EOC each time that it is offered by the state. Students are responsible for the expense of the AP or CLEP test itself and possible administrative costs.

The requirements and eligibility process to participate in the CAP program are:

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;
- The parent/student must notify the school counselor or Principal in writing in a timely manner regarding their desire to participate in the CAP process;
- Students/parents must supply evidence that they are prepared to sit for the assessment or that there is reasonable justification for the request. This evidence

includes, but is not limited to, previous FCAT/FSA scores, assessment, and grades earned in recent EOC associated courses;

- Obtain the Principal's approval to take the EOC/AP/CLEP test ;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation, but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. *Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.*

END-OF-COURSE (EOC) EXAMS

Some courses require “End-of-Course” (EOC) exams. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the graduation requirement. Students, who score a Level 1 or 2 on the Algebra I EOC, may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOC’s are also required in Civics (7th grade – 30% of the students’ overall grade), Geometry (30% of the overall grade

for “Standard,” “Scholar” and “Merit” diplomas), Biology (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students); and U.S. History (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students). Please see the “Graduation Chart” for more information on graduation requirements. The District and school distributes information about EOC requirements, testing information and resources each year. Students in Junior High taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.

For Junior High students taking Civics, the EOC constitutes 30% of their grade. If a student transfers into a Florida public school after the beginning of the second semester of their 8th grade year, the student is exempt from the Civics requirement if:

- The student transcript documents passing three Social Studies courses.
- Or two year-long courses in Social Studies that include coverage of Civics education.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course (see information on CAP). Students in grades K-12 are eligible under the CAP. Home education students will not take the EOC unless the student’s parent chooses to use the EOC for the annual evaluation required by the school district as specified in section 1002.41 Florida Statutes. Homeschool parents should consult with Clay Virtual Academy about EOC’s. Students enrolled in Florida Virtual must take all required EOC’s.

Concerning students who transfer into Clay County from out of the country, out-of-state, a private school, or a home school, with a transcript that shows credit received in Algebra 1 or an EOC required course under the “Scholar” diploma status.

The transfer student is required to take:

- The Algebra 1 EOC assessment if the student is entering grade 9 and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act. After taking the Algebra I EOC at least one time, the student can satisfy the Algebra I EOC graduation requirement by achieving a score of “97” on the PERT.
- The Biology and U.S. History EOCs – for “Scholar” diploma students only – if the student entered grade 9 in 2013-14 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology and U.S. History EOC if seeking a “Scholar” diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOC’s and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a school choice scholarship, such as the McKay Scholarship, may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not required to participate in the EOC assessment. However, to meet the Scholar Diploma requirement in Biology and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student’s current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

FLORIDA SEAL OF BILITERACY

Students who attain a high level of competency in listening, speaking, reading and writing on one or more world languages, in addition to English, will be eligible for the “Gold” or “Silver” Seal of Biliteracy. This level of attainment will then be denoted on the student's diploma and transcript.

The purpose for recognizing students attainment of this proficiency is to: encourage students to study for world languages; provide employers with a method of identifying an individual with biliteracy skills who is seeking employment; provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admissions to the postsecondary institution; affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community. Students should consult with their school counselors in order to learn more about the standards of each level.

A. Silver Seal of Biliteracy

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 3 or higher on the English Language Arts/FSA assessment

B. Gold Seal of Biliteracy

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 4 or higher on the English Language Arts/FSA assessment

In the event that the student was not able to complete 4 years of a World Language for high school credit, there are other assessment and portfolio options that may be used to fulfill the course requirement. Students should consult with their school counselors in order to learn more about the standards, additional exam options, and performance of each level.

FOREIGN EXCHANGE STUDENT GUIDELINES

Only those organizations operating international exchange programs at the high school

level that are members in good standing of the “Council on Standards for International Educational Travel” (CSIET) will be allowed to place students in Clay County public schools. At no time will the number of exchange students allowed in a high school exceed one-fourth (1/4) of one percent of the total school population or more than five (5) from one organization. This provision may be waived with approval of the Superintendent of Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit the number per organization to five (5). All organizations or host families must have foreign exchange students registered with their respective schools no later than five (5) calendar weeks prior to the start of school for student each year

Under the standards prescribed by CSIET, the following policies must be met by the host family and the exchange program prior to enrolling:

- Written acceptance by the school principal or their designee prior to a host family being designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school;
- The level of the student’s English language proficiency, based on test scores from the ELTIS, must be provided to the District/School. If the student does not meet the minimum score requirement (218), the student will not be placed in a Clay County school. It is the goal of the District to make sure foreign exchange students have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment; appropriate background information and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;
- The student will be classified as a junior and must successfully complete/pass a minimum of six subjects in order to participate in graduation. Foreign exchange students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students in the District.
- All exchange students will be required to take American History, English III (American Literature), American Government, Economics, and a minimum of 3 electives. The only exception to the required courses will be if the home country required a specific curriculum for a student in a specific grade and the local school can reasonably meet the student’s course needs. Written documentation of this requirement must be included as part of the student’s records;
- Driver’s Education, if offered at the school, will not be allowed as a course for exchange students;
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- Foreign exchange students at no time will receive a Clay County diploma of any type nor participate in graduation ceremonies. They will be awarded a special certificate certifying that they successfully completed the course of study for

exchange students as prescribed by the School District of Clay County. These students will not take the FSA or other assessments that may be prescribed by the DOE since they will not be awarded a standard diploma.

- Exchange students will be limited to a one-year program or, if approved by the principal, a semester.
- Exchange students entering into Clay County high schools through immigration status require a J-1 Visa. To get a J-1 Visa the student must be in an accepted foreign exchange program.
- A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family's residence.
- A foreign exchange student may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) rules and policies.

FORGIVENESS “D” AND “F”

Students in grades 9-12 may retake a course in which they earned a “D” or “F.” The higher grade earned will be used in computing their GPA. This is to allow a student whose GPA is less than 2.0 to improve their GPA in order to meet the minimum graduation requirement. The grade forgiveness policy for required courses is limited to replacing the grade of “D” or “F” with a grade of “C” or higher earned in the same or comparable course. Elective courses may replace the grade of “D” or “F” with a grade of “C” or higher in any elective course. Year-long electives will replace year-long electives; semester electives will replace semester electives. Junior High students taking high school credit earning courses may forgive grades of “C,” “D,” or “F.” Once a “C” is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA.

GRADING SCALE

Florida Grading Scale for Grades 6-12 is:

Letter Grade	Progress	Numerical Equivalent	GPA Value
A	Outstanding	90-100	“4” point
B	Above Average	80-89	“3” point
C	Average Progress	70-79	“2” point
D	Below Average	60-69	“1” point
F	Failure	50-59	“0” point
I	Incomplete		

Students moving into Clay County shall have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

Letter to Numeric Grade Conversions

A+ = 100	A = 95	S = 80
B+ = 89	B = 85	N = 75
C+ = 79	C = 75	U = 59
D+ = 69	D = 65	
	F = 55	

If the student has not enrolled in school, schools will use a zero for the numeric grade.

GRADUATION EXERCISES/DIPLOMAS

- Students who meet the requirements for a “Standard,” “Scholar,” “Merit,” and “Certificate of Completion” shall be eligible to participate in graduation exercises, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome. Students, who fail to meet the minimum credits as prescribed by the School District of Clay County even though they have passed the state assessments, shall not participate in graduation exercises and shall not receive a “Certificate of Completion.” Students eligible for a “Certificate of Completion” shall participate in graduation exercises. It is also District and State policy that eligible students are:
- Allowed to graduate prior to their cohorts (the 24-credit option and 18-credit ACCEL option);
- Students who graduate prior to their cohorts may continue to participate in school and social events and other specifically named events as part of the student’s cohort, excluding athletics;
- Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

During all phases of graduation exercises, including rehearsals, Baccalaureate and commencement, students participating will not be differentiated as to diploma or “Certificate of Completion” except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be, “*Seniors*

of the class of ____are now certified as graduates or have completed their high school course of study as prescribed by the School District of Clay County and the State of Florida.”

“Certificate of Completion” – Students who meet all credit requirements for graduation, but fail to meet a state assessment requirement AND/OR the required GPA for graduation may be awarded a “Certificate of Completion.” Basic education students or students served under Section 504 of the “Rehabilitation Act of 1973” who receive a “Certificate of Completion,” or are eligible to receive a “Certificate of Completion,” may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma. The awarding of a “Certificate of Completion” applies to students choosing the 24-credit option and the 18 credit ACCEL option. A student who has not completed all requirements for the three-year option, including earning passing scores on the state assessments and achieving the required GPA, must be required to meet the 24-credit option and must attend high school for a fourth year.

It is the District’s policy that in order for a student to receive a diploma from the school in which they attended during their senior year must complete all requirements prior to the end of the summer school session. If the requirements are met after the beginning of school for the next year that student will receive an “Adult High School Diploma.”

GRADUATION OPTIONS

In July 2017, the Legislature amended laws related to the high school graduation requirements. Students entering grade nine in the 2014-2015 school year and forward have several diploma options. They are:

- **24-credit Standard option (with “Scholar” and/or “Merit Designations**
- **18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option**
- **International Baccalaureate (IB) Diploma curriculum**
- **Advanced International Certificate of Education (AICE) curriculum**

All of these graduation options include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. Students may change their selection of program options (24 credit and 18 credit ACCEL options) at any time during grades 9-12. Please refer to the “Graduation Requirement” charts in order to compare programs and the criteria for each type diploma.

A few points to remember when choosing a graduation option:

- Students selecting the IB program are committed to a four-year program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for 3 years. These students are still eligible for Florida Bright Futures

- Scholarships and qualify for acceleration programs (e.g.: AP, Dual Enrollment, etc.) if all criteria is met; High school credits awarded prior to the 9th grade will be counted toward the required credits for all graduation options;
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18 credit ACCEL option should contact those institutions as early as possible for specific admissions requirements;
 - Student must complete an online course to meet the graduation requirement (unless otherwise specified). Students in the IB, AICE, or 18 credit ACCEL programs are exempt from this graduation requirement. If an IB, AICE, or 18 credit ACCEL student withdraws or is removed from the program, they must fulfill this requirement.
 - Students in the AICE program are exempt from Physical Education and Fine and Performing Arts requirement. If an AICE student withdraws or is removed from the program, they must fulfill this requirement.

Below is a summary of the graduation requirements for diploma types:

24 Credit Standard Diploma

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign Language is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. At least one of the courses to meet graduation requirements must be an online.

- 4 credits in English Language Arts - major concentration in composition, reading for information and literature; Must pass the 10th grade FSA ELA or have a concordant score on a standardized test (ACT, SAT);
- 4 credits in Math – two of which must be Algebra 1 (must pass EOC and have exam count as 30% of course grade) and Geometry (must participate in EOC with results counting for 30% of final grade in course); two credits may be substituted with allowable industry certification that lead to college credit.
- 3 credits in Science – one of which must be Biology (must participate in EOC with results counting for 30% of final grade in course); Two of the 3 credits must have lab components; One (1) credit may be substituted with allowable industry certification that leads to college credit, Biology excluded; One (1) credit may be substituted with an identified rigorous computer science course with a related industry certification, Biology excluded;
- 3 credits in Social Science – 1 credit in U.S. History (must participate in EOC with results counting for 30% of final grade in course); 1 credit in World History; ½ credit in Economics with Financial Literacy; ½ credit in American Government;
- 1 credit in Fine and Performing Arts, Speech and Debate, or a specified Practical Arts course;
- 1 credit in Physical Education (includes integration of health)
- 8 credits in electives – elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores;

- 1 course from the above list must be an online course. This can be either a ½ or 1 credit course. The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate, OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining;
- 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work-related internships;
- The student must have a cumulative GPA of 2.0 or higher on a 4.0 scale.

“Scholar” Designation of Standard Diploma – same as above except for the following additions:

- Math – Earn 1 credit in Algebra II; Pass the Geometry EOC; Earn 1 credit in Statistics or equally rigorous course;
- Science – Must Pass the Biology EOC or earn minimum score for college credit on AP, AICE, or IB Biology I assessment; must take Chemistry or Physics; Earn 1 credit in a course that is equally rigorous to Chemistry or Physics;
- Social Sciences – Must Pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least 2 credits in a Foreign Language;
- Earn at least 1 credit in AP, IB, AICE, or Dual Enrollment course

“Merit” diploma – same as “Standard” diploma except for the following addition:

- Students pursuing a merit designation must attain one or more industry certifications.

International Baccalaureate (IB) Diploma

The IB program is a rigorous pre-university course of study leading to internationally standardized tests. The program’s comprehensive two-year curriculum allows its’ graduates to fulfill requirements of many different nations’ educational systems. Students completing IB courses and exams from six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 6) Arts and Electives. IB diploma candidates must demonstrate their mastery of course work by passing a battery of comprehensive written, and in some cases oral, examinations in the six subject groups. In addition, IB candidates are required to take the course, “Theory of Knowledge,” complete 150 hours of community service projects and extra-curricular activities, and to write an extended essay. Students in schools enrolled in IB courses do not have to pay to take the exams.

Advanced International Certificate of Education (AICE) Diploma

AICE is a program that is a rigorous pre-university course of study, leading to internationally standardized examinations under the Cambridge International Examination program. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations. AICE students are required to select seven tests, one test from each of four

major subject groups: Math and Science, Languages, Arts and Humanities, Global Perspectives and the remaining three examinations from any of the subject areas the student chooses with a maximum of two credits coming from the optional category..

The two schools in Clay County that offers the AICE program are Fleming Island High School and Oakleaf High School. The AICE program is considered an Academy and students must be either zoned for those schools in order to participate or among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact those schools.

For an AICE diploma, a candidate must earn the equivalent of seven credits by passing a combination of exams at either the full (one-credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from Global Perspectives and one course from each of the other three curriculum areas. Students in schools enrolled in the AICE courses do not have to pay to take the exams.

ACCEL (18-credit) Diploma

Students who choose this option are only required to earn 18 credits. The core credits (Math, Language Arts, Social Sciences, and Science) are the same as the standard diploma types. These students pursuing the ACCEL diploma option do not have to earn a Physical Education credit, the online course credit is not required, and only 3 elective credits are needed instead of 8 elective credits. All other requirements are still in effect.

Online Credit Graduation Requirement

Students may meet this requirement by completing and passing an online high school course offered by the following:

- Florida/Clay Virtual School;
- A district high school (traditional, franchise, or virtual charter);
- A postsecondary school as an online dual enrollment course;
- District virtual instruction programs; and
- A district middle school (high school level course)

Online course specifications and substitutions:

- Core course or considered electives, earning ½ credit or 1 full credit after course successfully completed.
- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List pursuant to s. 1008.44, F.S.,
- Passage of the information technology certification examination without enrollment in or completion of the corresponding courses.
- Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment of the corresponding course or courses.

Exceptions and Exemptions to Online Course Graduation Requirement

The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate OR to a student who transfers into a Florida public high school who has less than a year left in high school.

Students may also satisfy the online course graduation requirement by completing a blended learning course.

Due to the blended model of instruction in secondary intensive reading classes (online and offline learning), successful completion of a year-long intensive reading course satisfies the online course requirement for students. If a 9-12 grade student passes the FSA ELA Assessment re-take or earns a concordant score, (s)he must remain in the intensive reading course for the full year in order to satisfy the online course requirement. If a student has already met the online course requirement outside of the intensive reading course and passes the FSA ELA Assessment or ACT/SAT in the fall, the student may exit intensive reading at the semester break.

Any student in grades 6-12 scoring a level 1 or 2 on FSA Reading Assessment must be screened using district-selected assessments. Students who pass the screeners will receive reading support within content area classes in order to fulfill their reading remediation requirement. Those students who do not pass the screeners must be placed in an intensive reading class.

Graduation Requirements/Diploma Options			
Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Designation	Graduation Requirements of 24-Credit "MERIT" Designation
English	4 credits in Language Arts MUST PASS 10 th grade FSA ELA assessment	4 credits in Language Arts MUST PASS 10 th grade FSA ELA assessment	4 credits in Language Arts MUST PASS 10 th grade FSA ELA assessment
Mathematics	4 credits: 1 credit must be Algebra I (MUST PASS EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits: 1 credit must be Algebra I (MUST PASS EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; MUST PASS EOC) 1 credit in Algebra II 1 credit in Statistics or equally rigorous course.	4 credits: 1 credit must be Algebra I (MUST PASS EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.	3 credits: 1 credit in Biology 1 (MUST PASS EOC) 1 credit in Chemistry or Physics 1 credit in equally rigorous course	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.
Social Studies	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (MUST PASS EOC) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy
World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Fine and Performing Arts, Speech and Debate, or Practical Art	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.
Electives	8 credits	Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits
On-line Course Requirement	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students MUST PASS: <ul style="list-style-type: none">Grade 10 FSA ELA (or ACT/SAT concordant score)Algebra I EOC (or ACT/SAT concordant score or a comparative score on the PERT for students who entered 9th grade before 2018-19)		
Special Note: *For the Standard Diploma and Merit Diploma the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.			

GRADUATION REQUIREMENT: CPR TRAINING

For students entering the ninth grade in 2017-18 and thereafter, compression only cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements:

- The twenty-four (24) credit standard diploma option will require compression only CPR and AED instruction.
 - CPR and AED will be taught in the Personal Fitness course, traditionally or virtually.
 - Additional instructional opportunities may be provided through another appropriate course or school-related activity.
- The instructional program must meet the following requirements:
 - The instruction will be in compliance with the American Heart Association, American Red Cross, or a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines for compression only CPR.
 - Instruction will include the core cognitive and psychomotor skills associated with compression only CPR.
 - Instruction will include appropriate use of an AED which may be taught electronically (e.g video).
- Schools will provide compression only CPR instruction or will arrange for instruction by community-based providers.
 - Compression only CPR/AED instructors are not required to be certified teachers.
 - Certified teachers providing compression only CPR/AED instruction are not required to be certified trainers of compression only CPR/AED.
 - Students are not required to earn compression only CPR/AED certification to successfully complete the instruction.
 - Students who are physically and/or cognitively unable to perform the training will be exempt from this requirement. Schools will make this determination in accordance with the student's Individualized Education Program (IEP).

The superintendent or designee shall be responsible for ensuring that schools comply with the requirements as outlined in this policy.

HIV/AIDS

All students are given instruction in computer literacy, metrics, consumer education, effects of alcohol and drugs, the importance of kindness to animals, conservation of natural resources, child abuse, and an opportunity to enroll in Driver's Education (if offered). In addition, in grades 7 and 8, instruction will be given through the science courses in (required of each school per state law):

- Personal hygiene

- Substance abuse
- Human sexuality
- HIV/AIDS, communicable diseases as per state law

Updated and factual School board adopted curricula related to human sexuality, Human Immunodeficiency Virus infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into science courses for junior high and Personal Fitness for high school. Instruction shall address human reproduction, fetal development, pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities.

HOME EDUCATION

“Home Education Program” is defined in F.S. 1002.41

Clay County secondary schools, this includes Clay Virtual Academy, are accredited by the AdvancEd. A student seeking to enter or re-enter a Clay County public school from a home educating program or a non-accredited school must meet all entrance requirements (state and district) that any other student must meet. The student will be enrolled at the appropriate grade level based on validated academic performance. A student may enroll full (K-12) or part-time (6-12) in Clay Virtual Academy and remain homeschooled.

All transfer work from a home education program other than Clay Virtual Academy or FLVS or accredited program, will be posted on a “pass/fail” basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam. F.S.1006 allows home schooled students to participate in interscholastic extracurricular activities of their attendance zoned school. The home education student must meet the same requirements of grades, residency and behavior as required of other students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Ex.: ROTC, Band, etc.). The home education student must register his/her intent to participate in extracurricular activities with the school before the beginning of the activity in which he or she wishes to participate. **The student standards for participation in interscholastic extracurricular activities begin with the student’s first semester of the 9th grade.** If a student’s cumulative GPA falls below 2.0 in the specified courses, the

student must execute an academic performance contract with the district school board, the FHSA, and the student's parents. At a minimum, the contract must require the student to attend summer school to improve his/her GPA. A student must also maintain good conduct to remain eligible to participate in interscholastic extracurricular activities.

Home school students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District requirements. Should homeschooled students wish to graduate from a high school and receive that school's diploma; they must re-enroll for their entire senior year.

HONOR ROLL

The "Honor Roll" status of students will be based on the following criteria:

- The "A" Honor Roll will consist of all "A's" on or above grade level;
- The "A/B" Honor Roll will consist of all "A's or B's" on or above grade level;
- Unweighted grades are utilized for Honor Roll selection;
- Conduct grades do not count toward Honor Roll determination

INTERIM REPORTS

Parents or adult students must be notified in writing at a time during a grading period when it is apparent that the student may fail or is doing "Unsatisfactory" work in any course or grade assignment. It is imperative that contact take place to allow for an opportunity to use intervention strategies to correct deficiencies in academic areas. An acknowledgement of such notification should be obtained, if possible.

INTERSCHOLASTIC PARTICIPATION

To be eligible for interscholastic competition, a student must meet the following criteria:

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school based on school and District policies.
- The student's eligibility is also contingent upon meeting the policies established in the district's Code of Student Conduct.
- See School Board Policy 4.43 for complete eligibility information.

Summer school subjects shall be included in the calculation of the students' GPA of the previous semester for participation in extracurricular activities during the first semester of each school year. Seventh (7th) grade students shall be eligible for participating during the first semester provided they were regularly promoted from the 6th grade.

MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

- Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
- Evidence-based curriculum and instructional approaches have a high probability of success for most students.
- Instruction is differentiated to meet individual learning needs.
- Reliable, valid, and instructionally relevant assessments include the following:
 - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
 - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating

- instruction/intervention effectiveness.
- Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
- Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
- Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
- Student response to instruction/intervention (RtI) data are used to guide meaningful decision making.
- Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
- Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
- All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

Problem Solving Process

The problem-solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:

- Step One: Define the problem of goal by determining the difference between what is expected and what is occurring.
- Step Two: Analyze the problem using data to determine why the issue is occurring.
- Step Three: Develop and Implement a Plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal.
- Step Four: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress-monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed—through grade level/content area team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student's

deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended. If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines.

Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Intensive remedial instructional strategies may include but are not limited to:

- Summer school coursework (Grades 3 and 6)
- Extended day services (before or after school tutoring)
- Parent tutorial programs (if appropriate)
- Contracted academic services (previously approved by the district)
- Exceptional Student Education
- Suspension of curriculum other than reading, writing, and mathematics, and science
- Intensive skills development programs
- **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- Implementation of a positive behavior support plan
- Remediation plan to help the student with make-up work
- Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).
- Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3rd grade statewide, standardized ELA assessment are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).

OFFENSES AGAINST INTELLECTUAL PROPERTY

Florida Statute provides that, "whoever willfully, knowingly, and without authorization modifies data, programs, or supporting documentation residing or existing internal or external to a computer, computer system, or computer network commits an offense against intellectual property."

Except as otherwise provided in this section, an offense against intellectual property is a felony of the third degree. If the offense is committed for the purpose of devising or executing any scheme or artifice to defraud or to obtain any property, then the offender is guilty of a felony of the second degree.

In addition, it is unlawful for any individual to knowingly and willingly taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. FS1008.24

PERFORMANCE STANDARDS

Clay County shall use the DOE prepared student performance as the approved curriculum for Secondary Education, including updates and changes as received from DOE. No courses shall be offered which are not state approved unless a special course is piloted under state guidelines and with School Board approval.

PHYSICAL EDUCATION

The 2008 Legislature passed Senate bill 610 requiring each district to include the availability of one-on-one counseling to students regarding the benefits of physical education. Beginning in 2009-10 the equivalent of one class period per day of physical education for one semester (minimum standard) of each year for students enrolled in grades 6-8 will occur. The physical education requirement shall be waived (grades 6-8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6-8):

- The student is enrolled or required to enroll in a remedial course
- The student's parent indicates in writing to the school one of the following:
 - The parent requests that the student enroll in another course from among those designated by the school district, or
 - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

PROMOTION AND RETENTION

Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal has documentation that standards have been met and that the student will be able to benefit from instruction at the high grade. Normally, this assignment occurs at the end of the semester, if such an assignment results in the child transferring to another school. Regarding the placement, principals must document through a variety of means that the student has met state standards. This should be done by reviewing the academic history of the student, looking at assessments and applying remediation/grade recovery processes established by Clay County. In no case, shall the move be initiated until the principal of the receiving school has been notified and agrees with the documentation. If the receiving principal questions the transfer, the two principals should meet to discuss any questions or concerns. If requested by either principal, a district review may be used to determine proper placement of the student in question. The recommendation should be made in writing to the district school superintendent. Documentation and recommendation will then be forwarded to the Chief Academic Officer for review. In addition, school personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement.

All students who appear to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff, considered for Multi-Tiered System of Support (MTSS). Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher(s) feel such a referral would benefit the child. Any child in middle or junior high school, who has been retained one year and is recommended for retention a second year, is to be referred for an evaluation by appropriate specialists, psychologists, etc.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned may be assigned to the same grade for the next school year or given an alternative assignment. Student's level of proficiency in the areas of reading, writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the District and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following:

- Summer school course work or intensive skills development;
- Extended day or school year services/academic tutoring;
- Parent tutorial programs/
- Mentoring
- Contracted academic services (previously approved);
- Modified curriculum;
- Exceptional Student Education (ESE) services;
- Class size reduction;
- Use of educational software (COMPASS)
- Suspension of other curriculum offerings in areas other than reading, writing, English and math, or in those subjects specifically required for graduation.

Retention of students must be considered if the student has failed to master approved performance standards and has been provided remedial instruction and upon reassessment falls below determined cut-off points on a District measure of assessment or on the state assessments in reading, writing, science and mathematics. A student may also be retained within an intensive program that is different from the previous year's program and takes into consideration the student's learning style. Children should be retained as little as possible. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental

instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. An appropriate alternative placement must be considered for a student who has been retained two or more years.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian, in writing, in a format adopted by the district School Board.

In general, the procedures outlined in this Student Progression Plan apply to all students with disabilities. An IEP serves as the basis for decisions regarding retention and promotion.

Under most circumstances, students will complete grade groupings within a set time frame. However, the principal may authorize that a student be retained a second time in any one of the grade groupings.

PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS

In order to be promoted to the next higher grade within the junior high, a student must successfully complete Language Arts, Mathematics, Science, Social Studies and one additional course for a total of five (5) subjects. Existing state student performance standards shall be the basis for each course. Appropriate procedures shall be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. Remediation measures must be taken and documented in the student's PMP. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (See P. 83 "Summer School – Junior High" on more information pertaining to promotion from grade level to grade level at the junior high.)

In order to be promoted to grade 9, Junior High students **MUST** successfully complete the following during their 6th, 7th and 8th grade years:

- 3 courses in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high

school credit, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)

- 3 courses in Social Studies (one of which must be, at a minimum, a one-semester Civics education course that includes the roles and responsibilities of federal, state and local governments, the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the U.S. constitution. In addition, this course includes a statewide, standardized EOC that constitutes 30% of the student's final grade as required under s. 1008.22, F.S.. A middle grades student who transfers into the state's public school system from an out-of-country, an out-of-state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.)
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)

PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS

Grade level designation for high school students will be determined as follows:

- Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 6-credits per school year;
- Following completion of one year designated as a 10th grader, the student will be designated as a 11th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 12-credits for two years of high school enrollment;
- Following the completion of one year designated as a 11th grader, the student must have completed 18-credits OR 21-credits at the end of the 1st semester of the students fourth year enrolled at a high school and have a 2.0 cumulative GPA in order to be classified as a 12th grader (Senior) and take part in Senior oriented events (Prom, Grad Bash, and any other school determined Senior activities)

According to state statutes, students are assigned to a cohort class at the beginning of each year enrolled at a high school. This cohort status determines the graduation requirements that must be met by that student. Students will be regularly notified as to their "credits earned" status towards graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four

years with their 9th grade cohort. Grade recovery opportunities exist in order to help maintain student's progress towards graduation.

Students age 18 or older wishing to return to school after withdrawing may petition the school for placement. The principal and/or designee will review the reasons for return given by the student and family. The principal will make the final determination based on the following requirements:

- The student has accumulated at least 16 credits;
- The student has a probable chance of graduating within the academic year;
- An agreement between the student and school concerning attendance, behavior and school performance is agreed upon.

If the principal does not agree to the conditions or the student does not meet the criteria, Adult Education will serve the educational needs of the student.

As in state statute, students who received a "Certificate of Completion" may return for a 5th year of high school in order to obtain their Standard Diploma.

READING AND MATH REMEDIATION

Reading: All 7th through 10th grade students scoring a Level 1 or Level 2 on the reading portion of the FSA will be screened for intensive reading placement.- Screening includes the use of the Achieve 3000 Spring Benchmark results, as well as a district comprehension screener and teacher recommendations. Students qualifying for intensive reading will be placed in one class period of reading using a blended model of teacher instruction and computer based practice. Students not qualifying for intensive reading placement will receive reading support in the content area classes. Students in grades 11 and 12 who score a Level 1 or 2 on FSA retakes and who has not earned a concordant score on the ACT or SAT will be placed in an intervention course focusing on ACT/SAT preparation and reading remediation. If a student passes the FSA retake or earns a concordant score, (s)he may exit the intensive reading program at the end of the first semester. (Note: The Instructional Decision Tree for intensive reading placement can be found on the district website.)

Math: Students in grades 7 and 8, who score an achievement level 1 on FSA, will be placed in standard math classes and will not qualify for advanced math programs. Eighth grade students scoring an achievement level 1 on the pre-algebra FSA will be given priority for Algebra 1A/1B upon entering high school. As a mandatory Florida math graduation requirement, students in Algebra 1 and Geometry are required to take an "End-of-Course" exam. Students not scoring an achievement level 3 or higher will be placed in a Liberal Arts Math course. Secondary schools will also be utilizing the Edgenuity online program to remediate course work, as a virtual tutor, and credit recovery. Additional remedial options are available in all Clay County secondary schools through the Guidance Department.

SCHEDULE CHANGES

When changing a student's schedule after the first ten days of school, leveling must be within the same specific subject. An example of this is if a student requests a schedule change and they are enrolled in Algebra Honors, Algebra 1 would be the most appropriate change. Grades earned will be transferred as part of the leveling process. Any withdrawals after the first quarter would require a withdraw "F/0" for the 2nd grading period and the semester exam. Students who withdraw with an "F" from a course may enter a semester course at the semester change if space is available.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should take place before the end of the first grading period so the student may be placed in an appropriate course. Current grades should be transferred to average in with grades earned in the new course. If inappropriate placement is determined prior to the end of first interim reporting period and no appropriate class is available for reassignment, then the grade given to the student for the course would be a "Withdrawn: Passing." The grade would then be posted as no credit just as we do with course forgiveness.

Students taking courses through Clay Virtual Academy or FLVS should review the "Student Contact and Drop" policy.

CLAY VIRTUAL ACADEMY - STUDENT CONTACT AND DROP POLICY

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructors maintain regular contact. To ensure that our students are aware of this commitment, the four-part process below will be followed:

- If the student does not submit the expected numbers of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive a phone call from the instructor. During the call, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.
- If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an email to the student/parent to remind them of the importance of submitting work and detailing the withdrawal process, if necessary.
- If the student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
- An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of "W" will be issued. After the grace period, a grade of "WP or WF" (or failing grade (if over 50% completed) will be issued to their school transcripts.

Students from outside Clay County may enroll in CVA full or part time online programs.

SEMESTER EXAMS

All students in grades 9-12 shall take semester exams. The School Board approved exam exemption procedures for seniors only is as follows:

- Exam exemptions are limited to seniors only;
- All seniors in year-long courses with a 1st semester average of “B” or better and a “B” average or better for 3rd and 4th quarters averaged together, will be exempt from taking those exams given at the end of the 2nd semester. Courses that are a semester in length are not exempt at any time;
- Attendance is not a consideration under the current exemption policy
- Exam values are the same for the current school year
- Semester exams will not be given early.

SPECIAL CONSIDERATIONS

Junior High: Students with exceptional ability may be enrolled in credit earning courses at the high school with the approval of the school principals and the parent. The parent shall assume the responsibility for transporting the student between schools, where appropriate. Such enrollment must be limited to courses which are congruent with the beginning or ending of the school day, but not both. Student’s grades and credits shall be awarded as received by the school where the student is regularly enrolled.

Special classes/programs: The district will employ special programs designed to assist students in meeting the necessary credits and the 2.0 GPA required for graduation. Appropriate approaches not already covered in this plan will include, but shall not be limited to, special counseling tutorial programs, help and/or homework sessions, skills classes and special assistance to obtain a high school equivalency diploma when all requirements for graduation have been met except for the attainment of a 2.0 cumulative GPA.

SUMMER SCHOOL

Summer school is an extension of the school year for students who attended Clay County schools. Students who did not attend Clay County schools are not eligible for the summer program unless they enrolled prior to the beginning of the 4th nine-week period or approved for the HOPE Scholarship Program (see the “Student Code of Conduct for more information about this program). High School Students may earn up to two full-credits during the summer regardless of the vehicle(s) used to acquire that credit.

Junior High Summer School: “Conditional Promotion.”

For a 6th or 7th grader who has failed two subjects, or ESE students with IEP recommendations, they may take one (1) of the courses during the traditional “Summer

School” period. The other failed course must be completed either through a virtual program or during the next summer school offering. Junior High students may receive grade forgiveness for courses in which they received a “C,” “D,” or “F.” If math is one of the failed courses, it must be taken during the immediate summer school session. An 8th grader failing two subjects must have all subjects successfully completed prior to enrolling in the 9th grade. The “**Conditional Promotion**” must take into consideration the following factors in addition to the completion of the failed courses:

- Whether or not the student has been previously retained;
- The student is older than the average age of the other students;
- It will be in the best interest of the student to receive a “Conditional Promotion”;
- There is evidence that the student has the ability to be successful at the next grade level.

If it is the determination of the Principal to not approve a “Conditional Promotion” for a student, the student will be recommended for retention. An 8th grade student must have passing grades for all core content subjects for 6th-8th grade in order to be promoted to 9th grade, therefore, “Conditional Promotion” does not apply. **Students failing 3 or more courses are automatically retained.**

High School Summer School:

Students may take ½ credit or up to 2 credits during the summer period. All coursework for grade forgiveness must be completed prior to the next school year. High school students may take courses that they received a “D” or “F” in so as to earn credit and to raise their GPA’s. Courses for new or original credit are limited and determined on an annual basis by the District.

Summer programs by other districts which assign credit may be reviewed by Clay County staff to determine appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools/districts.

TERMINATION OF SCHOOL PLACEMENT AT AGE 16

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District. The declaration must acknowledge that terminating school enrollment is likely to reduce the student’s earning potential and must be signed by the student and the student’s parent.

The following steps must also be taken:

- The school shall notify the student’s parent of receipt of the student’s declaration of intent to terminate school enrollment.
- The student’s guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student’s decision to

terminate school enrollment and actions that could be taken to keep the student in school.

- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

TRANSFERRING STUDENT

Students transferring from one school to another shall have the grade assigned by the departing school and by the receiving school if registered there for 15 or more days. If a student is transferring to a school in another district at a time near the end of the school year and the school they are transferring to, has already completed the school year, it will be the responsibility of our “sending school” to use good judgment for the benefit of the student involved. Usually no more than 20 school days should apply. The student’s grades should be closed out and credit posted. Virtual students taking FLVS content courses receive grades of “WF” or “WP” when transferring prior to course completion per FLVS policy. The principal has the authority to waive class exams (this does not include “End-of Course” exams) in order to close out a student’s grades.

Transferring Student and Graduation: students who enter a Clay County school at the 11th or 12th grade level from out-of-state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course/credits requirements IF the student has met all course/credit requirements of the school district, state, or country from which he or she is transferring. In addition to credit requirements to receive a standard high school diploma, a transfer student must earn a 2.0 GPA, pass the Algebra I EOC OR have passed an equivalent Algebra I EOC from the transferring state or county, pass the 10th Grade FSA ELA OR receive the concordant scores on the SAT or ACT identified by the Department of Education. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Transfer Credit Policies and Guidelines: The “State Uniform Transfer of High School Credits Rule” states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. The rule states that the requested grades or credits will be accepted if presented as part of an official transcript. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school. An official transcript shall be sent by mail or electronically signed by a school administrator, be on school letterhead, and/or be embossed with the school’s seal. An official transcript should clearly identify the school, the student, course number, date the course was taken and the credit earned and grade in each course.

Examples of unofficial transcripts are: hand delivered by the student or parent, delivered

to the designated school administrator in an opened envelope, or is on plain paper. The rule, therefore, precludes districts and individual schools from placing any additional requirements or procedures on the transfer of high school credits.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school or the student does not possess an official transcript, or if the student is a home education student, credits shall be validated through performance during the first grading period that the student is enrolled in the school. A student transferring into a school shall be placed at the appropriate sequential course level and in order to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. If a student does not meet this requirement, they shall have their credits validated using the “Alternative Validation Procedure” listed below:

- Portfolio evaluation by the Superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through dual Enrollment or at other private schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the FSA ELA;
- Written review of the criteria utilized for a given subject provided by the former school. Student must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in the “Alternative Validation procedure” of this rule, if required.

If the “Alternative Validation procedure” is used, parents are obligated to the findings of the procedure. A school has until the end of the first grading period in which the student is enrolled to validate an official transcript. After this point, all credits and grades are to be accepted at face value.

TRANSFER STUDENT PLACEMENT (Military Dependent Children)

CCSB participates in the Interstate Compact on Educational Opportunity for Military Children, the purpose of which is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The district will implement the requirements listed in FS 1000.36.

In order to facilitate on-time graduation for transferring military children enrolled any time in high school, as specified in section F.S. 1000.36, Article VII the following provisions apply:

- A school district must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the

- receiving state must provide an alternative means of acquiring the required course work so that graduation may occur on time.
- States must accept exit or end-of-course (EOC) exams required for graduation from a school in the sending state.
 - If a transitioning student who transfers in his or her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the sending and receiving state schools must ensure the receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student may participate in all local graduation activities.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include advanced studies programs, dual enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB).

HOPE Scholarship Program students follow these same policies (see the “Student Code of Conduct for more information about this program).

CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, parent is notified with explanation given.

VALEDICTORIAN AND SALUTATORIAN RECOGNITION

When a school awards Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a weighted grade point average on all courses taken in grades 9-12 including virtual courses. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the eighth semester. If virtual grades are not reported to the school prior to the last day of senior exams, that course should not be included in the determination of valedictorian(s) and salutatorian(s)."
- A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in Clay County that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18-Credit Graduation Program are eligible for valedictorian and salutatorian status. The conclusion of the eighth semester is the deadline for an 18-credit graduation program student to select to graduate and compete for valedictorian or salutatorian status, or continue to complete the 24-credit diploma.
- A student who transfers to or within Clay County during the last year prior to graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:
 - If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-Valedictorian along with the second ranked student. The third-ranked student would be named Salutatorian.
 - If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student

VOLUNTARY SERVICE HOURS

Voluntary Service Hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars, Gold Seal Vocational Scholars and Gold Seal CAPE Scholars : 100, 75 and 30 hours respectively. Students may begin logging and documenting volunteer service hours the summer before the student enters ninth grade. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. These service hours are not a Florida or school district requirement for graduation with a standard high school diploma.

For student who are attempting to receive school community service hours for an activity, below are the district guidelines:

- Volunteer service is defined as “assisting where needed in a social issue where the student’s service directly addresses a need in the school or community in areas such as health, education, environment, public safety, etc.;
- Volunteer service activities should receive prior approval from the school’s designated high school personnel (typically, the student’s high school counselor) to ensure that credit will be awarded to the student;
- Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student’s own family;
- Volunteer service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;
- Volunteer service activities must be rendered for “not-for-profit” organizations or agencies;
- The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
 - “Direct Service” involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter or working with the elderly in a nursing home;
 - “Indirect Service” involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
 - “Advocacy” involves educating others about a particular social problem with a goal of eliminating the cause of that problem. Examples include writing letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups;
- Hours spent in volunteer service activities must be verified by a site supervisor. The appropriate documentation on business letterhead must be signed by the site supervisor. Business letterhead can also be attached to the completed Clay County Volunteer Service Documentation Form;

Activities that **MAY NOT** be approved include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business;
- Any activity that replaced a paid staff worker of the agency or institution that the student volunteers with;

- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts;
- Any activity whose main purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity **UNLESS** the hours are spent addressing a social problem (examples may include: Habitat for Humanity, A community-wide summer Vacation Bible School, etc.);
- Attendance at self-improvement workshops or conferences;
- Participation as an athlete in school sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;
- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

WEIGHTED GRADES

Weighted courses earn additional quality points toward the GPA calculation. The traditional 4.0 scale (A = 4, B = 3, C = 2, D = 1, F = 0) is used for athletic eligibility, promotion, Bright Futures, etc. Rank in class is the primary purpose for utilizing a weighted grading scale. Weighted courses include: “Level 3” Career and Technical Education courses, Dual enrollment, IB, AP and AICE courses, all Honors level courses, Foreign Language courses for year 3 and above, Chemistry II, Physics II and Gifted Studies.

EXCEPTIONAL STUDENT EDUCATION

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS

Legislation signed on June 20, 2014 by the Governor significantly changed the diploma options for students with disabilities. The legislation in Senate Bill 850 eliminates special diploma options and develops pathways to a standard diploma for all students with disabilities. This legislation is specific regarding the special diploma option. As of June 20, 2014, the special diploma option is available **ONLY** to students who enrolled in grade nine (9) or higher prior to the 2014-15 school year and the student's Individual Education Plan indicated a selection of special diploma. Students with disabilities who entered the 9th grade before the 2014-2015 school year cannot be switched to special diploma after June 20, 2014.

In compliance with SBER 6A-1.095, FAC (Requirements for High School Diploma) and SBER 61-1.0996, FAC (Graduation Requirements for Certain Exceptional Students), a student with disabilities may exit high school with a special diploma only if this option is specified on the Individual Education Plan prior to the 2014-15 school year.

If a student with disabilities does not fulfill criteria for a diploma, he/she may exit high school with a certificate of completion.

The selection of a diploma option must take place at an Individual Educational Plan (IEP) meeting during the student's eighth grade school year or during the school year prior to the student becoming age 14, whichever comes first. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, the IEP team will collaborate with the student's parents/guardians to select the most appropriate diploma option. The IEP team will discuss specific course and credit requirements for each diploma option in order to make an informed decision. The diploma option selected at the IEP meeting is noted on the IEP. At each annual IEP meeting thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed. If, at any time, a change to the diploma option is recommended or requested, the change must be approved by the parent and is subject to verification of appropriateness by an independent reviewer. Copies of each IEP shall be given to the parents.

STANDARD DIPLOMA

ELIGIBILITY

All students with disabilities who entered 9th grade in 2014-15 must meet the requirements for a standard diploma in order to graduate. Note: Only students with disabilities who enrolled in grade nine (9) or higher prior to the 2014-15 school year and had an Individual Education Plan indicating a selection of special diploma may earn a special diploma rather than a standard diploma. **Students with disabilities exclusively in programs for students with Visual and Speech Impairments, Gifted or Homebound or Hospitalized must pursue a standard diploma.**

REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS

The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who:

- Earn a passing grade on the required statewide assessment(s) or meet the waiver requirements.
- Successfully complete the required credits in grades 9-12. Students with disabilities must earn required credits in district approved education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Students with disabilities may meet the elective credit requirements by earning credits in basic, vocational or exceptional student education courses as allowed by the standard diploma option selected.
- Attain the same cumulative grade point average required in the general education section of Student Progression Plan.

WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
- The student must have an individual educational plan (IEP).
- The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
- In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

Students with disabilities who choose to pursue the 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, may be eligible for a waiver of statewide, standardized assessment results as long as they meet all of the waiver requirements and the requirements for the ACCEL option.

Students pursuing a standard diploma with a scholar diploma designation are not eligible for a waiver. In order for a student to earn a scholar diploma designation, a student must meet the requirements of s. 1003.4285, F.S.

REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS

For those who have selected a General Standard Diploma, the following additional options may be discussed at an IEP team meeting and selected if appropriate.

Standard Diploma via Access Courses: This diploma is ONLY available to students with significant cognitive disabilities who are enrolled in access courses. The following may be considered:

- Substitution of eligible Career Technical Education (CTE) courses for required access courses. Eligible CTE courses are noted in the state course code directory.
- Modified expectations or outcomes to the CTE curriculum if CTE substitutions have been selected in lieu of required access courses.
- Waiver of the Florida Standards Alternate Assessment for the purpose of receiving a course grade and a standard high school diploma. If this option is recommended by the IEP team, the parent must approve it. In addition, a Graduation Portfolio must be developed in the area (reading, math, science) in which the waiver is granted.

Standard Diploma via Academic Courses and Employment Competencies: This may be considered when the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills. If this option is selected, an appropriate and signed Employment Transition Plan must be in place and separate from the IEP. Also, in addition to meeting the requirements noted for the general standard diploma, the IEP team may discuss and opt to substitute eligible Career Technical Education (CTE) courses for required core academic courses. Eligible CTE courses are noted in the state course code directory.

Standard Diploma Merit Designation, Standard Diploma Scholar Designation, Advanced International Certificate of Education, State of Florida High School Performance-Based Diploma, State of Florida High School Diploma, International Baccalaureate, Standard Diploma ACCEL 18 Credit Option: Specific requirements for each of these diploma types can be found in the Secondary Education section of this manual.

CERTIFICATE OF COMPLETION

According to statute, a Certificate of Completion is awarded to any student with a disability who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program. The awarding of a certificate of completion to students with disabilities does not prevent a student with a disability from pursuing a standard diploma. A student with disabilities may continue to pursue a standard diploma until his/her 22nd birthday.

DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA

This applies only to students with disabilities pursuing a standard diploma during the school year in which the student is expected to graduate. [Students who receive a special diploma or a certificate of completion do NOT need to defer receipt of the special diploma or certificate in order to continue to receive FAPE.] The IEP team must review the benefits of deferring and describe in writing the services and programs available to the student who wishes to defer. The decision is made by the parent or the student if over age 18 during the year the student is expected to meet all of the requirements for a standard diploma, which is the senior year. Additionally, the decision to defer must be made by May 15 of the senior year. A student with a disability may only defer receipt of a standard diploma if:

- The IEP includes special education, transition planning, transition services, or related services through age 21 AND
- The student is enrolled in one or more of the following:
 - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, and credit by examination)
 - Industry certification courses that lead to college credit (check with the Career-Technical Education department for courses that apply)
 - Collegiate high school program (International Baccalaureate program, or Advanced International Certificate of Education program)
 - Courses necessary to satisfy the Scholar designation requirements (the scholar designation requires satisfactory completion of additional academic courses and assessments; see fldoe.org for additional information)
 - A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old).

GIFTED PROGRAM

A student is eligible for special instructional programs for the Gifted from kindergarten through grade 12 if the student meets one of these criteria:

- The student demonstrates:
 - The need for a special program.
 - A majority of characteristics of Gifted students according to a standard scale or checklist.
 - Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.
- The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are Gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C., as students with limited English proficiency or students from low socio-economic status families.

When a student is determined eligible for this program, an Educational Plan is developed. In grades K-6, Clay County District Schools utilizes the research based Gifted Enrichment Model as the best way to meet the depth and complex needs of elementary students who are Gifted. In grades 7-8, junior high schools may utilize academic content courses or provide support facilitation. Students who are Gifted articulating from grade 8 to 9 will have an Educational Plan articulation meeting to address appropriate services.

In order to ensure that Exceptional Student Education Services are provided for all students who are Gifted, the following principles should guide decision making:

- The Educational Plan (EP) drives the Gifted service; students must attend the Gifted class, or receive the Gifted services, as they do any other required instruction. Participation in Gifted classes cannot be used as a reward.
- The Educational Plan identifies the amount of time a student receives instruction with the Gifted teacher. If any changes are needed to the Educational Plan, individual EP meetings must be held (including the parent/guardian) to address the changes. The changes must be described in Present Level of Educational Performance.
- Students who attend Gifted Enrichment classes are responsible for concepts covered in their general education class. The general education teacher should try to schedule critical lectures, presentations of new material, and tests at a time when the Gifted students are present. Any critical material covered when the Gifted students are receiving their required Gifted service will be provided to students upon their return to class.
- Students who are Gifted attending an enrichment class are NOT required to make up classwork or homework missed while participating in activities with the Gifted teacher. Additionally, missed classwork must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- Middle school students who attend a Gifted class for content instruction receive their grade for that subject from the Gifted teacher.
- In order to be considered an ESE service, all Gifted classes (Enrichment classes at elementary school or Gifted academic content courses at the junior high school) must be taught by a Gifted Endorsed Teacher and the classes must be comprised of only students who are Gifted.

CLASSROOM ACCOMMODATIONS

ESE and 504 students should receive classroom accommodations as listed in their IEP or 504 Plan. Accommodations are implemented in all general education courses, Career and Technical Education (CTE) courses and programs of study as needed to assure students the opportunity to meet requirements for course completion and high school graduation requirements for a standard diploma. The appropriate accommodations shall be determined on the basis of the assessed needs of the student and shall be reflected in his/her IEP. Accommodations to these courses shall not include modifications to the student performance standards.

DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS

Allowable district and state standardized assessment accommodations should be considered by the IEP team at annual IEP reviews. Note that only allowable accommodations approved by any specified standardized assessments are permissible. Parents and students should be made aware that there may be accommodations used in the classroom that are not permissible on standardized assessments.

Teachers are to use appropriate testing accommodations, identified on the IEP, for a student with disabilities in all situations.

FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines:

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments. All of the following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

If the student meets all of the criteria for alternate assessment, the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If the student does not meet the criteria, the student should be instructed in general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score. The four achievement levels are:

- Level 1 Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

Level 2 Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

Level 3 Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

Level 4 Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

ADULT EDUCATION

ADULT HIGH SCHOOL DIPLOMA

Adult High School Eligibility Requirements

- He/she must be withdrawn from a secondary institution and beyond compulsory school age; but cannot be over the age of 21.
- He/she must meet with a Clay County Adult Education advisor before they are enrolled. An official transcript should be available at this time so that a review of past academic history can be conducted;
- Due to limited course offerings, it is recommended that an eligible Adult High School student must have previously attained 20 credits. The balance of credits (24 is required for graduation) may be completed through the Adult High school program;
- Classes will be available 1 day per week unless otherwise noted. Please inquire about the location of the classes from the Adult Education office. Students are allowed to work outside of the classroom in order to expedite completion of the program. However, all testing or assessments must be done in the lab setting at the Adult Education location;
- All students, regardless of residency status, must pay a \$30 tuition fee, per trimester.
- Registration for returning adult education students who have been administratively withdrawn for disciplinary or attendance reasons or who do not remain continuously enrolled will pay a \$10.00 re-entry fee.
- Please check with the Adult Education office on times and locations of classes.
- Office hours and phone number: 904-272-8170
 - 7:30 a.m.-8:00 p.m. Monday-Thursday
 - 7:30 a.m.-3:00 p.m. Friday

GRADUATION REQUIREMENTS

The following sequence of graduation requirements is necessary for graduation from the Adult High School Credit Program in the Clay County School District. Additionally, each student must complete each course with at least 70% mastery. Students must accumulate 24 credits, post a 2.0 GPA and pass the FCAT.

Language Arts	4
Mathematics	4
Science	3
Social Studies	3
Physical Education	0 (1/2 credit can be accepted)
Fine Arts	1/2 (Art and Other Cultures, etc.)
Practical Arts	1/2
Electives	9
TOTAL	24

EXPLANATION OF EACH SUBJECT AREA

- **Language Arts (4)**
These courses fulfill the required four credits. These required courses should have the word English in the course title. (ENGLISH I, II, III, IV). The major emphasis will be centered on Literature and Composition.
- **Mathematics (4)**
Students must pass Algebra I, its equivalent, or a higher math in order to meet the math requirement.
- ***Science (3)**
No specific course requirements apply. Physical Science and Biology, however, is highly recommended.
- **Social Studies (3)**
The Social Studies requirement include 1 credit in American History, 1 credit in World History, 1/2 credit in Economics, and 1/2 credit in American Government.
- ****Fine Arts (1/2)**
The 1/2 credit may be accepted for Adult Education students. These courses include Drama, Music and Dance in which manual dexterity is required.
- ****Practical Arts (1/2)**
Courses in the Practical Arts may be accepted. Please refer to the Practical Arts Course Guide.
- **Life Management Skills (1/2)**
A 1/2 credit in Life Management Skills is no longer required; however, if a student has received a passing grade in this course it will be accepted.
- **Electives (9)**
Credit in elective areas fluctuates yearly to accommodate the total credits to be earned.

Special Note:

With appropriate documentation, adults can receive up to two elective credits for successful military experience.

There are many students who come to Adult Education without having a Fine Arts, Physical Education, Practical Arts and Life Management Skills credit. Because these courses are not offered specifically, they are often substituted with courses such as: Art and Other Cultures, Environmental Science, Marine Science, Writing Composition, Journalism, Contemporary Literature, Florida Law, Florida History, Psychology and Sociology.

** One (1) credit in either Fine Arts or Practical Arts will also meet this requirement.

DRAFT

2019-20 Student Progression Plan

Rationale for Major Revisions

INTRODUCTION

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

ELEMENTARY EDUCATION

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

SECONDARY EDUCATION

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

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

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

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

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

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

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

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

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

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

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

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

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

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

D4 - Public Hearing and Vote to Approve as Advertised the Adoption of Astronomy, Forensic, Marine and Physical Science Materials

Description

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

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

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

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

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

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

Goal 1: Develop 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 adoption of the selected Astronomy, Forensic, Marine and Physical Science Materials

Contact

Terry Connor, Chief Academic Officer, 904.336.9405, terrence.connor@myoneclay.net

Financial Impact

\$233,214.03

Review Comments**Attachments**

- ☞ [QUOTE_ 2019-20 Science Adoption_ Astronomy, Forensic, Marine, Physical .pdf](#)
- ☞ [2019 Astronomy Adoption Results and Recommendation.pdf](#)
- ☞ [2019 Forensic Adoption Results and Recommendation.pdf](#)
- ☞ [2019 Marine Adoption Results and Recommendation.pdf](#)
- ☞ [2019 Physical Science Adoption Results and Recommendation.pdf](#)

2019 Science Adoption Numbers and Cost	Student Edition				Teacher Edition			
	Forensic Science	PHYSICAL SCIENCE	MARINE SCIENCE	ASTRONOMY Estimated Cost	TEACHER-Forensic Science	TEACHER - Physical Science	TEACHER - Marine Science	TEACHER-Astronomy
Green Cove Springs Junior High (0021)		75				1		
Lake Asbury Junior High (0481)		55				1		
Lakeside Junior High (0351)		75				1		
Oakleaf Junior High (0611)		75				1		
Orange Park Junior High (0361)		100				1		
Keystone Heights Jr/Sr High (0311)		125				3		
Clay High School (0341)	60	100	30		1	2	1	
Fleming Island High School (0551)		100		40		1		1
Middleburg High (0391)		60	210			1	2	
Oakleaf High School		210	150	60		2	1	1
Orange Park High (0252)	60		150		1		3	
Ridgeview High School (0431)		220	50	20		5	2	1
Bannerman Learning Center (0111)		10				1		
GRAND TOTAL	120	1205	590	120	2	20	9	3
COST	\$9,450.40	\$110,293.65	\$85,579.50	\$16,318.80	\$0.00	\$0.00	\$0.00	\$0.00
Plus Shipping & Handling - about 5%	\$472.52	\$5,514.68	\$4,278.98	\$1,305.50	*Teacher Editions are FREE			
TOTAL	\$9,922.92	\$115,808.33	\$89,858.48	\$17,624.30	\$233,214.03			

**Florida Instructional Materials Adoption
Summary Recommendation Form**

1st

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: McGraw Hill Education

Program Title Marine Science ISBN: 978-0-02-142265-4

Strengths: Reading level appropriately good
Visuals good online platform good
Excellent materials

Weaknesses: wrap around TE would
be nice

Comments: This is the best choice
for our students

OVERALL Committee Recommendation: Yes

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Donna Foley</u>	<u>RHS</u>	<u>[Signature]</u>
<u>Beverly Agui</u>	<u>OPHS</u>	<u>[Signature]</u>
<u>James M. Taylor</u>	<u>CHS</u>	<u>[Signature]</u>

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

[Signature]
Curriculum Specialist Signature

[Signature]
Supervisor of Instructional Resources Signature

Date: 4/5/19

Florida Instructional Materials Adoption Summary Recommendation Form

#2

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Pearson

Program Title: Essentials of Oceanography ISBN: 978-0-13-426742-5

Strengths: Visuals good in text; good additional info

Weaknesses: Reading level too high 1330. We have level 12 readers in Marine. Too much material that is no part of the course.

Comments: It does not follow the curriculum very well

OVERALL Committee Recommendation: NO

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Donna Foley</u>	<u>RHS</u>	<u>[Signature]</u>
<u>Beverly Aguiar</u>	<u>OPHS</u>	<u>[Signature]</u>
<u>James M. Taylor</u>	<u>Clay (HS)</u>	<u>[Signature]</u>

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

[Signature]
Curriculum Specialist Signature

[Signature]
Supervisor of Instructional Resources Signature

Date: 4/5/19

Florida Instructional Materials Adoption
Summary Recommendation Form

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Cengage Learning

Program Title Oceanography can unite to MS ISBN: 978-1-305-10511-4

Strengths: None

Weaknesses: weak visuals, Reading level too high, not enough ancillary materials, weak questions

Comments: not appropriate for our students

OVERALL Committee Recommendation: No

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
Chair: Donna Foley	RHS	Donna Foley
Beverly Agui	OPHS	Beverly Agui
James M. Taylor	CHS	James M. Taylor

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

Curriculum Specialist Signature

Supervisor of Instructional Resources Signature

Date: 4/5/19

Materials Adoption
Recommendation Form
after review with the evaluation rubric.
Astronomy, Marine, Physical Science

Education
Science
I feel appropriately good
time plus for my good
materials
found TE would

the best choice
students
Yes

Teacher Feedback Scorecard

2018-19 Marine Science Teacher Textbook Adoption Survey

Marine Science 1

Calculation	Detail	Average	Scores	Hide	Show		
1. Provide Your Feedback About This Product	ESSENTIALS OF OCEANOGRAPHY - Pearson	Marine Science, Florida Edition - McGraw-Hill School Education	No	Yes			
1. When comparing the two products being recommended, would this one be the most beneficial to the education of our Marine Science students?	No	Yes					
Summary	No	Yes	# Responses	# Responses			5

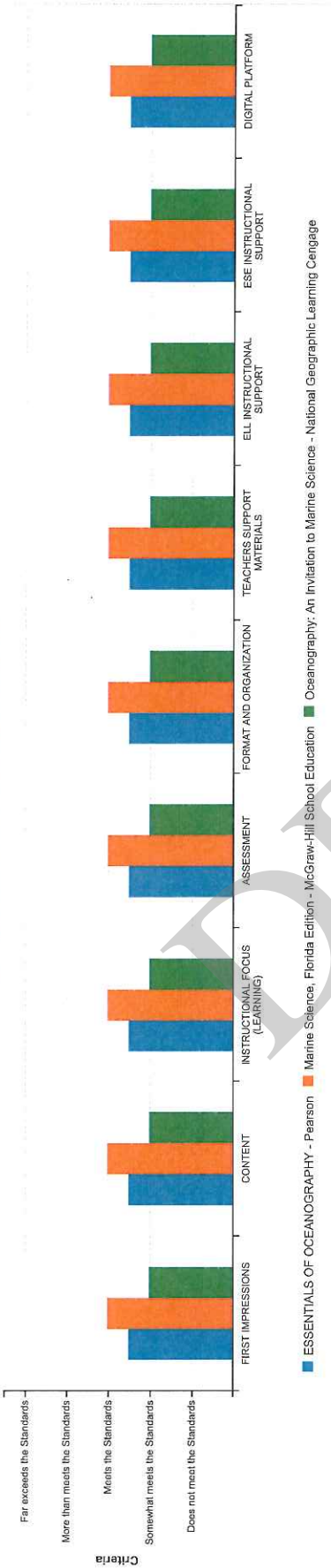
Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Marine Science

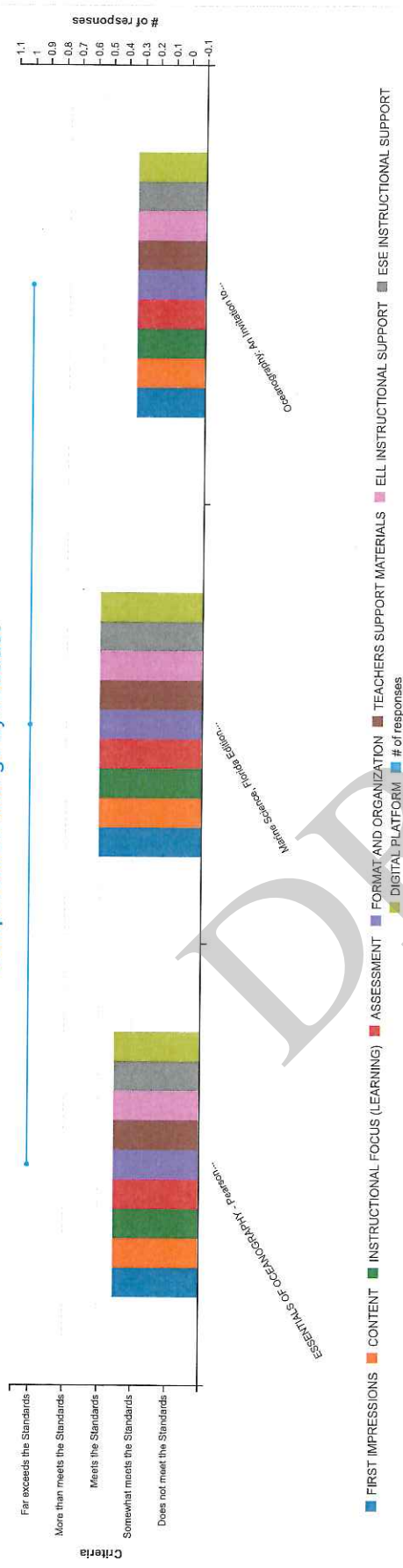
Marine Science 1

Calculation	Detail	Average	Hide	Show	Marine Science, Florida Edition - McGraw-Hill School Education	Oceanography: An Invitation to Marine Science - National Geographic Learning Cengage	ESSENTIALS OF OCEANOGRAPHY - Pearson
1. FIRST IMPRESSIONS					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
2. CONTENT					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
3. INSTRUCTIONAL FOCUS (LEARNING)					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
4. ASSESSMENT					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
5. FORMAT AND ORGANIZATION					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
6. TEACHERS SUPPORT MATERIALS					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
7. ELL INSTRUCTIONAL SUPPORT					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
8. ESE INSTRUCTIONAL SUPPORT					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
9. DIGITAL PLATFORM					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
Summary					Meets the Standards	Somewhat meets the Standards	Somewhat meets the Standards
					# Responses	# Responses	# Responses
					1	1	1

Comparative Average by Category



Comparative Average by Product



Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Marine Science

Marine Science 1

<div> <div> Detail <input type="checkbox"/> Average <input checked="" type="checkbox"/> </div> <div> Calculation </div> </div> <div> Scores <input checked="" type="checkbox"/> Hide <input type="checkbox"/> Show </div>			
	Marine Science, Florida Edition - McGraw-Hill School Education	Oceanography: An Invitation to Marine Science - National Geographic Learning Cengage	ESSENTIALS OF OCEANOGRAPHY - Pearson
1. FIRST IMPRESSIONS	<div>Does not meet the Standards 2</div> <div>Somewhat meets the Standards 1</div> <div>More than meets the Standards 2</div> <div>Far exceeds the Standards 2</div> <div>Score 22</div>	<div>Does not meet the Standards 4</div> <div>Somewhat meets the Standards 3</div> <div>Score 10</div>	<div>Does not meet the Standards 2</div> <div>Somewhat meets the Standards 3</div> <div>Meets the Standards 2</div> <div>Score 14</div>
1. At first glance, the content and graphics are relatable and the book appears to be engaging for students.	<div>Far exceeds the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>Meets the Standards 1</div>
2. The organization of the content aligns with the order that you would teach the standards.	<div>Far exceeds the Standards 1</div>	<div>Does not meet the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
3. The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
4. The Benchmarks are identified at the point of need within the text in the student edition.	<div>Somewhat meets the Standards 1</div>	<div>Does not meet the Standards 1</div>	<div>Meets the Standards 1</div>

5. The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).	More than meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1
6. There is a parallel Spanish version of the entire submitted program available.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
7. There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
2. CONTENT	More than meets the Standards 4 Far exceeds the Standards 8 Score 56	Does not meet the Standards 2 Somewhat meets the Standards 6 Meets the Standards 4 Score 26	Does not meet the Standards 4 Somewhat meets the Standards 3 Meets the Standards 5 Score 25
1. The content is aligned to all Standards and Benchmarks identified in the State Course Description.	More than meets the Standards 1	Somewhat meets the Standards 1	Meets the Standards 1
2. How well does the level (complexity or difficulty) of the treatment of the content match the standards?	Far exceeds the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1
3. The textbook is ordered logically, allowing one concept to build upon another..	Far exceeds the Standards 1	Meets the Standards 1	Does not meet the Standards 1

4. The content is scientifically accurate and up-to-date.	More than meets the Standards 1	Meets the Standards 1	Meets the Standards 1
5. The individual concepts are represented in a variety of ways including: text, images, video, graphic organizers, simulations, etc.	Far exceeds the Standards 1	Meets the Standards 1	Meets the Standards 1
6. The graphics are meaningful, appropriate, and facilitate learning.	More than meets the Standards 1	Somewhat meets the Standards 1	Meets the Standards 1
7. The content is appropriately chunked and presented in a logical sequence.	Far exceeds the Standards 1	Meets the Standards 1	Meets the Standards 1
8. The content reflects culturally responsive real-world STEM applications.	Far exceeds the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
9. In the Teacher's Edition (TE), the materials define and encourage the use of critical thinking skills (Cognitive Complexity/Depth of Knowledge), in addition to specific facts and concepts.	More than meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1
10. The sequence of learning is educationally sound and developmentally appropriate.	Far exceeds the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1

11. The opportunities for cross-curricular connections are presented for the teacher.	Far exceeds the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1
12. The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.	Far exceeds the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
3. INSTRUCTIONAL FOCUS (LEARNING)	Somewhat meets the Standards 1 Meets the Standards 3 More than meets the Standards 5 Far exceeds the Standards 8 Score 71	Does not meet the Standards 15 Somewhat meets the Standards 2 Score 19	Does not meet the Standards 2 Somewhat meets the Standards 5 Meets the Standards 9 More than meets the Standards 1 Score 43
1. How well does the content make explicit connections between prior learning and new skills?	Somewhat meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1
2. The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.	Far exceeds the Standards 1	Does not meet the Standards 1	Meets the Standards 1
3. There is consistent standards-based alignment among objectives, content, and assessments.	More than meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1

4. The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.	More than meets the Standards 1	Does not meet the Standards 1	More than meets the Standards 1
5. To what extent has scaffolding been used successfully in ways such as organized routines, advance organizers, prompts, step-by-step instructions, immediate and corrective feedback, simulations, and opportunities for research?	Far exceeds the Standards 1	Does not meet the Standards 1	Meets the Standards 1
6. The text is at the appropriate grade level. The reading level is identified by lexile and content is provided at multiple lexile levels to engage students at their appropriate reading levels.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
7. The lessons include oral and written activities ranging from basic skills to application (Cognitive Complexity/DOK).	Far exceeds the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1
8. There is consistent standards-based alignment among the objectives, content, and assessments.	More than meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1

9. The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.	Meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1
10. The lessons begin with and include authentic, real-world situations across the content areas whenever possible.	Far exceeds the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1
11. To what extent do the materials request the teacher to model and explain a strategy/skill before asking students to do so?	More than meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1
12. The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.	More than meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1
13. To what extent do the lessons apply the strategy to many examples of a target skill?	Far exceeds the Standards 1	Does not meet the Standards 1	Meets the Standards 1
14. How well does the sequence of instruction move from teacher-directed to student-directed?	Far exceeds the Standards 1	Does not meet the Standards 1	Meets the Standards 1
15. To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?	Far exceeds the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1

16. To what extent is there adequate review of the most commonly assessed standards provided in the lessons.	Far exceeds the Standards 1	Does not meet the Standards 1	Meets the Standards 1
17. The teacher is alerted in the TE as to common mistakes, biases, and/or misconceptions relative to the content being studied.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
4. ASSESSMENT	Does not meet the Standards 3 Meets the Standards 2 More than meets the Standards 1 Far exceeds the Standards 3 Score 28	Does not meet the Standards 9 Score 9	Does not meet the Standards 4 Somewhat meets the Standards 1 Meets the Standards 4 Score 18
1. There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.	Far exceeds the Standards 1	Does not meet the Standards 1	Meets the Standards 1
2. The text includes options to administer diagnostic, formative, and summative assessments.	Far exceeds the Standards 1	Does not meet the Standards 1	Meets the Standards 1
3. The assessment items are aligned to the benchmarks for content and complexity.	Meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1

4. The Depth of Knowledge and cognitive complexity is noted for each item.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
5. Where applicable, the assessment items are aligned to the FLDOE Item Specifications.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
6. There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.	More than meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1
7. The test items include rationale for incorrect answers.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
8. There are a variety of assessments included throughout the text. When appropriate, the assessments include scoring rubrics and they can be scored online.	Far exceeds the Standards 1	Does not meet the Standards 1	Meets the Standards 1
9. The assessments are provided in English and Spanish.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
5. FORMAT AND ORGANIZATION	Meets the Standards 2 More than meets the Standards 1 Score 10	Does not meet the Standards 1 Somewhat meets the Standards 1 Meets the Standards 1 Score 6	Does not meet the Standards 1 Meets the Standards 2 Score 7

1. The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.	More than meets the Standards 1	Somewhat meets the Standards 1	Meets the Standards 1
2. The order of the chapters and lessons is customizable by the District to align to the benchmarks.	Meets the Standards 1	Meets the Standards 1	Meets the Standards 1
3. The readability level and vocabulary development is appropriate.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
6. TEACHERS SUPPORT MATERIALS	Does not meet the Standards 3 Somewhat meets the Standards 1 Meets the Standards 4 More than meets the Standards 1 Far exceeds the Standards 1 Score 26	Does not meet the Standards 9 Somewhat meets the Standards 1 Score 11	Does not meet the Standards 6 Somewhat meets the Standards 3 Meets the Standards 1 Score 15
1. The teacher support materials provide background and content knowledge.	More than meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
2. The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.	Meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1

3. There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.	Meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1
4. There are sample questions included to guide higher order thinking. The text notes the level of Cognitive Complexity or Depth of Knowledge.	Somewhat meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
5. The TE is well organized, comprehensive, and easy to use.	Meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1
6. The ancillary materials scaffold knowledge and support lesson objectives.	Far exceeds the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
7. The ancillary materials include versions in English and Spanish.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
8. The supplementary materials (lab manuals, workbooks, online resources) provide remediation resources for lower achieving students and enrichment for higher achieving students.	Meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1
9. The teacher support materials provide technology applications	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1

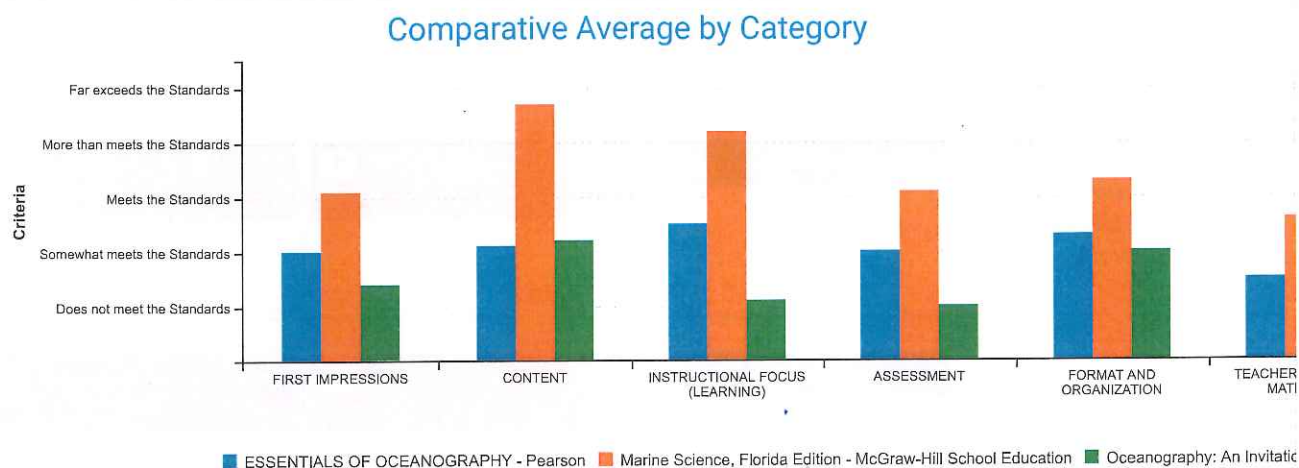
in English and Spanish.			
10. There are leveled readers available in English and Spanish, and they are aligned with Science concepts.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
7. ELL INSTRUCTIONAL SUPPORT	Does not meet the Standards 3 Somewhat meets the Standards 1 Meets the Standards 2 Score 11	Does not meet the Standards 6 Score 6	Does not meet the Standards 5 Meets the Standards 1 Score 8
1. The text is offered in Spanish in print and online.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
2. The materials, resources, and ancillary materials are offered in Spanish and other languages other than English.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
3. The materials, resources, and ancillary materials are offered in Haitian Creole.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1

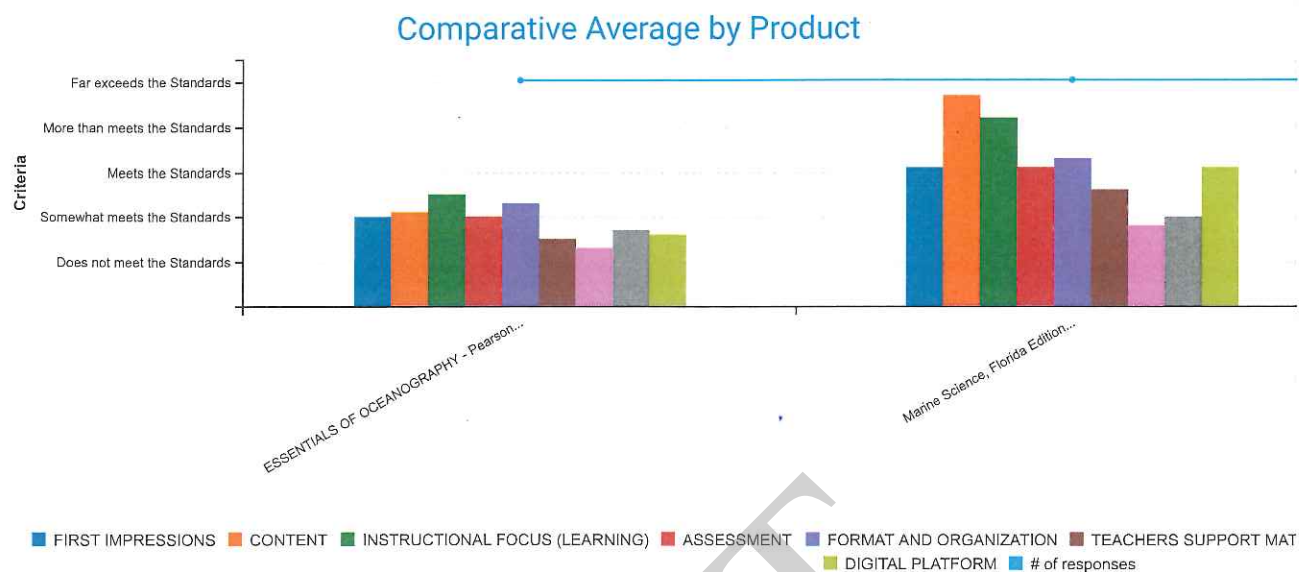
<p>4. The language objectives are explicitly identified for the teacher and describe how language will be used to meet a content objective. (Example of a Content Objective: Students will be able to distinguish between liquids, solids, and gases and provide an example of each. Language objective: Students will be able to orally describe characteristics of liquids, solids, and gases to a partner.)</p>	Meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1
<p>5. The materials, resources, and ancillary materials provide scaffolding supports (sensory, graphic, and interactive) that facilitate students with concept attainment and advancement within targeted language proficiency levels.</p>	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
<p>6. The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.</p>	Somewhat meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
<p>8. ESE INSTRUCTIONAL SUPPORT</p>	<div>Does not meet the Standards 2</div> <div>Somewhat meets the Standards 2</div> <div>Meets the Standards 2</div>	<div>Does not meet the Standards 4</div> <div>Meets the Standards 2</div> <div>Score 10</div>	<div>Does not meet the Standards 4</div> <div>Meets the Standards 2</div> <div>Score 10</div>

	Score	12	
1. The materials, resources, and ancillary materials identify essential points of instruction and support for language comprehension.	Somewhat meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
2. The materials, resources, and ancillary materials provide support for language comprehension.	Somewhat meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
3. The text identifies the Aligned Access Point Standards contained within the text.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
4. The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
5. The digital test bank is compatible with the National Instructional Materials Accessibility Standard (NIMAS) accessibility standards, which allows tests to be utilized in alternative formats for students with disabilities.	Meets the Standards 1	Meets the Standards 1	Meets the Standards 1

6. The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology & Learning Connections Guide for Flexible Digital Instructional Materials)	Meets the Standards 1	Meets the Standards 1	Meets the Standards 1
9. DIGITAL PLATFORM	Meets the Standards 8 More than meets the Standards 1 Score 28	Does not meet the Standards 4 Somewhat meets the Standards 5 Score 14	Does not meet the Standards 5 Somewhat meets the Standards 3 Meets the Standards 1 Score 14
1. The layout and organization is user friendly.	Meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
2. There are additional resources provided for teaching beyond the print version.	More than meets the Standards 1	Somewhat meets the Standards 1	Meets the Standards 1
3. The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.	Meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
4. The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.	Meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1

5. The students can submit work and receive feedback electronically.	Meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1
6. There are resources available for teacher content support.	Meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1
7. There are resources available for teacher pedagogy support.	Meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1
8. The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
9. The students can annotate digital text.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
Summary	Does not meet the Standards 13 Somewhat meets the Standards 6 Meets the Standards 23 More than meets the Standards 15 Far exceeds the Standards 22 Score 264 # Responses 1	Does not meet the Standards 54 Somewhat meets the Standards 18 Meets the Standards 7 Score 111 # Responses 1	Does not meet the Standards 33 Somewhat meets the Standards 18 Meets the Standards 27 More than meets the Standards 1 Score 154 # Responses 1





Florida Instructional Materials Adoption Summary Recommendation Form

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

Adoption: _____ Subject/Course Name: Forensic Science

Publisher: National Geographic Learning ISBN: 978-1-305-10797-2
Southwestern College

Textbook/Program Title: Forensic Science - Fundamentals and INVESTIGATIONS

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

Weaknesses:

Comments:

OVERALL Committee Recommendation:

Recommendation

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
Mye D. Goff	CHS	
Chair:		

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

Curriculum Specialist Signature

Supervisor of Instructional Resources Signature

Date:

1st & 2nd grade choice

Forensic

Publisher: Cengage

2019 Clay Instructional Materials
Secondary Science Evaluation Rubric

Grade Band/Content: Forensic Science

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

	1= Does not meet the Standard	2= Somewhat meets the Standards	3= Meets the Standards	4= More than meets the Standards	5= Far exceeds the Standards	
1. FIRST IMPRESSIONS						
	RATING					COMMENTS
1.1 At first glance, the content and graphics are reliable and the book appears to be engaging for students.	1	2	3	4	5	
1.2 The organization of the content aligns with the order that you would teach the standards.	1	2	3	4	5	
1.3 The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	1	2	3	4	5	No multilingual - Does have English-Language in TE
1.4 The Benchmarks are identified at the point of need within the text in the student edition.	1	2	3	4	5	No Benchmarks but does have Math & Literacy components as well as objectives
1.5 The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).	1	2	3	4	5	
1.6 There is a parallel Spanish version of the entire submitted program available.	1	2	3	4	5	Not sure about Spanish - Does have EL in TE
1.7 There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.	1	2	3	4	5	
Section Subtotal:	17					
2. CONTENT						
	RATING					COMMENTS
2.1 The content is aligned to all Standards and Benchmarks identified in the State Course Description.	1	2	3	4	5	
2.2 How well does the level (complexity or difficulty) of the treatment of the content match the standards?	1	2	3	4	5	
2.3 The order of chapters and lessons is customizable by the District to align with current Curricula Guides.	1	2	3	4	5	N/A No curricula Guide
2.4 The content is scientifically accurate and up-to-date.	1	2	3	4	5	

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

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

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

8.5 The digital test bank is compatible with the National Instructional Materials Accessibility Standard (NIMAS) accessibility standards, which allows tests to be utilized in alternative formats for students with disabilities.	1	2	3	4	5	N/A				
8.6 The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology & Learning Connections Guide for Flexible Digital Instructional Materials)	1	2	3	4	5	N/A				
Section Subtotal:						8				
9. DIGITAL PLATFORM						RATE	COMMENTS			
9.1 The layout and organization is user friendly.	1	2	3	4	5		HAVE NOT SEEN DIGITAL PLATFORM to answer			
9.2 There are additional resources provided for teaching beyond the print version.	1	2	3	4	5					
9.3 The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.	1	2	3	4	5					
9.4 The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.	1	2	3	4	5					
9.5 The students can submit work and receive feedback electronically.	1	2	3	4	5					
9.6 There are resources available for teacher content support.	1	2	3	4	5					
9.7 There are resources available for teacher pedagogy support.	1	2	3	4	5					
9.8 The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.	1	2	3	4	5					
9.9 The students can annotate digital text.	1	2	3	4	5					
Section Subtotal:										
						TOTAL SCORE				
CATEGORY TOTALS										
						SUB-TOTAL	WEIGHT MULTIPLIER	TOTAL		
1. FIRST IMPRESSIONS						17				
2. CONTENT						51				
3. INSTRUCTIONAL FOCUS (LEARNING)						64				
4. ASSESSMENT						8				
5. FORMAT AND ORGANIZATION						15				

Florida Instructional Materials Adoption Summary Recommendation Form

2nd

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Cengage

Program Title: Horizons

ISBN: 978-1-305-96099-2

Strengths: Attractive Diagrams, Astrobiology

Weaknesses: Intimidating text, Test Bank Program

Comments: A fine package. It was agreed that it would be appropriate 20-10 years ago when honors courses had a higher level.

OVERALL Committee Recommendation: No/Maybe - 2nd choice

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
Chair: Tom Webber	OHS	[Signature]
Clayton Carter	FIHS	[Signature]
Devan Skapetis	RHS	[Signature]

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

[Signature]

Curriculum Specialist Signature

[Signature]

Supervisor of Instructional Resources Signature

Date: 4/5/19

Florida Instructional Materials Adoption Summary Recommendation Form

151

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: McGraw Hill Must Be Included 978-0-07-672581-6

Program Title: Explorations w/ Connect & Smartbook ISBN: 978-0-07-669197-5




Strengths: Digital resources, readability

Weaknesses: Limited reading questions, wordy

Comments: Very well aligned for today's honors students

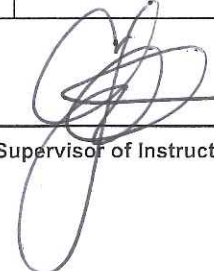
OVERALL Committee Recommendation: Yes - Top Choice

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
Chair: Tom Webber	ONS	
Clayton Carter	FIHS	
Devan Skapetis	RHS	

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


Curriculum Specialist Signature


Supervisor of Instructional Resources Signature

Date: 4/5/19

Florida Instructional Materials Adoption Summary Recommendation Form

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Pearson

Program Title The Cosmic Perspective ISBN: 0-23-475266-x

Strengths: Well organized with a great deal of interaction

Weaknesses: Intimidating to students; large blocks of text with fewer pictures

Comments: More appropriate for college

OVERALL Committee Recommendation: No

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
Chair: <u>Chair: Tom Webber</u>	<u>OHS</u>	<u>[Signature]</u>
<u>Devan Stegert</u>	<u>RHS</u>	<u>[Signature]</u>
<u>Clayton Carter</u>	<u>FIHS</u>	<u>[Signature]</u>

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

[Signature]
Curriculum Specialist Signature

[Signature]
Supervisor of Instructional Resources Signature

Date: 4/5/19

Florida Instructional Materials Adoption Summary Recommendation Form

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Pearson

Program Title Astronomy Today ISBN: 978-0-13-458055-5

Strengths: It exists

Weaknesses: ~~Diagrams~~ Diagrams are not engaging or pleasant to look at
Test questions are not related to text and too difficult

Comments: More appropriate for college level.

OVERALL Committee Recommendation: No

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Tom Webber</u>	<u>OAS</u>	<u>[Signature]</u>
<u>Clayton Carter</u>	<u>FIHS</u>	<u>[Signature]</u>
<u>D. Skapetis D. Skapetis</u>	<u>RHS</u>	<u>[Signature]</u>

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

[Signature]
Curriculum Specialist Signature

[Signature]
Supervisor of Instructional Resources Signature

Date: 4/5/19

Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Astronomy

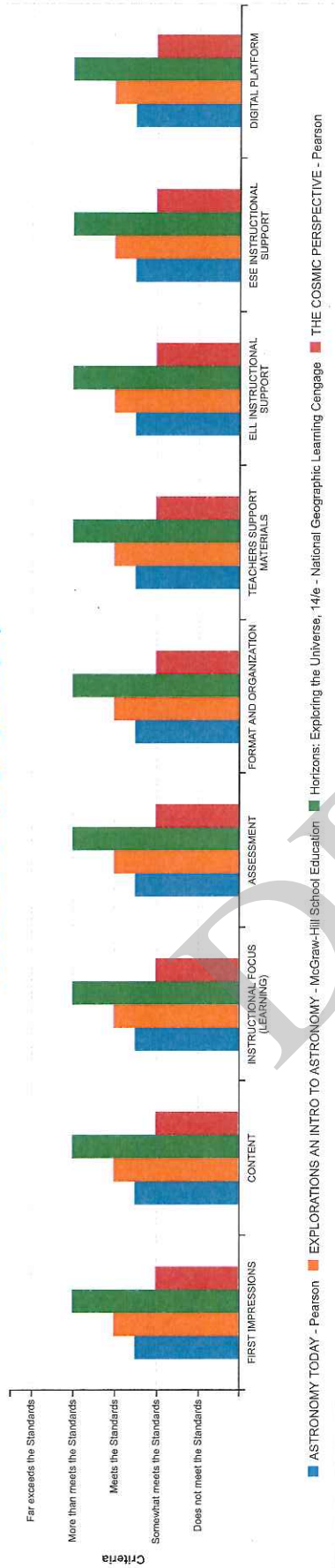
Astronomy Solar/Galactic Honors

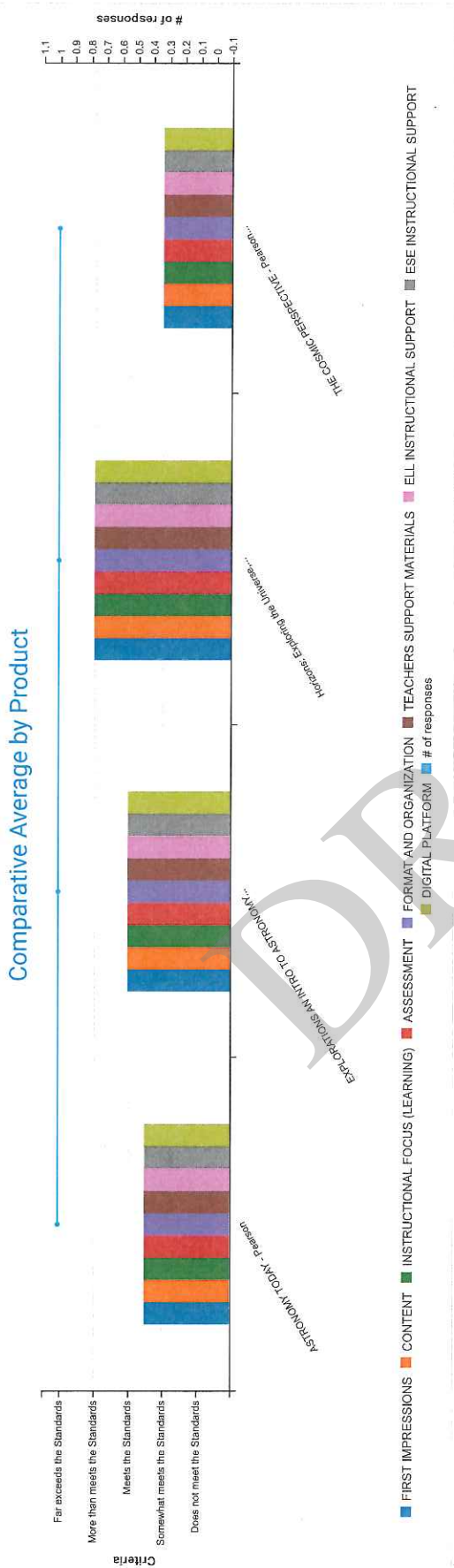
<div> <div>Calculation</div> <div> <div>Detail</div> <div>Average</div> </div> </div> <div> <div>Scores</div> <div> <div>Hide</div> <div>Show</div> </div> </div>		EXPLORATIONS AN INTRO TO ASTRONOMY - McGraw-Hill School Education	ASTRONOMY TODAY - Pearson	Horizons: Exploring the Universe, 14/e - National Geographic Learning Cengage	THE COSMIC PERSPECTIVE - Pearson
1.	FIRST IMPRESSIONS	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
2.	CONTENT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
3.	INSTRUCTIONAL FOCUS (LEARNING)	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
4.	ASSESSMENT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
5.	FORMAT AND ORGANIZATION	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
6.	TEACHERS SUPPORT MATERIALS	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
7.	ELL INSTRUCTIONAL SUPPORT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
8.	ESE INSTRUCTIONAL SUPPORT	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards
9.	DIGITAL PLATFORM	Meets the Standards	Somewhat meets the Standards	More than meets the Standards	Somewhat meets the Standards

Summary	Meets the Standards # Responses 1	Somewhat meets the Standards # Responses 1	More than meets the Standards # Responses 1	Somewhat meets the Standards # Responses 1
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DRAFT

Comparative Average by Category











Teacher Feedback Scorecard

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

Astronomy Solar/Galactic Honors

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

Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Astronomy

Astronomy Solar/Galactic Honors

<div> <div> Detail <input type="checkbox"/> Average Calculation </div> <div> Hide <input checked="" type="checkbox"/> Show Scores </div> </div>				
	EXPLORATIONS AN INTRO TO ASTRONOMY - McGraw-Hill School Education	ASTRONOMY TODAY - Pearson	Horizons: Exploring the Universe, 14/e - National Geographic Learning Cengage	THE COSMIC PERSPECTIVE - Pearson
1. FIRST IMPRESSIONS	<div>Far exceeds the Standards 7</div> <div>Score 35</div>	<div>Does not meet the Standards 3</div> <div>More than meets the Standards 4</div> <div>Score 19</div>	<div>More than meets the Standards 7</div> <div>Score 28</div>	<div>Somewhat meets the Standards 7</div> <div>Score 14</div>
1. At first glance, the content and graphics are relatable and the book appears to be engaging for students.	<div>Far exceeds the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
2. The organization of the content aligns with the order that you would teach the standards.	<div>Far exceeds the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
3. The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.	<div>Far exceeds the Standards 1</div>	<div>Does not meet the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>

4. The Benchmarks are identified at the point of need within the text in the student edition.	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
5. The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
6. There is a parallel Spanish version of the entire submitted program available.	Far exceeds the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
7. There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.	Far exceeds the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
2. CONTENT	Far exceeds the Standards 12 Score 60	Somewhat meets the Standards 1 Meets the Standards 5 More than meets the Standards 6 Score 41	More than meets the Standards 12 Score 48	Somewhat meets the Standards 12 Score 24

1. The content is aligned to all Standards and Benchmarks identified in the State Course Description.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
2. How well does the level (complexity or difficulty) of the treatment of the content match the standards?	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
3. The textbook is ordered logically, allowing one concept to build upon another..	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
4. The content is scientifically accurate and up-to-date.	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
5. The individual concepts are represented in a variety of ways including: text, images, video, graphic organizers, simulations, etc.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
6. The graphics are meaningful, appropriate, and facilitate learning.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

7. The content is appropriately chunked and presented in a logical sequence.	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
8. The content reflects culturally responsive real-world STEM applications.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
9. In the Teacher's Edition (TE), the materials define and encourage the use of critical thinking skills (Cognitive Complexity/Depth of Knowledge), in addition to specific facts and concepts.	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
10. The sequence of learning is educationally sound and developmentally appropriate.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
11. The opportunities for cross-curricular connections are presented for the teacher.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

12. The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
3. INSTRUCTIONAL FOCUS (LEARNING)	Far exceeds the Standards 17 Score 85	Somewhat meets the Standards 3 Meets the Standards 10 More than meets the Standards 4 Score 52	More than meets the Standards 17 Score 68	Somewhat meets the Standards 17 Score 34
1. How well does the content make explicit connections between prior learning and new skills?	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
2. The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
3. There is consistent standards-based alignment among objectives, content, and assessments.	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

4. The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
5. To what extent has scaffolding been used successfully in ways such as organized routines, advance organizers, prompts, step-by-step instructions, immediate and corrective feedback, simulations, and opportunities for research?	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
6. The text is at the appropriate grade level. The reading level is identified by lexile and content is provided at multiple lexile levels to engage students at their appropriate reading levels.	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

7. The lessons include oral and written activities ranging from basic skills to application (Cognitive Complexity/DOK).	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
8. There is consistent standards-based alignment among the objectives, content, and assessments.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
9. The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
10. The lessons begin with and include authentic, real-world situations across the content areas whenever possible.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
11. To what extent do the materials request the teacher to model and explain a strategy/skill before asking students to do so?	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

12. The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
13. To what extent do the lessons apply the strategy to many examples of a target skill?	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
14. How well does the sequence of instruction move from teacher-directed to student-directed?	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
15. To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?	Far exceeds the Standards 1	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
16. To what extent is there adequate review of the most commonly assessed standards provided in the lessons.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

17. The teacher is alerted in the TE as to common mistakes, biases, and/or misconceptions relative to the content being studied.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
4. ASSESSMENT	Far exceeds the Standards 9 Score 45	Does not meet the Standards 2 Somewhat meets the Standards 3 Meets the Standards 4 Score 20	More than meets the Standards 9 Score 36	Somewhat meets the Standards 9 Score 18
1. There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
2. The text includes options to administer diagnostic, formative, and summative assessments.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
3. The assessment items are aligned to the benchmarks for content and complexity.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

4. The Depth of Knowledge and cognitive complexity is noted for each item.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
5. Where applicable, the assessment items are aligned to the FLDOE Item Specifications.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
6. There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.	Far exceeds the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
7. The test items include rationale for incorrect answers.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
8. There are a variety of assessments included throughout the text. When appropriate, the assessments include scoring rubrics and they can be scored online.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

9. The assessments are provided in English and Spanish.	Far exceeds the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
5. FORMAT AND ORGANIZATION	Far exceeds the Standards 3 Score 15	Somewhat meets the Standards 2 Meets the Standards 1 Score 7	More than meets the Standards 3 Score 12	Somewhat meets the Standards 3 Score 6
1. The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
2. The order of the chapters and lessons is customizable by the District to align to the benchmarks.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
3. The readability level and vocabulary development is appropriate.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

6. TEACHERS SUPPORT MATERIALS	<div>Does not meet the Standards 3</div> <div>Somewhat meets the Standards 1</div> <div>Far exceeds the Standards 6</div> <div>Score 35</div>	<div>Does not meet the Standards 3</div> <div>Somewhat meets the Standards 4</div> <div>Meets the Standards 3</div> <div>Score 20</div>	<div>More than meets the Standards 10</div> <div>Score 40</div>	<div>Somewhat meets the Standards 10</div> <div>Score 20</div>
1. The teacher support materials provide background and content knowledge.	<div>Far exceeds the Standards 1</div>	<div>Meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
2. The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.	<div>Far exceeds the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
3. There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.	<div>Far exceeds the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>

4. There are sample questions included to guide higher order thinking. The text notes the level of Cognitive Complexity or Depth of Knowledge.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
5. The TE is well organized, comprehensive, and easy to use.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
6. The ancillary materials scaffold knowledge and support lesson objectives.	Far exceeds the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
7. The ancillary materials include versions in English and Spanish.	Does not meet the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
8. The supplementary materials (lab manuals, workbooks, online resources) provide remediation resources for lower achieving students and enrichment for higher achieving students.	Somewhat meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

9. The teacher support materials provide technology applications in English and Spanish.	Does not meet the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
10. There are leveled readers available in English and Spanish, and they are aligned with Science concepts.	Does not meet the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
7. ELL INSTRUCTIONAL SUPPORT	Does not meet the Standards 5 Somewhat meets the Standards 1 Score 7	Does not meet the Standards 4 Somewhat meets the Standards 2 Score 8	More than meets the Standards 6 Score 24	Somewhat meets the Standards 6 Score 12
1. The text is offered in Spanish in print and online.	Does not meet the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
2. The materials, resources, and ancillary materials are offered in Spanish and other languages other than English.	Does not meet the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
3. The materials, resources, and ancillary materials are offered in Haitian Creole.	Does not meet the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

<p>4. The language objectives are explicitly identified for the teacher and describe how language will be used to meet a content objective. (Example of a Content Objective: Students will be able to distinguish between liquids, solids, and gases and provide an example of each. Language objective: Students will be able to orally describe characteristics of liquids, solids, and gases to a partner.)</p>	<p>Does not meet the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>
<p>5. The materials, resources, and ancillary materials provide scaffolding supports (sensory, graphic, and interactive) that facilitate students with concept attainment and advancement within targeted language proficiency levels.</p>	<p>Does not meet the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>

6. The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.	Somewhat meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
8. ESE INSTRUCTIONAL SUPPORT	Somewhat meets the Standards 4 Meets the Standards 2 Score 14	Does not meet the Standards 3 Somewhat meets the Standards 3 Score 9	More than meets the Standards 6 Score 24	Somewhat meets the Standards 6 Score 12
1. The materials, resources, and ancillary materials identify essential points of instruction and support for language comprehension.	Somewhat meets the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
2. The materials, resources, and ancillary materials provide support for language comprehension.	Somewhat meets the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
3. The text identifies the Aligned Access Point Standards contained within the text.	Somewhat meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

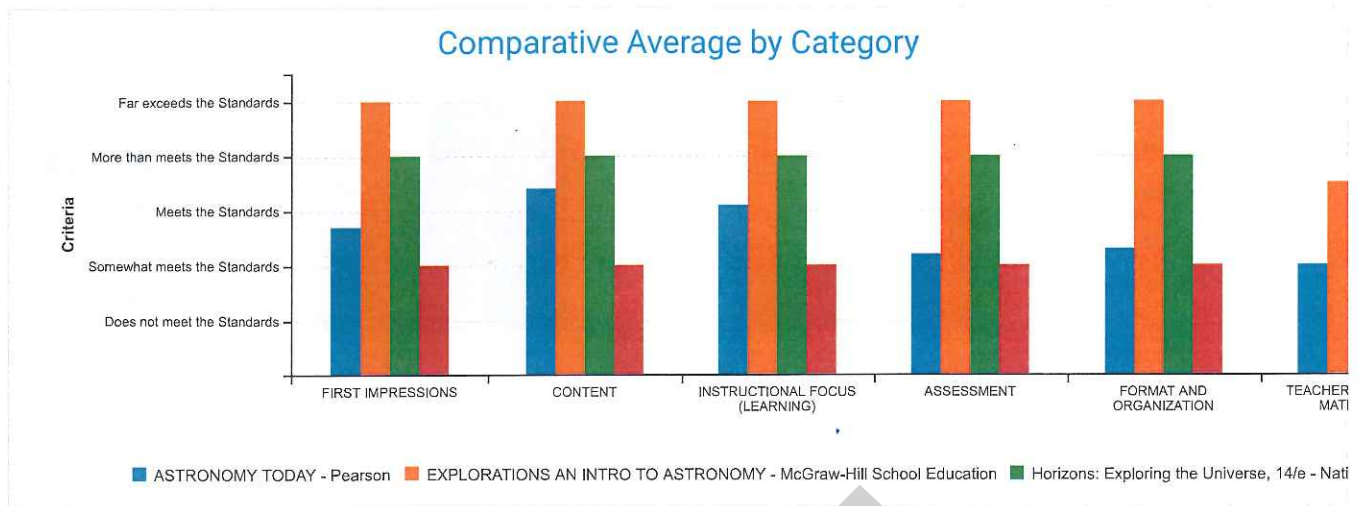
4. The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.	Somewhat meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
5. The digital test bank is compatible with the National Instructional Materials Accessibility Standard (NIMAS) accessibility standards, which allows tests to be utilized in alternative formats for students with disabilities.	Meets the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
6. The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology & Learning Connections Guide for Flexible Digital Instructional Materials)	Meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1

9. DIGITAL PLATFORM	<div>Meets the Standards 1</div> <div>More than meets the Standards 4</div> <div>Far exceeds the Standards 4</div> <div>Score 39</div>	<div>Does not meet the Standards 1</div> <div>Somewhat meets the Standards 8</div> <div>Score 17</div>	<div>More than meets the Standards 9</div> <div>Score 36</div>	<div>Somewhat meets the Standards 9</div> <div>Score 18</div>
1. The layout and organization is user friendly.	<div>Far exceeds the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
2. There are additional resources provided for teaching beyond the print version.	<div>Far exceeds the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
3. The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.	<div>Far exceeds the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
4. The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>
5. The students can submit work and receive feedback electronically.	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>More than meets the Standards 1</div>	<div>Somewhat meets the Standards 1</div>

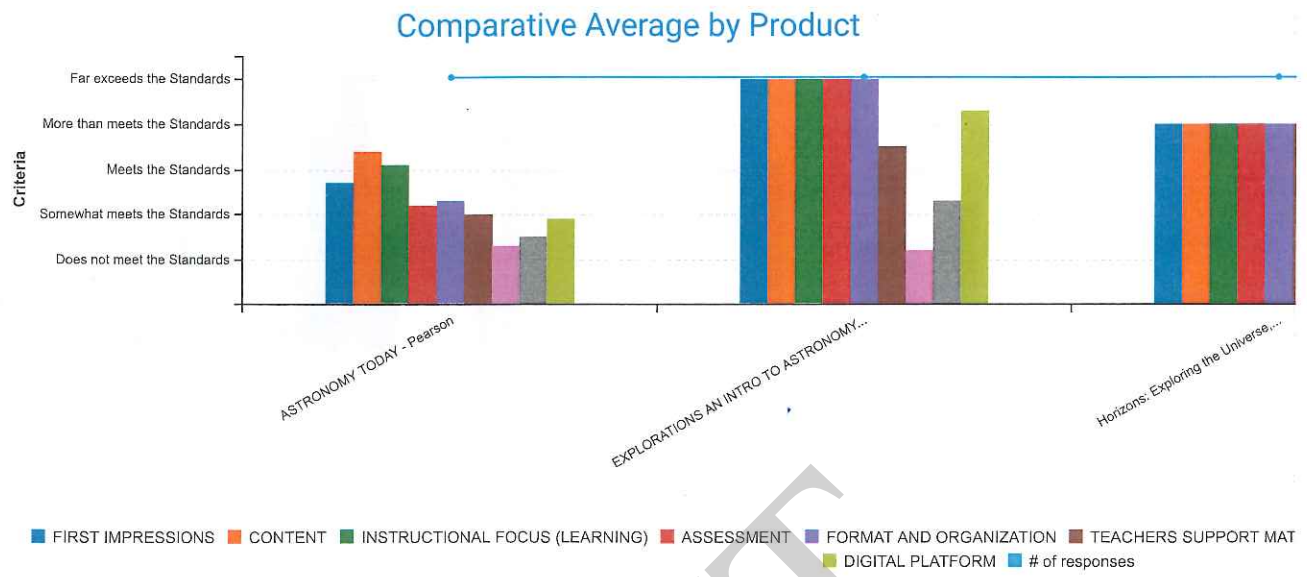
6. There are resources available for teacher content support.	Far exceeds the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
7. The are resources available for teacher pedagogy support.	More than meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
8. The teacher can provide feedback for student assignments via multiple modalities including: written, numerical indicators, circling, etc.	More than meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
9. The students can annotate digital text.	Meets the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
Summary	Does not meet the Standards 8 Somewhat meets the Standards 6 Meets the Standards 3 More than meets the Standards 4 Far exceeds the Standards 58 Score 335 # Responses 1	Does not meet the Standards 16 Somewhat meets the Standards 26 Meets the Standards 23 More than meets the Standards 14 Score 193 # Responses 1	More than meets the Standards 79 Score 316 # Responses 1	Somewhat meets the Standards 79 Score 158 # Responses 1

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Florida Instructional Materials Adoption Summary Recommendation Form

1st

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Mc Graw Hill

Program Title Florida Physical Science

ISBN: 978-0-07-904226-2

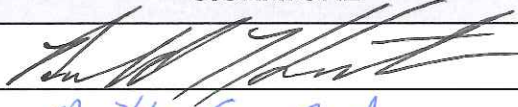



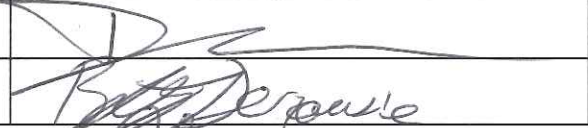

Strengths: offers consumables. When evaluating how math concepts are taught it explained the topics in detail along with practice problems to ensure understanding. State standards are also provided along with cross curriculum standards. Information is up to date.

Weaknesses: Hard copy student edition in Spanish is not offered.

Comments: all teachers in the Physical Science Committee agree this is the best textbook to adopt.

OVERALL Committee Recommendation: Mc Graw Hill- Florida Physical Science

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
Chair: Ronald C Hartman	KHS	
Billie Anne Lantz	OHS	
Patricia Anderson	FIHS	
Rebecca Swain	CHS	
DANIEL BAKER	MHS	
Bethany Derasie	RHS	

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


Curriculum Specialist Signature


Supervisor of Instructional Resources Signature

Date: 4/8/19

Florida Instructional Materials Adoption Summary Recommendation Form

2nd

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Pearson

Program Title Physical Science Concepts in Action ISBN: 978-0-13-316394-0

Strengths: Text seems to be written for lower level readers. Many sources are offered online to supplement information in the textbook.

Weaknesses: Does not offer consumables. State Standards are not provided in student text. Concerned no teacher addition is offered for review. Book is 8 years outdated

Comments: Due to multiple issues, listed above, the Committee does not think this is the textbook to adopt

OVERALL Committee Recommendation: M'Graw Hill - Florida Physical Science

2nd

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Ronald L Hartman</u>	<u>KHS</u>	<u>[Signature]</u>
<u>Billie-Anne Lentz</u>	<u>OHS</u>	<u>[Signature]</u>
<u>Patricia Anderson</u>	<u>FIHS</u>	<u>[Signature]</u>
<u>Rebecca R. Swain</u>	<u>CHS</u>	<u>[Signature]</u>
<u>DANIEL BAKER</u>	<u>MHS</u>	<u>[Signature]</u>
<u>Bethany Derasie</u>	<u>RHS</u>	<u>[Signature]</u>

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

[Signature]
Curriculum Specialist Signature

[Signature]
Supervisor of Instructional Resources Signature

Date: 4/8/19

Florida Instructional Materials Adoption Summary Recommendation Form

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Discovery Education

Program Title Science Techbook

ISBN: 13:978-156331-113-0

Strengths: digital

Weaknesses: text - no assessments/reviews, too little graphics, poor layout, not visually engaging

Comments: too dependent on the digital. we voted no to adopt this textbook.

OVERALL Committee Recommendation: Mc Graw Hill - Florida Physical Science

No

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Ronald Hartman</u>	<u>Keystone</u>	<u>[Signature]</u>
<u>Rebecca Swain</u>	<u>CHS</u>	<u>[Signature]</u>
<u>DANIEL BAKER</u>	<u>MHS</u>	<u>[Signature]</u>
<u>Bethany Derasie</u>	<u>RHS</u>	<u>[Signature]</u>
<u>Billie Anne Lutz</u>	<u>OHS</u>	<u>[Signature]</u>
<u>Patricia Anderson</u>	<u>FIHS</u>	<u>[Signature]</u>

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

[Signature]
Curriculum Specialist Signature

[Signature]
Supervisor of Instructional Resources Signature

Date: 4/5/19

Florida Instructional Materials Adoption Summary Recommendation Form

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

Adoption: 2019 Science Adoption for (circle one) Astronomy, Marine, Physical Science

Publisher: Pearson

Program Title Conceptual Physical Science ISBN: 978-0-13-406049-1

Strengths: It offers earth and space for a county who needs that, which clay county doesn't.

Weaknesses: Is not offered online and includes earth + space science which are both not covered for Florida physical science

Comments: We voted no for this book mostly due to the lack of online resources

OVERALL Committee Recommendation: McGraw Hill - Florida Physical Science

Committee Members:

PRINTED NAME	SCHOOL	SIGNATURE
<u>Chair: Ronald L Hartman</u>	<u>KHS</u>	<u>[Signature]</u>
<u>Billie Anne Lentz</u>	<u>OHS</u>	<u>[Signature]</u>
<u>Bethany Derasse</u>	<u>RHS</u>	<u>[Signature]</u>
<u>DANIEL BAKER</u>	<u>MHS</u>	<u>[Signature]</u>
<u>Rebecca Swain</u>	<u>CHS</u>	<u>[Signature]</u>
<u>Patricia Anderson</u>	<u>FIHS</u>	<u>[Signature]</u>

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

[Signature]
Curriculum Specialist Signature

[Signature]
Supervisor of Instructional Resources Signature

Date: 4/5/19

Teacher Feedback Scorecard

2018-19 Physical Science Teacher Textbook Adoption Survey

Physical Science

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

Committee Scorecard

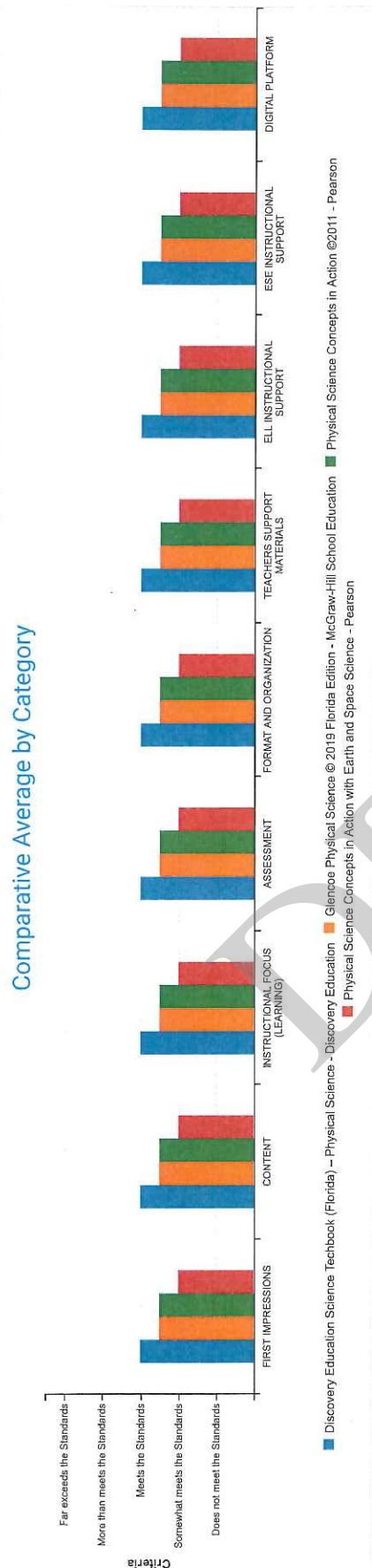
Clay County District Schools Secondary Science Adoption Rubric - Physical Science

Physical Science

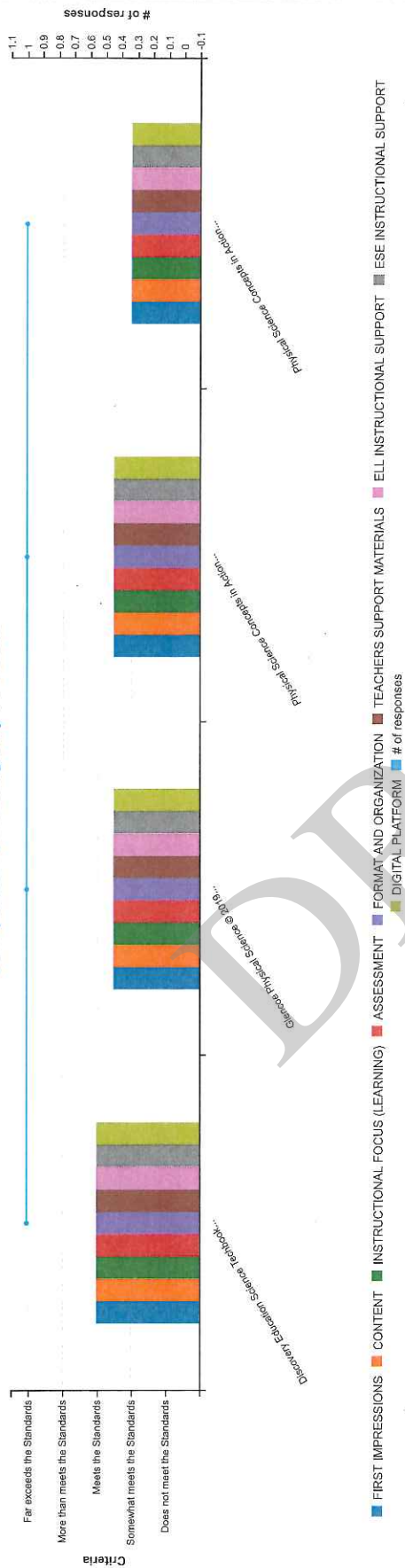
Calculation	Detail	Average	Glencoe Physical Science © 2019 Florida Edition - McGraw-Hill School Education	Physical Science Concepts in Action ©2011 - Pearson	Discovery Education Science Techbook (Florida) – Physical Science - Discovery Education	Physical Science Concepts in Action with Earth and Space Science - Pearson
Scores	Hide	Show				
1. FIRST IMPRESSIONS			Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
2. CONTENT			Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
3. INSTRUCTIONAL FOCUS (LEARNING)			Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
4. ASSESSMENT			Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
5. FORMAT AND ORGANIZATION			Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
6. TEACHERS SUPPORT MATERIALS			Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
7. ELL INSTRUCTIONAL SUPPORT			Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
8. ESE INSTRUCTIONAL SUPPORT			Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards
9. DIGITAL PLATFORM			Somewhat meets the Standards	Somewhat meets the Standards	Meets the Standards	Somewhat meets the Standards

Summary	Somewhat meets the Standards # Responses 1	Somewhat meets the Standards # Responses 1	Meets the Standards # Responses 1	Somewhat meets the Standards # Responses 1
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DRAFT



Comparative Average by Product



Committee Scorecard

Clay County District Schools Secondary Science Adoption Rubric - Physical Science

Physical Science

<p>Detail <input type="checkbox"/></p> <p>Average</p> <p>Calculation</p> <p>Hide <input checked="" type="checkbox"/> Show</p> <p>Scores</p>	<p>Glencoe Physical Science © 2019 Florida Edition - McGraw-Hill School Education</p>	<p>Physical Science Concepts in Action ©2011 - Pearson</p>	<p>Discovery Education Science Techbook (Florida) – Physical Science - Discovery Education</p>	<p>Physical Science Concepts in Action with Earth and Space Science - Pearson</p>
<p>1. FIRST IMPRESSIONS</p>	<p>Does not meet the Standards 1</p> <p>Meets the Standards 5</p> <p>More than meets the Standards 1</p> <p>Score 20</p>	<p>Does not meet the Standards 2</p> <p>Meets the Standards 2</p> <p>More than meets the Standards 3</p> <p>Score 20</p>	<p>Does not meet the Standards 4</p> <p>Somewhat meets the Standards 1</p> <p>Meets the Standards 2</p> <p>Score 12</p>	<p>Does not meet the Standards 7</p> <p>Score 7</p>
<p>1. At first glance, the content and graphics are relatable and the book appears to be engaging for students.</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>Does not meet the Standards 1</p>
<p>2. The organization of the content aligns with the order that you would teach the standards.</p>	<p>More than meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>Does not meet the Standards 1</p>
<p>3. The Appendices, Index, Multilingual Glossaries, and Table of Contents are included in the text.</p>	<p>Meets the Standards 1</p>	<p>More than meets the Standards 1</p>	<p>Somewhat meets the Standards 1</p>	<p>Does not meet the Standards 1</p>

4. The Benchmarks are identified at the point of need within the text in the student edition.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
5. The Benchmarks are identified at the point of need within the text in the teacher's edition (TE).	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
6. There is a parallel Spanish version of the entire submitted program available.	Meets the Standards 1	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
7. There is a spoken component available, and low reading level Hispanic students can hear the whole book in Spanish.	Does not meet the Standards 1	Does not meet the Standards 1	Meets the Standards 1	Does not meet the Standards 1
2. CONTENT	Meets the Standards 3 More than meets the Standards 9 Score 45	Somewhat meets the Standards 2 Meets the Standards 7 More than meets the Standards 3 Score 37	Does not meet the Standards 3 Somewhat meets the Standards 5 Meets the Standards 4 Score 25	Does not meet the Standards 12 Score 12

1. The content is aligned to all Standards and Benchmarks identified in the State Course Description.	More than meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
2. How well does the level (complexity or difficulty) of the treatment of the content match the standards?	More than meets the Standards 1	Meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
3. The textbook is ordered logically, allowing one concept to build upon another..	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
4. The content is scientifically accurate and up-to-date.	More than meets the Standards 1	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
5. The individual concepts are represented in a variety of ways including: text, images, video, graphic organizers, simulations, etc.	More than meets the Standards 1	Somewhat meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
6. The graphics are meaningful, appropriate, and facilitate learning.	Meets the Standards 1	Meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1

7. The content is appropriately chunked and presented in a logical sequence.	More than meets the Standards 1	More than meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
8. The content reflects culturally responsive real-world STEM applications.	More than meets the Standards 1	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
9. In the Teacher's Edition (TE), the materials define and encourage the use of critical thinking skills (Cognitive Complexity/Depth of Knowledge), in addition to specific facts and concepts.	More than meets the Standards 1	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
10. The sequence of learning is educationally sound and developmentally appropriate.	More than meets the Standards 1	More than meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
11. The opportunities for cross-curricular connections are presented for the teacher.	More than meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1

12. The content portrays equity among gender, ethnicity, age, work situations, and multicultural groups.	Meets the Standards 1	Meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
3. INSTRUCTIONAL FOCUS (LEARNING)	Somewhat meets the Standards 1 Meets the Standards 4 More than meets the Standards 12 Score 62	Does not meet the Standards 3 Somewhat meets the Standards 1 Meets the Standards 10 More than meets the Standards 3 Score 47	Does not meet the Standards 11 Somewhat meets the Standards 3 Meets the Standards 3 Score 26	Does not meet the Standards 14 Somewhat meets the Standards 3 Score 20
1. How well does the content make explicit connections between prior learning and new skills?	More than meets the Standards 1	Meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1
2. The materials, resources, and ancillary materials include oral and written activities across the full range of cognitive complexity.	More than meets the Standards 1	More than meets the Standards 1	Meets the Standards 1	Somewhat meets the Standards 1
3. There is consistent standards-based alignment among objectives, content, and assessments.	More than meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1

4. The concept development varies and utilizes manipulatives and hands-on demonstrations whenever possible.	More than meets the Standards 1	More than meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
5. To what extent has scaffolding been used successfully in ways such as organized routines, advance organizers, prompts, step-by-step instructions, immediate and corrective feedback, simulations, and opportunities for research?	More than meets the Standards 1	Somewhat meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
6. The text is at the appropriate grade level. The reading level is identified by lexile and content is provided at multiple lexile levels to engage students at their appropriate reading levels.	More than meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1

7. The lessons include oral and written activities ranging from basic skills to application (Cognitive Complexity/DOK).	More than meets the Standards 1	More than meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
8. There is consistent standards-based alignment among the objectives, content, and assessments.	More than meets the Standards 1	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
9. The Teacher's Edition (TE) includes a wrap-around section with resources and suggested strategies.	More than meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
10. The lessons begin with and include authentic, real-world situations across the content areas whenever possible.	More than meets the Standards 1	Meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
11. To what extent do the materials request the teacher to model and explain a strategy/skill before asking students to do so?	More than meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1

12. The materials specify and address prerequisite knowledge and/or skills necessary to the learning of the new concept.	Somewhat meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
13. To what extent do the lessons apply the strategy to many examples of a target skill?	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1
14. How well does the sequence of instruction move from teacher-directed to student-directed?	More than meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
15. To what extent does the sequence of instruction begin with easy tasks and progress to more difficult ones?	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
16. To what extent is there adequate review of the most commonly assessed standards provided in the lessons.	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1

17. The teacher is alerted in the TE as to common mistakes, biases, and/or misconceptions relative to the content being studied.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
4. ASSESSMENT	Meets the Standards 6 More than meets the Standards 3 Score 30	Does not meet the Standards 5 Somewhat meets the Standards 1 Meets the Standards 3 Score 16	Does not meet the Standards 3 Somewhat meets the Standards 2 Meets the Standards 4 Score 19	Does not meet the Standards 7 Somewhat meets the Standards 1 Meets the Standards 1 Score 12
1. There are multiple methods of assessment (standardized, performance tasks, projects, etc.) and rubrics are provided where applicable.	More than meets the Standards 1	Meets the Standards 1	Meets the Standards 1	Meets the Standards 1
2. The text includes options to administer diagnostic, formative, and summative assessments.	Meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
3. The assessment items are aligned to the benchmarks for content and complexity.	More than meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1

4. The Depth of Knowledge and cognitive complexity is noted for each item.	Meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
5. Where applicable, the assessment items are aligned to the FLDOE Item Specifications.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
6. There are electronic assessments aligned to standards, chapters or units and they can be customized by the teacher.	Meets the Standards 1	Meets the Standards 1	Meets the Standards 1	Somewhat meets the Standards 1
7. The test items include rationale for incorrect answers.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
8. There are a variety of assessments included throughout the text. When appropriate, the assessments include scoring rubrics and they can be scored online.	More than meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1	Does not meet the Standards 1

9. The assessments are provided in English and Spanish.	Meets the Standards 1	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
5. FORMAT AND ORGANIZATION	Meets the Standards 2 More than meets the Standards 1 Score 10	Does not meet the Standards 1 Meets the Standards 1 More than meets the Standards 1 Score 8	Does not meet the Standards 1 Somewhat meets the Standards 2 Score 5	Does not meet the Standards 3 Score 3
1. The displays of visual information (primary source documents, charts, graphs, photographs, etc.) are meaningful and facilitate learning.	More than meets the Standards 1	More than meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
2. The order of the chapters and lessons is customizable by the District to align to the benchmarks.	Meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
3. The readability level and vocabulary development is appropriate.	Meets the Standards 1	Meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1

6. TEACHERS SUPPORT MATERIALS	<div>Does not meet the Standards 2</div> <div>Meets the Standards 4</div> <div>More than meets the Standards 4</div> <div>Score 30</div>	<div>Does not meet the Standards 7</div> <div>Somewhat meets the Standards 2</div> <div>Meets the Standards 1</div> <div>Score 14</div>	<div>Does not meet the Standards 3</div> <div>Somewhat meets the Standards 3</div> <div>Meets the Standards 4</div> <div>Score 21</div>	<div>Does not meet the Standards 10</div> <div>Score 10</div>
1. The teacher support materials provide background and content knowledge.	<div>More than meets the Standards 1</div>	<div>Does not meet the Standards 1</div>	<div>Does not meet the Standards 1</div>	<div>Does not meet the Standards 1</div>
2. The teacher's edition (TE) includes suggestions for demonstrating and/or modeling skills and concepts.	<div>More than meets the Standards 1</div>	<div>Does not meet the Standards 1</div>	<div>Somewhat meets the Standards 1</div>	<div>Does not meet the Standards 1</div>
3. There are prescriptive remediation materials provided that are aligned with the assessments and can help identify student achievement gaps.	<div>Meets the Standards 1</div>	<div>Does not meet the Standards 1</div>	<div>Does not meet the Standards 1</div>	<div>Does not meet the Standards 1</div>

4. There are sample questions included to guide higher order thinking. The text notes the level of Cognitive Complexity or Depth of Knowledge.	Meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
5. The TE is well organized, comprehensive, and easy to use.	More than meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
6. The ancillary materials scaffold knowledge and support lesson objectives.	Meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
7. The ancillary materials include versions in English and Spanish.	More than meets the Standards 1	Meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
8. The supplementary materials (lab manuals, workbooks, online resources) provide remediation resources for lower achieving students and enrichment for higher achieving students.	Meets the Standards 1	Somewhat meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1

9. The teacher support materials provide technology applications in English and Spanish.	Does not meet the Standards 1	Does not meet the Standards 1	Meets the Standards 1	Does not meet the Standards 1
10. There are leveled readers available in English and Spanish, and they are aligned with Science concepts.	Does not meet the Standards 1	Does not meet the Standards 1	Meets the Standards 1	Does not meet the Standards 1
7. ELL INSTRUCTIONAL SUPPORT	Does not meet the Standards 1 Meets the Standards 4 More than meets the Standards 1 Score 17	Does not meet the Standards 3 Somewhat meets the Standards 2 Meets the Standards 1 Score 10	Somewhat meets the Standards 2 Meets the Standards 4 Score 16	Does not meet the Standards 6 Score 6
1. The text is offered in Spanish in print and online.	Meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1	Does not meet the Standards 1
2. The materials, resources, and ancillary materials are offered in Spanish and other languages other than English.	More than meets the Standards 1	Does not meet the Standards 1	Meets the Standards 1	Does not meet the Standards 1

<p>3. The materials, resources, and ancillary materials are offered in Haitian Creole.</p>	<p>Does not meet the Standards 1</p>	<p>Does not meet the Standards 1</p>	<p>Meets the Standards 1</p>	<p>Does not meet the Standards 1</p>
<p>4. The language objectives are explicitly identified for the teacher and describe how language will be used to meet a content objective. (Example of a Content Objective: Students will be able to distinguish between liquids, solids, and gases and provide an example of each. Language objective: Students will be able to orally describe characteristics of liquids, solids, and gases to a partner.)</p>	<p>Meets the Standards 1</p>	<p>Meets the Standards 1</p>	<p>Meets the Standards 1</p>	<p>Does not meet the Standards 1</p>

5. The materials, resources, and ancillary materials provide scaffolding supports (sensory, graphic, and interactive) that facilitate students with concept attainment and advancement within targeted language proficiency levels.	Meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
6. The materials, resources, and ancillary materials address vocabulary usage for all targeted levels of English language proficiency.	Meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
8. ESE INSTRUCTIONAL SUPPORT	Somewhat meets the Standards 1 Meets the Standards 5 Score 17	Does not meet the Standards 2 Somewhat meets the Standards 4 Score 10	Does not meet the Standards 2 Somewhat meets the Standards 3 Meets the Standards 1 Score 11	Does not meet the Standards 6 Score 6
1. The materials, resources, and ancillary materials identify essential points of instruction and support for	Meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1

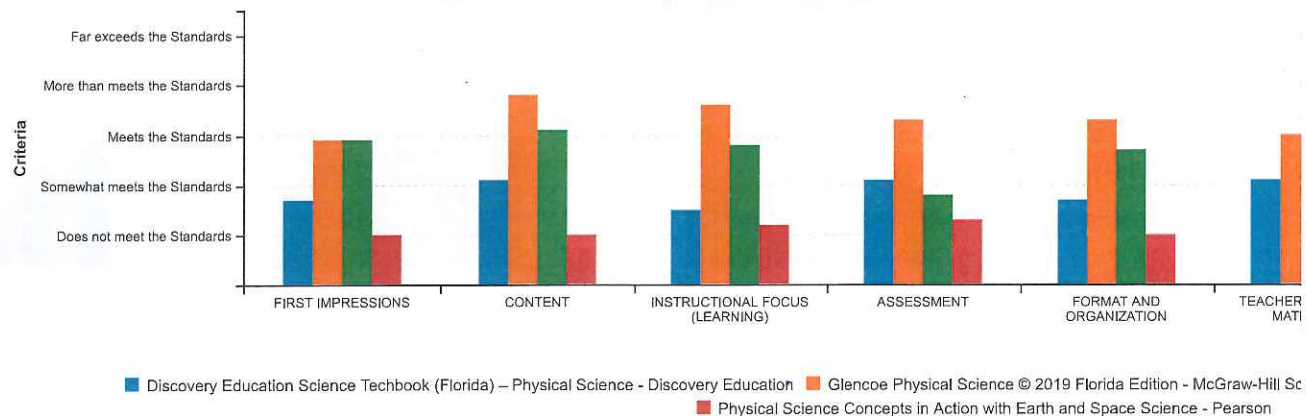
language comprehension.				
2. The materials, resources, and ancillary materials provide support for language comprehension.	Meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
3. The text identifies the Aligned Access Point Standards contained within the text.	Meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1
4. The Teacher's Edition (TE) identifies the Aligned Access Point Standards contained within the text.	Somewhat meets the Standards 1	Does not meet the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
5. The digital test bank is compatible with the National Instructional Materials Accessibility Standard (NIMAS) accessibility standards, which allows tests to be utilized in alternative formats for students with disabilities.	Meets the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1	Does not meet the Standards 1

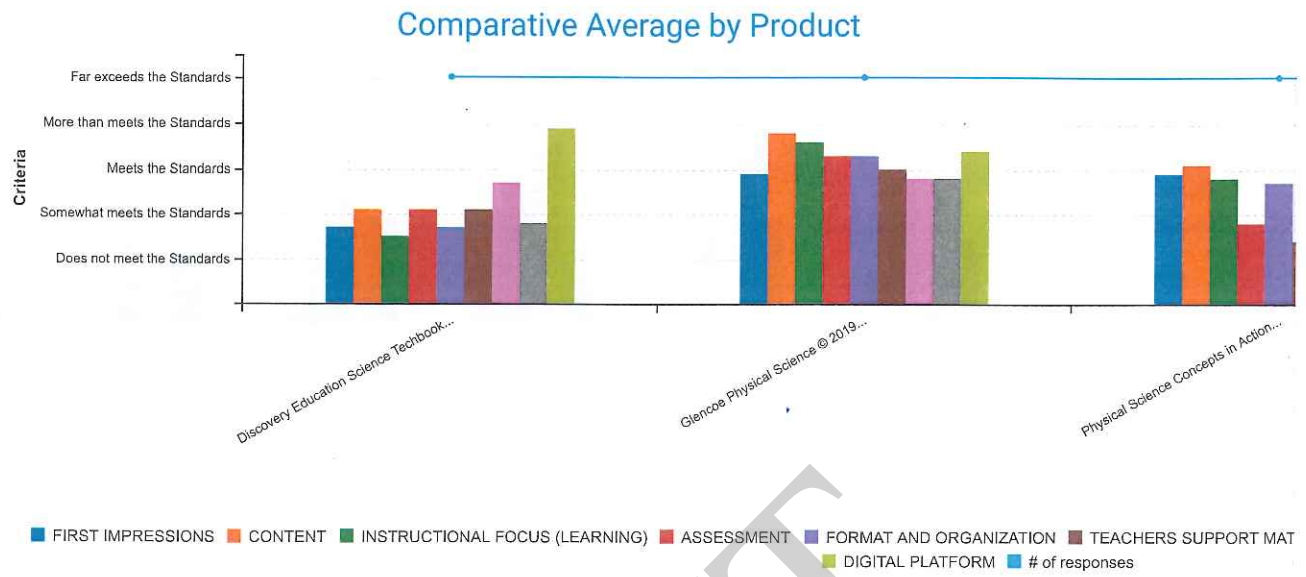
6. The online resources have built-in accessibility presentation and navigation features, along with study tools and Assistive Technology Supports for all students. (Review Technology & Learning Connections Guide for Flexible Digital Instructional Materials)	Meets the Standards 1	Somewhat meets the Standards 1	Meets the Standards 1	Does not meet the Standards 1
9. DIGITAL PLATFORM	Somewhat meets the Standards 1 Meets the Standards 3 More than meets the Standards 5 Score 31	Does not meet the Standards 1 Somewhat meets the Standards 6 Meets the Standards 2 Score 19	Somewhat meets the Standards 1 Meets the Standards 1 More than meets the Standards 5 Far exceeds the Standards 2 Score 35	Does not meet the Standards 7 Somewhat meets the Standards 2 Score 11
1. The layout and organization is user friendly.	More than meets the Standards 1	Meets the Standards 1	More than meets the Standards 1	Somewhat meets the Standards 1
2. There are additional resources provided for teaching beyond the print version.	More than meets the Standards 1	Meets the Standards 1	Far exceeds the Standards 1	Does not meet the Standards 1

3. The digital platform is easy for teachers to use to search for topics, Benchmarks, and keywords.	More than meets the Standards 1	Somewhat meets the Standards 1	Somewhat meets the Standards 1	Does not meet the Standards 1
4. The digital platform is easy for students to use to search for topics, Benchmarks, and keywords.	More than meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Does not meet the Standards 1
5. The students can submit work and receive feedback electronically.	Meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Does not meet the Standards 1
6. There are resources available for teacher content support.	Meets the Standards 1	Somewhat meets the Standards 1	More than meets the Standards 1	Does not meet the Standards 1
7. There are resources available for teacher pedagogy support.	Meets the Standards 1	Somewhat meets the Standards 1	Meets the Standards 1	Somewhat meets the Standards 1
8. The teacher can provide feedback for student assignments via multiple modalities including: written, numerical	Somewhat meets the Standards 1	Does not meet the Standards 1	More than meets the Standards 1	Does not meet the Standards 1

numerical indicators, circling, etc.				
9. The students can annotate digital text.	More than meets the Standards 1	Somewhat meets the Standards 1	Far exceeds the Standards 1	Does not meet the Standards 1
Summary	Does not meet the Standards 4 Somewhat meets the Standards 3 Meets the Standards 36 More than meets the Standards 36 Score 262 # Responses 1	Does not meet the Standards 24 Somewhat meets the Standards 18 Meets the Standards 27 More than meets the Standards 10 Score 181 # Responses 1	Does not meet the Standards 27 Somewhat meets the Standards 22 Meets the Standards 23 More than meets the Standards 5 Far exceeds the Standards 2 Score 170 # Responses 1	Does not meet the Standards 72 Somewhat meets the Standards 6 Meets the Standards 1 Score 87 # Responses 1

Comparative Average by Category





DRAFT

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

D5 - Public Hearing to approve the 2019-20 Student Handbook and Code of Student Conduct

Description

The newly titled STUDENT HANDBOOK & CODE OF STUDENT CONDUCT provides information for students, parents/guardians, teachers and administrators on rights and responsibilities associated with school functions such as attendance, counseling, homeless education, student government, student publications, and extracurricular activities, as well as implementation of state and local policies regarding expected student behaviors and the actions that can be taken when there is student misconduct.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

By publicly advertising this revised version of the Student Handbook & Code of Student Conduct per statutory regulation, the District will continue its cycle of compliance with the Florida Department of Education, and allow for public input on the practices and procedures related to student rights and responsibilities, as well as how the District handles student misbehavior while in a learning environment.

Strategic Plan Goal

Recommendation

Approve the 2019-20 Student Handbook & Code of Student Conduct following the Public Hearing.

Contact

Michael McAuley, Assistant Superintendent for Climate & Culture, 904.336.6905

Financial Impact

No financial impact

Review Comments

Attachments

- ☞ [2019_2020 Student Handbook_COSC_DRAFT crosswalk to 2018-29 material_18June2019.pdf](#)
- ☞ [2018-19 Code of Student Conduct_to 2019-20 Student Handbook Crosswalk.draft.pdf](#)
- ☞ [2019-20 Infractoin Code Matrix.pdf](#)
- ☞ [Student Handbook & Code of Student Conduct 2019-2020 - NOTICE OF APPROVAL TO ADVERTISE SB Policy.docx - Google Docs.pdf](#)

STUDENT & FAMILY HANDBOOK *and Code of Student Conduct*

Commented [WU1]: Updated with new name reflecting the content, as well as the new District seal.



Addison G. Davis
Superintendent of Schools

CLAY COUNTY SCHOOL BOARD

District 1:	Janice Kerekes
District 2:	Carol Studdard
District 3:	Tina Bullock
District 4:	Mary Bolla
District 5:	Ashley Gilhousen

2019-2020

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Commented [WU2]: Relocated in 2019-20 Handbook to immediately follow cover page.

INTRODUCTION

Dear Parents, Students, and Community Partners,

Clay County District Schools has a proud tradition of excellence, and over the past three years we have established the system as one of the best in the state if not in the country. From our students and their families, to teachers and their school administrators; from District staff and support personnel, to the teams that keep our buildings running, Clay County District Schools has truly become an educational environment for which everyone can be proud. We have embraced a culture of learning and growth for ourselves as educators so that our students will ultimately benefit. This Handbook reflects the values of our community, and keeps an eye to the future for what it means to be a student of the 21st Century: creative, informed, technologically literate, and flexible, but most of all a critical thinker. A positive attitude, self-respect and respect for others, clear communication, and knowledge of expectations and standards is what we owe our learners, and each other as we navigate the incredible opportunities put before us. Our collaboration with each other is key so that we hold each other accountable for what matters most – our kids.



We look forward to working with you since this is the only way to truly Elevate Clay! I look forward to a great school year!

Respectfully,
Addison G. Davis, Superintendent of Schools

Jurisdiction of the School Board



This Handbook and all of its referenced policies and procedures is in force at all times on all school campuses and properties, as well as such times and places, including but not necessarily limited to, school sponsored events, field trips, athletic functions and other activities where school administrators have jurisdiction over students. Jurisdictional control over the student may extend to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on the health, safety, or welfare of the school. With respect to bullying and harassment behavior, jurisdiction of the Board extends to data or computer software accessed at a non-school

related location, activity, function, or program, or to technology or an electronic device that is not owned, leased, or used by the Clay County District Schools.

Our primary role as School Board members is to ensure the safety of all school district members and guests, and to craft policies that reflect the spirit of our communities while also considering the future of our most precious asset – the kids. This Handbook is just one of those guides that help to make our schools great. We are honored to be given this opportunity, and look forward to the collaboration and partnership that makes Clay County a truly special place to live.

Commented [WU3]: This section combined the superintendent's message and the Jurisdiction of the School Board elements. .

Commented [WU4]: This was rewritten to broaden the scope of the Handbook, and a personal comment from the Board was added for your consideration.

MISSION, VISION & PHILOSOPHY

OUR MISSION

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

OUR VISION

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

OUR PHILOSOPHY

Instruction should occur in an environment that promotes the highest level of learning. Effective instruction requires high levels of student engagement, innovation of classroom rituals and routines, and clearly articulated behavioral expectations. This is described as the absence of distractions, frictions, and disturbances that interfere with the effective functioning of the student, class, and school. It is the presence of a friendly, student-centered environment in which students and school personnel work cooperatively toward mutually recognized and accepted goals, and in which the parent and the school develop and maintain a positive, collaborative relationship focused on what is best for the learner.

As a student progresses through the grade levels, it is reasonable to assume that an increase in age and maturity will result in the student assuming new opportunities to grow and greater responsibility for their actions. It is recognized that differences in age and maturity require different types of opportunities and disciplinary action; while maintaining a fair and equitable system that is applied to all students in grades PreK-12.

To assist parents, administrators, and faculty in maintaining a positive learning environment, this Student & Family Handbook, along with its embedded Code of Student Conduct, will:

- Describe the role of the home, student, and school in the education of the learner.
- Describe student's rights and responsibilities as part of the learning environment.
- Describe student conduct and processes associated with student misconduct.
- Describe aspects of student health and wellness, safety and security, and other relevant information that will help lead to a positive experience for all stakeholders.

The content of this Handbook will be shared with all students, parents, faculty, and councils associated with district and school teams, in language that is understandable to the audience, through multiple media and sensory platforms, and in writing when requested by an individual, to ensure that a common understanding is established for the education of our children and youth.

Commented [WU5]: This section now includes the District Vision to go along with the mission and philosophy statements.

Commented [WU6]: This statement was expanded from the previous version for your consideration.

Commented [WU7]: This section maintains much of the previous version but has been expanded to reflect the broader Scope of this Handbook.

STUDENT RIGHTS & RESPONSIBILITIES

It is the intent of this document to help students understand that individual rights involve associated responsibilities, and that individual rights must be viewed in relationship to the health, safety, and welfare of the entire school community. The principal shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, and in accordance with rules and regulations of the School Board for planning, management, and operation of the school to which the principal is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

STUDENT RIGHTS AND RESPONSIBILITIES

School Participation

Regular attendance by students will facilitate the development of the skills and knowledge necessary to function in a modern democratic society. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that all applicable school attendance laws are obeyed.

Commented [WU8]: This section takes almost word for word from the previous version. Language may have been updated or statute references updated but is otherwise mostly intact.

Commented [WU9]: This was renamed from the previous version and updated.

Student Rights	Student Responsibilities
To be informed of School Board policies and individual school rules regarding absenteeism and tardiness.	Take advantage of their educational opportunity by attending all classes daily and on time.
To appeal a decision pertaining to an absence.	To provide the school with an adequate explanation and documentation indicating the reason for an absence.
To make up class work within a prescribed length of time in case of an excused absence.	To request the make-up assignment from their teachers upon their return from an excused absence and to complete the work within a reasonable length of time as determined by school board policy (1 day per each day of absence).

Clay County District School employees are not responsible for supervising students who arrive on school property 30 or more minutes before school or a school-sponsored activity is scheduled to begin. Further, Clay County District School employees are not responsible for supervising students who remain on school property 30 minutes or more after school ends, or 30 or more minutes after a school-sponsored activity ends.

Commented [WU10]: THIS IS NEW LANGUAGE.

Learning Experience and Outcomes

Active involvement in the learning process is critical to academic success, and is a complex interaction between age, maturity, ability, and personal commitment. For all learners, the level of engagement with the material and the experiences will be reflected in grades and assessments.

Commented [WU11]: This combines the Curriculum and Grade sections of the previous document and renamed.

Student Rights	Student Responsibilities
To have equal educational opportunity with regard to academic programs and extracurricular activities.	To pursue participation in academic programs and extracurricular activities of interest and that are commensurate with ability.
To be informed of district curriculum course descriptions that will facilitate informed choices.	To actively pursue assistance from qualified school staff with course selection that is consistent with ability and program of study.
To receive instruction in courses of study under competent instructors and in an atmosphere free from bias and prejudice.	To cooperate fully and exert every effort to achieve mastery at the highest level possible.
To receive access to instructional materials and resources for the subject(s) they are studying.	To take care of instructional materials/resources issued to them and to pay for lost or damaged instructional materials.*

To receive and have explained to a teacher's grading criteria at the beginning of each year long or semester course.	To become informed of the grading criteria and any updates to grading rubrics.
To receive reasonable notification of failure or potential failure during the grading period when it is apparent unsatisfactory work is being performed.	To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress

*Florida Statutes 1006.42(1): Each Parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials, and shall pay for such loss, destruction, or unnecessary damage as provided by law.

Freedom of Speech & Expression

Citizens in our democracy are guaranteed self-expression under the 1st and 4th Amendments of the United States Constitution; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self-expression.

Commented [WU12]: This remains largely intact with updates in language and reformatting statute references to just beneath the box.

Student Rights	Student Responsibilities
To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, or libelous.	To respect the rights, property, and beliefs of other individuals, to express disagreement in a manner which does not infringe upon the rights of others, and does not interfere with the orderly educational process.**
To not be subject to disciplinary action because of use of a language other than English if student has limited English proficiency.	To act in a manner which preserves the dignity of patriotic observances.
To affirm their identity with the American ideals as allowed and encouraged by state law.*	To respect the religious beliefs and observances of others.
To refrain from any activity which violates the precepts of their religion.	To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school.
To petition and survey student opinion in accordance with the procedures that are established by the principal and consistent with school district guidelines.	

*Pursuant to F.S. 1003.44.

**Pursuant to School Board Rule 4.04 and F.S. 1006.07(2)(c).

Privacy and Property Rights

Federal and State laws provide persons with reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students (4th Amendment of the United States Constitution).

Commented [WU13]: This remains largely intact with updates in language and reformatting the only changes.

Student Rights	Student Responsibilities
To maintain privacy of personal possessions unless school personnel have reasonable suspicion to believe a student possesses any object or material which is prohibited by law or School Board Policy.	To not carry or conceal any such material that is prohibited by law or would detract from the educational process.
To attend school in an educational environment in which personal property is respected.	To respect the property rights of the public at large as well as those of individuals, and to refrain from destruction of, or damage to such property.
To be informed of state laws governing the search of personal effects while on school property, including lockers, backpacks, purses and gym bags.*	To accept the consequences for content stored within an assigned locker or other storage device.*

*Pursuant to F.S. 1006.09(9), school officials may conduct a warrantless search of a student's locker, vehicle, or any storage area on school property if such officials have reason to believe that illegal, prohibited, or harmful items may be concealed.

Student Executive Officers

Effective student associations are the forums for the training and involvement of students in the democratic process, and promote the ideals of shared governance, respecting differing opinions, and engaging productive discourse with one another. Members of the school community share the responsibility for shaping such associations into positive instruments for student involvement.

Student Rights	Student Responsibilities
To form and operate executive officers within student groups under the direction of a faculty advisor.	To elect student executive officers and representatives in student groups who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
To seek an executive office in student government or other student organization regardless of race, sex, color, creed, or political beliefs.	To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
To attend, as a student executive officer or representative, official student group meetings upon approval of such meetings by the school principal.	To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

Commented [WU14]: This was updated with language that describes student participation in all clubs with executive officers.

Student Publications

Education is the process of inquiry and learning, acquiring and imparting knowledge, and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official student publications, such as school newspapers, should include viewpoints representative of the entire student body.

Student Rights	Student Responsibilities
To possess, post, and distribute forms of literature that are not inherently disruptive to the school program through means such as, but not limited to, newspapers, magazines, leaflets, pamphlets, and online forums.	To use only those bulletin boards or wall areas designated for use by students and student organizations, and accept responsibility for the effect that the posting might have on the normal activities of the school.
To be free of censorship on their publications except within the framework of guidelines previously agreed upon by students and administrators.	To refrain from publishing libelous and obscene materials, to seek full information on the topics about which they write, and observe the normal rules for responsible journalism under the guidance of the faculty advisor.
	Principals may suppress or recall literature which they consider primarily commercial in nature or material which could endanger the orderly operation of the school.

Commented [WU15]: This information remains largely intact from the previous version.

PLEDGE OF ALLEGIANCE NOTICE

Pursuant to F.S. 1002.20(12), students have the right not to participate in reciting the pledge. Upon written request by his or her parent, a student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

Commented [WU16]: THIS IS NEW LANGUAGE. It is required by state law from 2016.

ROLE OF HOME, STUDENT AND SCHOOL

In order for effective instruction to occur, there must be a cooperative relationship between student, parent, and educator. This relationship may be described as follows:

PARENTS OR GUARDIANS WHO:

- assume responsibility for their child's behavior.
- maintain regular communication with the school and encourage their child to maintain acceptable behaviors specific to their home, community, and school.
- ensure that their child is in daily attendance, and promptly report and explain an absence to the school.
- provide their child with the resources needed to complete class work.
- assist their child in developing grooming habits consistent with a school environment.
- bring to the attention of school authorities any problem or condition which affects their child or other children of the school community.
- discuss report cards and work assignments with their child.
- maintain up-to-date contact information and addresses at the school, including medical provider and hospital preference.

STUDENTS WHO:

- attend all classes daily, and arriving on time.
- are prepared to come to class with appropriate working materials.
- are responsible for their own work and actions.
- are responsible for delivery of written communications to their parent/guardian.
- are respectful to all individuals and property.
- refrain from profane or inflammatory statements.
- maintain grooming habits appropriate for a school environment.
- abide by the rules and regulations set forth by the school and individual classroom teachers, while conducting themselves in a safe and responsible manner.

SCHOOLS THAT:

- encourage the use of good guidance procedures.
- maintain an atmosphere conducive to good behavior.
- exhibit an attitude of respect for students.
- plan a flexible curriculum to meet the needs of all students.
- promote effective training and discipline based upon fair and impartial treatment of all students.
- develop a positive working relationship among staff, students, and community partners.
- encourage the school staff, parents and student to use the services of community partners.
- encourage parents to maintain regular communication with the school and participate in its affairs.
- seek to involve students in the development of district policy.
- inform all employees of their requirement to report to law enforcement felony offenses and violent misdemeanors or delinquent acts which would be a felony offense if committed by an adult on or near school property.

Commented [WU17]: This content remains largely intact without edits from previous version.

EQUAL OPPORTUNITY: PREVENTION OF DISCRIMINATION, HARASSMENT & BULLYING

NOTICE OF NON-DISCRIMINATION AND PROCEDURES FOR HANDLING ALLEGATIONS OF POSSIBLE DISCRIMINATION WITHIN THE CLAY COUNTY SCHOOLS – EMPLOYMENT AND PROGRAMS

Non-discrimination and diversity are foundation principles of the School Board. It is School Board policy to hire and promote the best qualified candidate measured against the requirements of the job and to provide equal employment and advancement opportunity for all individuals without discrimination because of race, color, gender, religion, age, national origin, disability, veteran, marital status or any other protected status.

The School Board also makes reasonable accommodations for disabled employees. Employees who would like to be considered for accommodation assistance should contact the Assistant Superintendent for Human Resources. Information obtained concerning individuals requesting accommodations is kept confidential, to the extent possible, except that principals and supervisors may be informed regarding restrictions on the work duties of disabled individuals and information regarding necessary accommodations.

The policy applies to all areas of employment, including recruitment, hiring, training, promotion, compensation, benefits, transfer, and social and recreational programs.

The Clay County School Board reaffirms its Equal Education Opportunity (EEO) commitment as follows:

- Guidance counseling, financial assistance and access to academic, career and vocational opportunities are available without regard to race, religion, color, sex, marital status, age, national origin, disability, or other protected status.
- Criteria for admission to programs and courses do not have the effect of restricting access.
- Recreational and athletic activities do not exclude participation in, deny benefits of, or treat people differently on the basis of sex.

The Policy of the Clay County School Board (6GX-10-1.07) relative to Non-Discrimination states the following:

DISCRIMINATION ON THE BASIS OF RACE, RELIGION, COLOR, SEX, MARITAL STATUS, AGE, NATIONAL ORIGIN, PREGNANCY, OR DISABILITY IS PROHIBITED IN THE EMPLOYMENT OF PERSONNEL IN THE PROVISION OF EDUCATIONAL PROGRAMS AND IN THE CONDUCT OF THE BUSINESS AFFAIRS OF THE CLAY COUNTY SCHOOL SYSTEM, AND PROVIDES EQUAL ACCESS TO THE BOY SCOUTS AND OTHER DESIGNATED PATRIOTIC GROUPS.

(Ref. F.S. 760.10; F.S. 760.50; Federal Civil Rights Acts title VI, VII, IX; Section 504F. Rehabilitation Act, 1973-78; IDEA, ADEA; Equal Pay Act; Americans with Disabilities Act)

The procedures outlined below shall be used for the processing of allegations of possible discrimination.

- All such allegations should be discussed initially on an informal basis with the school principal, supervisor or appropriate division head directly responsible for the area of concern. Such discussion should be held within ten (10) days of alleged incident(s) if possible.
- Any student matter not resolved by the school principal to the satisfaction of the aggrieved party shall be referred to the attention of the following office:

Coordinator of Student Engagement
School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-6917

Commented [WU18]: This information is carried over from the previous version with very little change. Updates were made to the contact information only

- Any Human Resources matter not resolved by the school principal or division head to the satisfaction of the aggrieved party shall be referred to the attention of the following office:

Assistant Superintendent for Human Resources
School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-6701

- All complaints of discrimination or harassment shall be investigated fully and all person(s) involved shall be questioned. The aggrieved party may be required to appear in person to answer questions.
- Such investigation shall be initiated within fifteen (15) days of receipt of the complaint. If an extension of the timelines is deemed necessary, the aggrieved party shall be notified of such extension prior to the end of the fifteen (15) days.
- Retaliation against any person who makes a complaint pursuant to this policy, or who participates in any investigation initiated pursuant to this policy, will not be tolerated. Any employee who engages in such retaliation shall be subject to disciplinary action up to and including termination.

DISCRIMINATION | HARASSMENT

Discrimination is defined as treating a person of a particular group differently based on their protected class characteristic. *Harassment* is defined as verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of the person's protected status and has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, or offensive education environment. Harassing conduct includes epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group that is placed on walls or elsewhere on the district's premises or circulated by e-mail, phone (including voice messages), text messages, social networking sites, or other means. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum.

It shall be a violation of District policy for any student, teacher, administrator, or other district personnel to harass a student or adult through conduct of a sexual nature, or regarding race, color, sexual orientation, national origin or disability as defined by this policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment based on race, color, sexual orientation, national origin, or disability by a student, teacher, administrator, or other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

Examples of conduct that may constitute harassment based on race, color, sexual orientation, or national origin, include:

- graffiti containing offensive language which refers to a person's race, color, sexual orientation, or national origin
- name calling, jokes, or rumors
- threatening or intimidating conduct directed at a person because of his/her race, color, sexual orientation, or national origin
- racial or ethnic slurs, negative stereotypes, and hostile acts based on another's race, color, sexual orientation, or national origin

Commented [WU19]: This information is updated for the scope of this Handbook, but carries over much of the language from the previous version.

- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, that person's race, color, sexual orientation, or national origin
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race, color, sexual orientation, or national origin

Harassment based on a disability consists of verbal or physical conduct relating to an individual's physical or mental impairment when the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from services or opportunities in an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct that may constitute harassment because of a disability include:

- graffiti containing offensive language derogatory to a person because of their physical or mental disability
- threatening or intimidating conduct directed at another because of that person's physical or mental disability

For additional information, please refer to District Policy Rule 1.12.

SEXUAL HARASSMENT

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, whistling, or touching; insulting or obscene comments or gestures; display of sexually suggestive objects or pictures; and other physical, verbal, or visual conduct of a sexual nature in the workplace. Sexual harassment can take two forms: 1) hostile environment and 2) "quid pro quo" which means "you do something for me and I'll do something for you" in a sexual context.

All public schools receiving any federal funds must also comply with Title IX of the Education Amendments of 1972. A school has a responsibility to respond promptly and effectively to a claim of sexual harassment or sexual violence. Title IX requires schools to adopt and publish grievance procedures for students to file complaints of sex discrimination, including complaints of sexual harassment or sexual violence. Schools can use general disciplinary procedures to address complaints of sex discrimination but all procedures must provide for prompt and equitable resolution of sex discrimination complaints.

BULLYING

Bullying is defined as any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student, or would be reasonably assumed to cause harm. Bullying is prohibited against any student for any reason, including but not limited to, any such behavior that is directed toward a student on the basis of academic performance, or against whom federal and state laws prohibit discrimination.

To guide the investigation of alleged bullying, three key elements must be present in order to fall into the Substantiated Bullying category. This includes behaviors that are **repeated**, or could be reasonably repeated, **intentional**, and reflect a **power imbalance** between the individual engaged in bullying behavior and the one being bullied.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, or purposely excluding someone from a group. *Cyberbullying* is a specific form of bullying using technology to hurt, harm or humiliate another individual or group.

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Commented [WU20]: This information is updated for the scope of this Handbook, but carries over much of the language from the previous version.

REPORTING DISCRIMINATION, HARASSMENT, AND BULLYING

If you feel you have been a victim of, or witness to, discrimination, harassment, or bullying, report it immediately. *Retaliation for reporting is not tolerated.* The highest level of confidentiality possible will be upheld regarding the submission of a complaint or report of harassment/bullying/hazing and the investigative procedures that follow. The following actions are encouraged in reporting this behavior.

- Students are always encouraged to report the complaint directly to a teacher, school counselor, school administrator, or parent.
- If a student or other person familiar with the situation would like to submit a report anonymously, they may call the Bullying Hotline at (904) 336-6799.
- If the accused is a district employee, the student or parent should contact Human Resources at (904) 336-6706.
- If the accused is an adult not employed by the school district, the student or parent should contact the school principal.

Procedures for Investigating Accusations of Harassment and Bullying

- When a report is made, the school principal will notify the parents of both the student(s) accused of bullying and the student(s) that has been allegedly bullied within 48 hours. This notification will include a description of the accusation and the process for investigation that will take place, along with a timeline of action.

It is expected that a thorough investigation will require more than one day but will be completed in a timely manner. It must review more than a single incident to be considered bullying behavior but not for harassment or hazing.

- The principal will designate a staff member that can remain neutral to lead the investigation.
- All interviews of students and adults will be documented and uploaded into the SIS referral system. All interviewees should be prepared to give as much detail as possible regarding who, what, when, where, and how the behavior allegedly occurred.
- The School Counselor will be notified within 48 hours of the report in order to meet with the student(s) that was harassed, bullied, or hazed, to determine their counseling needs.
- Collection and evaluation of facts will include:
 - the nature of the behavior
 - how often the behavior occurred
 - past incidents or past continuing patterns of behavior
 - relationship between the parties involved, including any positions of power one may have over another
 - race, national origin, sex, disability (if any) and age of the person being harassed or bullied
 - identity of the student(s) bullying others
 - locations of all incidents
 - impact on educational progress and educational environment
 - context in which the alleged incidents occurred
- Once an investigation is completed, information and findings are entered into the SIS and appropriate actions are taken regarding student discipline per this Code of Student Conduct and supports put in place for all individuals involved.
- The principal will notify the parent of the student being harassed or bullied of the Hope Scholarship program within 15 day of the initial report and provide them with requisite paperwork for submission to the state.

A maximum of 60 school days shall be the limit for the initial filing of incidents that fall under the Federal guidelines for harassing behavior and completion of the investigative procedural steps.

Commented [WU21]: This new section incorporates much of the information from the previous version with only some updated language and formatting edits.

HOPE Scholarship

Section 1002.40, Florida Statutes, was established in last year's legislative session and provides the parent of a public school student who was subjected to an incident of bullying or violence (a complete list of incidents is found in section 1002.40(3), F.S.), an opportunity to transfer to another public school, or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, "Upon receipt of a report of an incident, the school principal, or his or her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by s. 1006.09(6). Within 24 hours after receipt of the report, the principal or his or her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent of the program and offer the parent an opportunity to enroll his or her student in another public school that has capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding." Please go to the [FLDOE website](#) for more detailed information.

Commented [WU22]: THIS IS NEW LANGUAGE.

STUDENT-LED ORGANIZATIONS

Student-led organizations are permitted in secondary schools, and such organizations are allowed to meet on school premises during non-instructional time, as designated by the school principal. Students wishing to establish an organization shall work with their school and within district policy. Membership in all student organizations shall be on a voluntary basis and only open to students currently enrolled in the school at which meetings are to be held. Student organizations shall not engage in any activity which is contrary to law, district policy, or school rules.

Commented [WU23]: This takes language from the previous version and expands it to include clubs, athletics and student organizations.

STUDENT ACTIVITIES, ATHLETICS & EXTRACURRICULAR ACTIVITIES

Organized clubs and activities are characteristic of student life from the elementary school through college, and are characteristic of adult life as well. All members of the school community share the responsibility for organizing and supporting clubs and activities that meet student needs and serve definite and worthwhile purposes.

Rules for Student Activities and Clubs

- Clubs and activities must be open to all qualified students.
- Clubs cannot interfere with school activities and School Board policies must be followed.
- Clubs must have a charter and a constitution that state the membership qualifications and the rules of conduct (written by both students and teachers, be approved by the administration, and be kept on file so that all students, parents, and school personnel may read them).
- Local chapters of national organizations whose charters are prescribed are exempt from the requirement that they must be written by both students and teachers.
- Clubs must have a faculty sponsor approved by the administration; this sponsor must be at all meetings/events and with chaperones when appropriate.
- Club members cannot be hazed pursuant to School Board Policy 4.11 and F.S. 1006.135(1). Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student. Hazing includes any forced activity that could adversely affect the mental health or dignity of the student. *Students are always encouraged to talk to parents and school administrators about any activity in which they are made to feel uncomfortable. Demeaning or dangerous activities are not necessary to be a part of a team or group.*
- Club dues must be reasonable.
- Club meetings must be held on the school grounds except for special meetings/events approved by the administration.
- Club money must be handled through the school's internal accounts system.

NOTE: Florida Statute 1006.14: Secret societies prohibited in public K-12 school states that (1) It is unlawful for any person, group, or organization to organize or establish a fraternity, sorority, or other secret society whose membership is comprised in whole or in part of students enrolled in any public K-12 school or to go upon any public K-12 school premises for the purpose of soliciting any students to join such an organization.

A student not currently suspended for interscholastic extracurricular activities, or suspended or expelled from school, pursuant to the district's suspension or expulsion authority provided in law is eligible to participate interscholastic extracurricular activities pursuant to F.S. 1006.195(1).

Per F.S. 1006.09(2), if a student is convicted of, or is found to have committed a felony or a delinquent act, including an off-campus incident which would have been a felony if committed by an adult, the student's eligibility in interscholastic extracurricular activities is contingent upon local administration policy, regardless of whether or not adjudication is withheld.

Students who participate in interscholastic extracurricular activities for, but are not enrolled in a district public school, are subject to the district's code of Student Conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.

All junior high students must have a 2.0 on a 4.0 GPA scale at the conclusion of each semester. A high school student must have a cumulative 2.0 GPA on a 4.0 unweighted GPA scale at the conclusion of each semester.

Students are limited to four years of athletic eligibility upon entering high school.

The Florida High School Athletic Association continues to retain jurisdiction over eligibility rules dealing with recruitment violations and sanctions against students.

ATTENDANCE

COMPULSORY SCHOOL ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent or legal guardian. F.S. 1003.21(1)(c).

Florida law (Section 1003.26, Florida Statutes) specifies steps for enforcement of regular school attendance. It is the responsibility of the school district superintendent to enforce school attendance of all children who are subject to compulsory school age requirements. The responsibility includes:

- Develop policies and procedures to ensure that schools respond in a timely manner to each unexcused absence, or absence for which the reason is unknown.
- Contact the home for every unexcused absence or absence for which the reason is unknown, to obtain parent justification for the absence.
- Evaluate each justification and, based on district policy, determine whether the absence is excused or unexcused; if excused, allow the student to make up assigned work without academic penalty.
- Track excused and unexcused absences.
- Identify and refer students who may be developing a pattern of nonattendance to the school child study team for intervention services.
- Schedule a meeting with certain identified parents to discuss their child's attendance.
- Implement prevention and intervention strategies to address truancy and attendance issues as required for drivers' licenses and related requirements for habitual truants.
- Send a notice to the superintendent of schools and to the district home education contact regarding patterns of nonattendance for specific students.
- Refer habitual truancy cases to the case staffing committee and/or child-in-need-of-services provider for assistance.

ABSENCES | TRUANCY

Absenteeism, regardless of the reason, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a greater responsibility for the school to deter future absenteeism, and a greater responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery.

The parent/guardian has the responsibility to ensure the student is rested and prepared for the rigor of a learning environment.

An absence from school under the following circumstances shall be considered **excused**:

- With permission – The absence was with the knowledge and consent of the principal of the school that the student attends. It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence

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for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and require the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

- Sickness, injury, or other insurmountable condition – Attendance was impractical or inadvisable on account of sickness or injury, or was impractical because of some other stated insurmountable condition.
- Financial inability to provide necessary clothes for the student when reported by the parent in writing to the Superintendent and validated by the Superintendent (FS 1003.24(3)).
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
 - a. The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
 - b. The student's grades/academic progress is insufficient to allow for the student's promotion or graduation.
- Absences due to head lice will be excused. However, once a student has accumulated 10 absences during a school year due to head lice, the school will refer the case to the School Social Worker for family support and appropriate intervention, including a possible referral to the Truancy Arbitration Program through the State Attorney's Office. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.

An absence from school under the following circumstances may be considered **unexcused**.

- The absence was without the parent/guardian's knowledge or consent.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to school.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

For additional information, please refer to District Policy Rule 4.01.

SENIOR ATTENDANCE POLICY

Students must be in attendance for at least 90% of their total possible class periods during their senior year of high school to participate in commencement ceremonies. Once all attendance is recorded and verified, the rate of attendance will be pulled from the Student Information System.

This is not an excused/unexcused absence policy; it is an attendance policy. The type of absence does not matter with the following exceptions:

- doctor appointments or doctor mandated stay at home that is documented on a physician's professional stationary subpoenas to court
- bereavement time for an immediate family member
- participation in a school-sanctioned activity
- pre-approved college visits documented by email or regular mail correspondence

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- parent approved absence from school

It is the student's responsibility to bring verification from the doctor, parent or court for an exception; otherwise the absence will count against the policy. Verification must be supplied within three school days following the absence.

Saturday School attendance (all four hours) may clear an absence. Banking of Saturday School credit is *NOT* allowed.

NOTE: All decisions regarding participation in graduation activities as a function of the Senior Attendance Policy will be at the discretion of school administration.

TRUANCY

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

Absence by a student for twenty (20) or more days during the school year shall create a strong presumption that the student has failed those subjects or courses in which he is enrolled during that period. For semester courses, ten (10) days shall apply; for individual grading periods, five (5) days shall apply. Such presumption may be overcome by effort or performance which satisfies the teacher(s) involved, that such student should receive other than a failing grade. A review committee representing the administration, the instructional staff, and guidance, appointed by the principal, will review each such case individually and will make recommendations. Individual teacher(s) shall give strong consideration to the recommendation of the review committee in determining the effort or performance of the student.

ATTENDANCE REQUIREMENTS FOR MINORS TO MAINTAIN DRIVING PRIVILEGES

Recognizing the importance of education and keeping the students in school, the 1997 legislature enacted 322.091 F.S. relating to the driver's license for students, ages 14 to 18, as an incentive for students to stay in school and continue their education. In order for a student to retain or obtain his/her regular Florida driver's license or learner's driver's license, the student must comply with compulsory school attendance. Accumulating 15 unexcused absences in a period of 90 calendar days or failure to remain enrolled in school will result in being classified as a habitual truant and the loss of said license, or the withholding of the necessary forms to obtain a license by the Florida Department of Highway Safety and Motor Vehicles. (F.S. 1003.27(2b)). Parents and students will need to contact the school district at (904) 336-9639 for detailed information regarding reporting, reinstatement, and appeal procedures.

For additional information, please refer to District Policy Rule 4.53.

MAKE-UP WORK

It is essential that students absent from school make up work missed. It is the responsibility of the student and the family to initiate requests for, and to pick up, make-up work on the day the student returns to class from an excused absence. All work missed from an excused absence can be made up within 24 hours for 100% credit. For example, if a student misses three days, they have three days to complete missing assignments for full credit.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

The McKinney-Vento Homeless Assistance Act of 2000 (Subtitle VII-B) per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, ensures homeless children transportation to

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and from school free of charge, allowing children to attend their school of origin (last school enrolled or the school they attended when they first became homeless) regardless of what district the family resides in. It further requires schools to register homeless children even if they lack normally required documents, such as immunization records or proof of residence. Local school districts must appoint Local Education Liaisons to ensure that school staff are aware of these rights, to provide public notice to homeless families (at shelters and at school) and to facilitate access to school and transportation services. Contact information and eligibility documents can be found at [Project REACH](#).

DRAFT

STUDENT CONDUCT

It is the belief of the Clay County District Schools that teachers and students deserve school environments that are safe, nurturing, and conducive to education and development. Creating a positive school/classroom climate while decreasing student time spent outside of the classroom now requires close attention to the social and emotional needs of the student as well as the behavioral intent. In the event that the school or classroom discipline has been disrupted to a level where a school must take action, the following information outlines the steps and the powers that the District will and must take.

ACADEMIC HONESTY

Clay County District Schools recognizes the importance of promoting a learning environment that values academic honesty. In order to foster ethical behavior among students, it is critical to educate all students regarding the characteristics of academic integrity. When engaged in learning activities, students should demonstrate the discipline necessary to seek guidance from their instructor rather than resorting to inappropriate behaviors that may undermine their own academic and personal development. This is a shared responsibility of all students, families, teachers, and staff.

DRESS CODE

Responsibility for the dress and appearance of students generally rests with individual students and their families. Students may wish to express themselves by the manner of their dress and appearance; however, students shall not wear clothing or affect an appearance at school or school-sanctioned activities or events that is or may be disruptive to the educational environment. Clay County District Schools standards on student attire are intended to help students focus on schoolwork, reduce discipline problems, and improve school order and safety. Subject to approval, principals, working with their school community, may establish additional specific standards for their schools. Any such standards must be published and distributed to families.

Dress and personal appearance of students should be a positive reflection on the family, student, school and community. A good rule of thumb: if there is a question about whether an outfit would be acceptable, choose a different outfit. Ultimately, school leadership reserves the right to determine if the dress code is being violated.

The following guidelines are to be followed:

- All students shall be properly groomed and attired appropriate to the activity when on school property or participating in school-sponsored events.
- Students shall be dressed so they will not present a clear danger to health and safety; should be tailored in such a manner that because of fit, design, color, texture, or inadequate coverage of the body does not create a classroom or school disruption as determined by administration.

Permitted Apparel:

- Outfits are to be tailored in such a manner so as not to expose inappropriate areas of the body while in normal activity.
- Shorts, dresses or skirts should be 3 inches above the knee or longer. If leggings are worn, then the top MUST be the proper length of 3 inches above the knee or longer.
- Pants and shorts should be worn at the waistline without the necessity of support whether a shirt is tucked in or out and fastened at the top closure. Belts will be buckled at all times if worn.

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- Jeans/pants that have frays/holes above the knee must have something underneath them, such as leggings that cover the skin, so as not to expose skin or undergarments.
- Shirts must cover the shoulder and not expose undergarments in any manner or the midriff.
- The neckline of a shirt must limit exposure of the body.
- Footwear of some type must be worn at ALL times.

Non-Permitted Apparel:

- Apparel with off-color remarks or pictures, or emblazoned with drug, alcohol or tobacco related slogans.
- Apparel displaying violent imagery.
- Apparel that is deemed to be tight fitting, such as yoga pants, spandex skirts/dresses, leggings without proper length top, cheer shorts, etc. Yoga pants are not acceptable attire for school. Chubbies or similar shorts/swim wear without proper under garments are not acceptable.
- Sleepwear, such as bedroom slippers, pajamas, etc.
- Tank tops, halter tops, tube tops, spaghetti straps, mesh/see-through shirts.
- Muscle shirts.
- Hats, hoods, bandannas, and caps are not to be worn in class or in buildings unless approved by the administration or for special events.
- Any apparel or accessory determined by administration to present a safety hazard for the student or the school.

Disciplinary action for violation of the student dress code shall include notifying the student of the violation and a requirement that the dress or appearance be corrected before the student reenters the classroom, school environment, or school sanctioned activity or event. An administrator will determine the suitability of attire in question as it reflects the spirit of the dress code policy. Students found to be in violation of dress code policy will be required to change for the remainder of the day. Student refusal to change will result in their placement in the in-school suspension class for the remainder of the day or until a proper outfit can be brought for the student. At the discretion of the building level administrator, a family conference may be held. More serious consequences may result from repeated or serious violations.

For additional information, please refer to District Policy Rule 4.03.

STUDENT USE OF THE INTERNET

The Internet and related electronic instructional resources are used in schools to support student learning. The use of these resources are for educational purposes only when on district property, at district or school-sanctioned activities or events, when students are being transported in vehicles dispatched by Clay County District Schools, and off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. Teachers and school administration determine use of the Clay County District Schools Instructional Network based on educational goals of the school and classroom, and may determine to limit access. Students are encouraged to use the network to do homework, class-related research, and class work when appropriate. Students should not use this network for music, gaming, or non-educational video streaming. In compliance with the Child Information Protection Act (CIPA) requirements, this network will be monitored. Clay County District Schools accepts no responsibility associated with loss, damage, or theft of a device connected to the network.

BRING YOUR OWN DEVICE

Clay County District Schools is committed to helping students learn the skills they need to succeed in a world filled with technology. Our network allows secure access to the Internet for students who want to use their own personal devices (laptops, netbooks, tablets, smartphone, etc.) during the school day for classroom activities. Bring Your Own Device (BYOD) fosters student ownership of learning, extends learning for students from home to classroom, provides easier

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access to online instructional material, and supplements school equipment. Students are expected use their devices in accordance with district policy.

Taking photographs or videos by any means whatsoever while on school property or while on school transportation is prohibited. The only exceptions to this prohibition are:

- Taking photos for reproduction in a school sponsored publication.
- Taking photos during a school sponsored social event, sporting event, awards ceremony or other school sponsored activity or function at which photography is allowed and the photographs are images of activities which are reasonably considered to be part of the activity or event.
- Taking photographs with the permission of the school administration.

Publication on any internet site of any photographs, videos or images taken in violation of the prohibitions listed above is strictly prohibited, will be deemed disruptive to the order of the school and will be sufficient reason to impose disciplinary.

STUDENT CONDUCT ON A SCHOOL BUS

The privilege of students to ride a school bus is contingent upon following the expectations outlined in this handbook. The driver of the school bus shall be in complete charge of the bus during the ride and while students are entering or leaving the vehicle. Students shall be required to conform to all regulations concerning discipline, safety, and behavior while riding on the school bus. The driver shall notify appropriate authorities if a student persists in violating the established rules of conduct. After due warning has been given to the student and/or families, the privilege of riding the bus may be withheld from the student. Violation of district policies and regulations while on the school bus may result in student discipline up to and including suspension or expulsion, in accordance with district policy.

The Clay County School System has jurisdiction over students who are on the school bus or at the school bus stop when the bus is present at the bus stop. [F.S. 1006.10 (3)] Therefore it is the parent's responsibility to take any action with local law enforcement to correct a problem during the time students are waiting at the bus stop or when students are in route to or from the school bus stop. Other responsibilities of parents of transported students includes (exerted from F.A.C. 6A-3.0121):

- To ensure the safe travel of students to and from school and home when students are not under the custody and control of the district, including to and from home and the assigned bus stop.
- To ensure that students ride only in their assigned school buses and get off only at assigned bus stops, except when alternative buses or arrangements have been made.
- To ensure students are aware of and follow the expected rules of behavior while they are at the bus stops and to provide the necessary supervision during times when the bus is not present.
- To provide the necessary assistance for students to get on and off at the bus stop when the physical disability of the student renders them unable to get on and off the bus without assistance (as required by district policy or the student's individual education plan).

We believe that all pupils can behave appropriately and safely while riding the school bus, and as such we will not tolerate behavior that is disruptive to the driver or which inhibits or interferes with the safe operation of the bus. In order to guarantee your child and other children who ride buses the safe and efficient transportation they deserve, the following has been established:

- Arrive at the bus stop ten (10) minutes prior to the scheduled pick up time.
- Take responsibility for their behavior and conduct themselves in a respectful, orderly manner while waiting at the bus stop for the bus to arrive.
- Wait until the bus comes to a stop before attempting to get on or off the bus.

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- Enter and leave the bus only at the front door after it has come to a stop, except in the case of an emergency as directed by the driver.
- Leave the bus only with the consent of the driver.
- Be silent when approaching or crossing railroad tracks.
- Keep the aisle and stepwell clear at all times.
- Do not tamper with door handles, windows, and other safety equipment at any time.
- Do not use wireless communication devices, or electronic devices. Exception: Field trips in which the school administration approves the use of these devices or as a planned intervention for special needs students.
- Do not use wireless communication devices except in an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).

Large Objects on the School Bus: Oversized objects, including, but not limited to, large band instruments or cases, school projects or athletic equipment which cannot be held in the seat, are prohibited, unless prior approval is obtained from the bus driver and the school administration.

Cameras: School buses are equipped with video cameras for the purposes of ensuring the health, welfare and safety of all staff, students, and drivers.

NOTE: Bicycle riders under the age of 16 must wear properly fitted, safety-related helmets when riding a bicycle. Law enforcement officers may issue a traffic citation and assess fines to riders who do not comply.

YOUTH GANG AFFILIATION

Students are not allowed to form or participate in groups which threaten, frighten or harm other students. Such groups, when they become known by school and district authorities, will be considered a gang. These groups generally have common names, and wear common colors, jewelry, signs or clothing. Students are encourage to alert an adult if such activity or groups become known to them.

ZERO TOLERANCE RULE

Florida Statute 1006.13 mandates that “each district school board shall adopt a policy of zero tolerance for crime and substance abuse...and victimization of students...” whenever and wherever students are under the jurisdiction of the school district. The law requires that expulsion be recommended for any student at school or at a school-related function that was determined to have had possession of a firearm or weapon as defined in Chapter 790, or any student making a threat or false report as defined by state statutes 790.162 and 790.163.

Simulating a firearm or weapon while playing or wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment to the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system under Chapter 790 or s.

1006.13. Simulating a firearm or weapon while playing includes, but is not limited to:

- Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon.
- Possessing a toy firearm or weapon that is 2 inches or less in overall length.
- Possessing a toy firearm or weapon made of plastic snap-together building blocks.
- Using a finger or hand to simulate a firearm or weapon.
- Vocalizing an imaginary firearm or weapon.
- Drawing a picture, or possessing an image, of a firearm or weapon.
- Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon.

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A student may be subject to disciplinary action if simulating a firearm or weapon while playing that substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of consequences imposed upon a student including referral to the criminal justice or juvenile system, must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions.

In fulfilling this statutory requirement, we have incorporated the specified legal definitions into the language of the Code of Student Conduct. Regardless of language to the contrary in federal or Florida Law, possession of a firearm, electric weapon or destructive device on the property of any school, school bus, or school bus stop is prohibited. This prohibition includes firearms in motor vehicles parked in parking lots, or anywhere on any school property.

Certain disruptive behavior(s) will be reported to law enforcement authorities as defined by the state SESIR codes. A referral by law enforcement to the criminal justice or juvenile delinquency system must be made on all violent acts noted below and weapon charges as defined in the Gun Free School Act of 1994 & F.S.790.115. The following are prohibited on any school property (including parking areas), school bus, school bus stop, and school sponsored event:

- Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device.
- Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
- Any Firearm.
- Any weapon as defined in Florida Statute 790.00 (13).

Incidents defined in the next section of this Handbook will be reported and may result in criminal prosecution. If the infraction involves a victim, the school shall notify the victim and parents, if a minor, of the infraction and the victim's right to press charges against the offender. The Clay County District Schools will take all steps necessary to protect the victim of any violent crime from any further victimization. Florida law prohibits any student that commits any of the felony offenses specified by s. 985.455(2), against another student from attending school with, or riding the same school bus as, the victim or any sibling of the victim. All school personnel will be made aware of the Student Victimization and Zero Tolerance Rule Chapter 2009-53.

Infractions that fall under Zero Tolerance Rule are defined by the Florida Department of Education through the School Environmental Safety Incident Reporting (SESIR) and receive the most severe consequences provided for by School Board Policy.

THE DISTRICT MAY ASSIGN MORE SEVERE CONSEQUENCES THAN NORMAL WHEN THE STUDENT APPEARS MOTIVATED BY HOSTILITY TOWARD THE VICTIM'S REAL OR PERCEIVED RACE, RELIGION, COLOR, SEXUAL ORIENTATION, ETHNICITY, ANCESTRY, NATIONAL ORIGIN, POLITICAL BELIEFS, MARITAL STATUS, AGE, SOCIAL AND FAMILY BACKGROUND, LINGUISTIC PREFERENCE, DISABILITY, OR WHEN THE OFFENSE IS DETERMINED TO BE GANG-RELATED.

STUDENT ACCOUNTABILITY, DISCIPLINE, & MISCONDUCT

Self-direction and personal responsibility are goals the Clay County District Schools. Students must be accountable for their actions, and CCDS recognizes that effective student discipline is a major contributor to the creation of a positive and productive learning environment for all students. In accordance with state law, CCDS uses this student/parent handbook as a written code of conduct, based upon the principle that every student is expected to follow accepted rules of conduct and show respect for persons of authority. Certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. Clay County District Schools uses proportionate disciplinary interventions and consequences to keep students engaged in learning.

Teachers and other instructional personnel shall have the authority to undertake any of the following actions in managing student behavior and ensuring the safety of all students in their classes, on school grounds, and at school-sponsored events.

- Establish classroom rules of conduct that includes positive reinforcement of desired behaviors.
- Establish and implement consequences, designed to modify undesired behavior.
- Methods may include:
 - monitoring student behavior through short-term progress reports.
 - conferences and/or contracts between administrators, parents, teachers, and students.
 - referrals to school or district services, e.g., school social worker, district mental health therapist, etc.

The Code of Student Conduct defines infractions that have been committed by students while under the supervision of district staff or designees.

- A major consideration in the application of the Code of Student Conduct is the identification of the most appropriate disciplinary action necessary to bring about positive student behavior. To that end, specific grounds for disciplinary action have been divided into four subgroups and a variety of administrative actions have been suggested or mandated. The infractions in various subgroups represent a continuum of misbehavior based on the seriousness of the act and the frequency of occurrences. Infractions classified at Level I are relatively minor and involve acts which only minimally disrupt the orderly conduct of the educational process in the classroom. By contrast, Level IV misconducts involve criminal acts or acts that cause extreme disruption and are so serious that they represent a direct and immediate threat to the welfare of other individuals. See Appendix A for Codes and definitions.
- It is important to note that the administrator and teacher, consistent with the power delegated to him/her, has the authority to take additional or more severe administrative action under this Code if, in his/her opinion, the nature of the misconduct warrants it.
- Each classroom teacher should deal with general classroom disruption by taking in-class disciplinary action, by making a personal call to the parents or guardians when feasible, and by scheduling conferences with parent(s) or guardian and other school staff. Only when the action taken by the teacher is ineffective, or the disruption is sufficiently severe, should the student be referred to the principal or his/her designee. Teachers will be notified of the results of the action taken.

HEARING OFFICE

The Student Hearing Office is designed for circumstances that warrant District-level review of intervention beyond a school administration decision. This is the case for zero-tolerance infractions, as well as school-based decisions that a parent wishes to appeal.

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Hearings will be conducted pursuant to Florida Statutes 1006.07(1)(a) and 1006.08(1). Suspension hearings are exempted from provisions of Ch. 120 F.S. Expulsion hearings shall be governed by F.S. 120.57(2) and are exempt from F.S. 286.0111.

*Florida Statute 1003.32(4) and 1006.09(1)(a), along with School Board policies of the Clay County District Schools, give teachers and other school staff who have control and direction of students assigned to them by the principal or the principal's designee, the authority to remove students who are disobedient, disrespectful, violent, abusive, uncontrollable or disruptive to the learning environment. If the teacher requests the student not be returned to the classroom, the principal may not return the student to that teacher's class without the teacher's consent. In the event of a disagreement on the student's return to the teacher's classroom, a committee determines that such placement is the best or only available **alternative**.*

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SUSPENSION & EXPULSION

Clay County District Schools may consider the following factors to determine whether to suspend or expel a student:

- Age;
- Disciplinary history;
- Eligibility as a student with a disability;
- Seriousness of the infraction;
- Threat posed to other students and staff; and
- Likelihood that a lesser intervention would properly address the violation.

In matters involving student behavior which may result in the suspension or expulsion of a student, it is district policy that the family will be provided the opportunity to be involved in all such disciplinary procedures.

OUT OF SCHOOL **SUSPENSION**

A school principal may suspend a student from all classes of instruction on school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee, for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal and other formal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

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Pursuant to Florida Statute 1006.09(1)(b), no student who is required by law to attend school shall be suspended for unexcused tardiness, or absences. Therefore, suspension is not an appropriate disciplinary action for truancy as it relates to students who fall within the mandatory state attendance requirements.

Procedures for OSS

- Prior to suspension, the student shall be advised of why he/she is being suspended (i.e., infraction code), be provided an opportunity to refute the charges, and be given an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident. It should be noted that any statement a student makes may be used, along with other documentation, to prove whether the student is guilty or not guilty of the infraction.
- Written notice shall be sent to parent(s) or guardian regarding the reason disciplinary action was taken. All reasonable attempts to conference with parent via phone or in person must be made during the suspension process.
- If the immediate suspension of the student is justified because the student's presence endangers others or school property, the necessary notice and conference, if requested, will follow as soon as possible.
- The school is required to provide all work assignments to be completed by the student.

Appeal of Suspension

- The school principal, after reviewing the case with the parent or adult student, will either affirm the length of suspension as originally stated in the suspension notification, or reduce the length of suspension upon consideration of the results of the parent conference. This change shall be made on the electronic referral in the Student Information System.
- The parent, or adult student, at the initial conference should be advised of his/her right to appeal the action to the Hearing Office.
- If the parent/guardian, or adult student feels that they were not afforded a fair hearing, or disagree with a result at the school, he/she shall appeal to the Hearing Office in writing within 3 days.
- The Hearing Office shall hear any additional testimony that may be deemed necessary to rectify any procedural errors.
- The Hearing Office recommendation will be presented back to the school for a modification of the original suspension decision or uphold the original suspension and add to it other disciplinary actions.

EXPULSION

Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. All Level IV infractions and Level III infractions that are especially egregious, violent, or otherwise significant enough to warrant such a decision will be considered for expulsion.

Procedures for Expulsion

- Prior to a meeting with the District Hearing Office, the student shall be advised by the principal as to why he/she has been recommended for expulsion, be provided with an opportunity to refute the charges in a meeting with the principal or principal designee, and be given the opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident leading to the recommendation.
- At the principal hearing, the parent or adult student may request to have any willing witnesses that they deem appropriate who were involved in the case be present.
- The parent or adult student shall also be advised in the principal hearing of the right to appeal and be advised of the appeal procedures to the District Discipline Review Committee.
- Once the principal hearing is completed, a referral is made to the Hearing Office for final review and consideration of expulsion recommendation to the Superintendent.
- If the parent or adult student feels they have not been afforded a fair hearing at the school and district level, they have the right to request in writing a hearing before the School Board.

In the event that a student who has been recommended for expulsion withdraws from the Clay County District Schools, the expulsion proceedings with the School Board shall continue as though the student had not withdrawn. The Superintendent and School Board shall not delay action on an expulsion recommendation pending re-entry/re-registration of the student in Clay County District Schools.

INVESTIGATIONS OF SUSPECTED STUDENT MISCONDUCT

In order to protect the safety and welfare of students and school personnel, and to maintain order and discipline on school property or at school-sponsored activities or events, school authorities may search a student's locker or desk and its contents, personal property, or automobile under the circumstances described in policy and may seize any illegal, unauthorized, or contraband materials.

Commented [WU45]: This information was carried over from the previous version with little editing.

Commented [WU46]: THIS IS NEW LANGUAGE.

School lockers, desks, and other storage areas provided for student use on school premises are school property and remain at all times under the ownership and control of the school. Lockers, desks, and storage areas, as well as the contents therein, are subject to inspection at any time, without notice and without cause, at the discretion of the Clay County District Schools. No student shall lock or impede access to any locker or storage areas except with a lock provided or approved by school authorities. Searches of a student's person or personal effects such as a backpack, purse, book bag, electronic devices, motor vehicle, etc., within the school or on school grounds may be conducted by the principal or designee when that official has reasonable grounds to suspect that the search will uncover evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws or uncover the presence of an item that presents an immediate danger of physical harm or illness to any person.

TOBACCO, DRUGS & ALCOHOL

Clay County District Schools is committed to promoting the general health, welfare, and well-being of our school community. Consequently, it is district policy that no student shall be permitted to use, be under the influence of, possess, distribute, gift, purchase, exchange, or sell any tobacco product, alcohol, or illegal drug while on district property, at district or school-sanctioned activities or events, when students are being transported in vehicles dispatched CCDS or one of its schools, and off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. As used in this policy, "illegal drugs" are all substances defined under either federal statutes as "drugs" or "controlled substances," or state statutes as a controlled substance including marijuana or marijuana concentrate as well as counterfeit or synthetic illegal drugs and substances falsely represented as being drugs. As used in this policy, "drugs" also are legal and illegal drugs not properly possessed under state or federal law. An exception to this policy will be made for the administration of medical marijuana in accordance with state law and district policy. As per Florida Statute 1006.09(8): School personnel are REQUIRED to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance as defined in s. 893.02; any counterfeit controlled substance as defined in s. 831.31; any alcoholic beverage as defined in s. 561.01(4); or model glue. School personnel are exempt from civil liability when reporting in good faith to the proper school authority suspected unlawful use, possession, or sale by a student. Only a principal or principal's designee is authorized to contact a parent or legal guardian of a student regarding this situation.

Compliance with the standards of conduct set forth in this policy and its accompanying regulations are mandatory for all students. A violation shall subject a student to appropriate disciplinary action, up to and including expulsion and referral for prosecution. For tobacco violations, students may have the option to complete an alternative to suspension program, in lieu of other disciplinary procedures.

All students, families, and community members are expected to be aware of the prohibited conduct addressed in district policy and comply with the prohibitions. Failure to comply may result in student discipline up to and including expulsion; or family member or community member trespass from district property.

"School property" means all property owned, leased, rented, or otherwise used or contracted for by a school. This includes, but is not limited to: all buildings used for instruction, administration, support services, maintenance, or storage; the grounds surrounding those buildings if the school is authorized to exercise dominion and control over the grounds; and all vehicles used by the school for transporting students, workers, visitors, or other persons.

"Tobacco product" means any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested, inhaled, or applied to the skin of an individual. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product. However, due to the wide range of nicotine levels available in tobacco cessation products, the school may request a written document from a medical

Commented [WU47]: This section carries some of the old language and has been updated and reformatted for the scope of this Handbook.

provider, for anyone under the age of 18, detailing dosage recommendation for tobacco cessation product use. "Use" means the lighting, chewing, smoking, inhaling, vaporizing, ingesting or application of any other tobacco substance.

WEAPONS IN SCHOOL

The possession and/or use of a weapon by a student is detrimental to the welfare and safety of students and school personnel within the district. Carrying, bringing, using, or possessing a weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without the authorization of the school or the school district is prohibited.

FIREARMS

Any student who is determined to have brought a firearm or weapon (as defined in Chapter 790.115(1), F.S.) to school, onto any school ground (including parking areas), to any school function, or onto any school-sponsored transportation and for making threats or false reports against a person or persons (as defined in F.S. 790.162 and 790.163) is automatically recommended to be expelled for not less than one full year.

The Superintendent may consider the one year expulsion on a case by case basis and request the School Board to modify the requirement, including placement in an alternative program if in the best interest of the student and school system.

- Possession of an artificial firearm is an automatic suspension and possible expulsion recommendation to the Superintendent.

STRIKING OR THREATENING SCHOOL BOARD EMPLOYEE

Infractions include:

- Striking a school board employee.
- Threatening or attempting bodily harm when the person being threatened feels that the threat is real and may be carried out.

Procedures for investigating the striking or threatening of school district employees will include, but no be limited to, the following:

- Collect all relevant information, including witness statements.
- Consult with law enforcement at staff member's direction; school administration and the district Human Resources office should assist the staff member if needed in notifying CCEA or CESPA.
- Notify parent of incident; notice the family with certified letter of principal review.
- Issue suspension notice with recommendation for expulsion (see ESE guidelines if student is a Student with Disabilities; a ten-day recommended suspension must be addressed at the district meeting).
- Notify Hearing Office by sending paperwork and recommendations.
- Recommendations may include temporary placement in an appropriate alternative setting prior to any district-level hearing.
- The Superintendent or designee will convene the District Discipline Review Committee to investigate the incident. The Superintendent or designee will select the members of the committee, including members of the Clay County Education Association (CCEA) or Clay Educational Staff Professional Association Local 7409 (CESPA) when the injured staff member presses charges. If the district employee chooses to press charges, they can attend the district-wide meeting.

Commented [WU48]: This section carries some of the old language and has been updated and reformatted for the scope of this Handbook.

Commented [WU49]: This section carries some of the old language and has been updated and reformatted for the scope of this Handbook.

Commented [WU50]: This is mostly carried over from the previous version but adds language in the second bullet describing that school admin and HR assist the teacher.

- The student must attend the review meeting. Unusual circumstances that prevent their participation should be processed as part of the discipline backup material.
- The committee will present its findings to the Superintendent through the Hearing Office for his expulsion recommendation to the School Board.

DISCIPLINE ACTION MATRIX

All infractions can be paired with multiple actions as set forth in the guidelines for assessing consequences student misconduct. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than ones stated in the guidelines if it is determined that there are mitigating or aggravating circumstances.

The nature of the misbehavior and the student's past disciplinary record may be considered in disciplinary action under progressive discipline. *Students may be referred for mental health services as indicated by need and history.* The school district employee who is supervising the student or who observes the misbehavior should intervene in the misconduct. If repeated misbehavior or further action is necessary the school district employee should refer the student to the school administrator. After hearing the student's explanation, consulting with staff members and investigating as necessary, the administrator will decide on disciplinary action.

Following are actions/interventions that can be used to address student misconduct. Each action/intervention is coded in the SIS to guide the user when choosing which action/intervention to apply. ALL INFRACTIONS REQUIRE PARENT CONTACT SUCH AS A CONFERENCE. More than one action/intervention can be used for a single incident. Inside the parentheses next to an action is the maximum number of days recommended for that action.

It is strongly encouraged that an action/intervention that is focused on building better coping skills or desired behavior be used when an exclusionary action is also utilized.

ELEMENTARY

Elementary Level 0			
Incident Description	1 st Incident	2 nd Incident	3 rd + Incident
BIT: Behavior Incident Tracking	<ul style="list-style-type: none"> • Restorative Practices • Confiscation • Letter of Apology • School Defined: Consequence 	<ul style="list-style-type: none"> • Conference • Restorative Practices • Confiscation • Letter of Apology • Silent Lunch • School Defined: Consequence 	<ul style="list-style-type: none"> • Conference • Restorative Practices • Confiscation • Letter of Apology • Silent Lunch • School Defined: Consequence • Behavior Contract • Detention • Consultation(s)
MUL: Multiple Level 2 Referrals	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office

Commented [WU51]: This is a new section compared to the previous version, but incorporates language from the Assessing Consequences for Infraction section of the old Code.

Commented [WU52]: These next three tables, ELEMENTARY, SECONDARY, and ACTION MATRIX, are all new to the Handbook design.

	<ul style="list-style-type: none"> • Consultation • ISS(3) • OSS(1) 	<ul style="list-style-type: none"> • Consultation • ISS(3) • OSS(1) 	
SAO: Felony Charges filed outside of the school	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office
VBC: Violation of Behavior Contract	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • ISS(3) • OSS(1) 	<ul style="list-style-type: none"> • Restorative Practices • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(3) 	<ul style="list-style-type: none"> • Restorative Practices • Behavior Contract • Detention • Loss of Privileges • Consultations • Hearing Office • ISS(10) • OSS(10)
UBL: Unsubstantiated Bullying	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • Consultations 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • Consultations
UHR: Unsubstantiated Harassment	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • Consultations 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • Consultations
Elementary Level 1			
Incident Description	1st Incident	2nd Incident	3 + Incident
DRS: Dress Code Violation	<ul style="list-style-type: none"> • Restorative Practices 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Behavior Contract • ISS(1)
PRO: Profanity/Obscene Language or Gesture	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Behavior Contract • ISS(1)
FLS: Providing False Information/Forgery	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • ISS(1) 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Behavior Contract • Detention • ISS(3) 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Behavior Contract • Detention • ISS(5)
SKP: Skipping Class	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Detention 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Detention 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Detention • Behavior Contract • Consultations • ISS (1)
RTF: Response to a Confrontation/Combatant	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Detention • ISS(1) 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Detention • ISS(3) 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Detention

			<ul style="list-style-type: none"> • Behavior Contract • ISS(3)
TAR: Tardy	<ul style="list-style-type: none"> • Parent/Guardian Contact 	<ul style="list-style-type: none"> • Parent/Guardian Contact 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Attendance Contract • Detention
VCR: Violation of Classroom Rule	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Behavior Contract • Detention • ISS(2) 	<ul style="list-style-type: none"> • Restorative Practices • Loss of Privileges • Behavior Contract • Detention • ISS(5)
Elementary Level 2			
Incident Description	1st Incident	2nd Incident	3 + Incident
ABS: Abuse of School Property - vandalism under \$1000	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • ISS(3) • OSS(1) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(3) • BUS Suspension(5) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) • BUS Suspension(10)
DEF: Defiance/Disrespect Insubordination	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Detention • Loss of Privileges • Consultations • ISS(3) • OSS(1) 	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(5) • OSS(3) • BUS Suspension(3) 	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(5) • OSS(5) • BUS Suspension(10)
DSP: Dispute/ Student to Student Confrontation	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(3) • BUS Suspension(5) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(10) • OSS(5) • BUS Suspension(10) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(10) • OSS(10)

	<ul style="list-style-type: none"> Threat Assessment 	<ul style="list-style-type: none"> Threat Assessment 	<ul style="list-style-type: none"> BUS Suspension(10) Threat Assessment Hearing Office
LVS: Leaving School without Permission	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence Detention Loss of Privileges Consultations ISS(3) 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Attendance Contract Detention Loss of Privileges Consultations ISS(5) 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Attendance Contract Detention Loss of Privileges Consultations ISS(10) Hearing Office
POS: Possession of Inappropriate Object	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Detention Loss of Privileges Consultations ISS(5) OSS(3) 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(10) OSS(5) 	<ul style="list-style-type: none"> OSS (10) Hearing Office
SPE: Student uses Profanity or Gesture/School Board Employee	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Detention Loss of Privileges Consultations ISS(5) OSS(2) 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(5) OSS(5) 	<ul style="list-style-type: none"> OSS (10) Hearing Office
STP: Stealing/Petty Theft < \$300	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Detention Loss of Privileges Consultations ISS(3) OSS(3) 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(5) OSS(5) 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(10) OSS(10) Hearing Office
IAC: Inappropriate Conduct	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Detention 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S.

	<ul style="list-style-type: none"> • Loss of Privileges • Consultations • ISS(3) • OSS(3) 	<ul style="list-style-type: none"> • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) 	<ul style="list-style-type: none"> • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(10) • OSS(10) • Hearing Office
Elementary Level 3			
Incident Description	1 st Incident	2 nd Incident	3 + Incident
IDT: Identity Theft	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(2) • OSS(2) • Hearing Office 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) • Hearing Office 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office
OMC: Other Major	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) • Hearing Office 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) • Hearing Office 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office
SCE: Student Confrontation/School Board Employee – nonphysical	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) • Hearing Office 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	
TEC: Inappropriate use of Technology	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(3) • OSS(3) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office

	<ul style="list-style-type: none"> Hearing Office 	<ul style="list-style-type: none"> Hearing Office 	
BRK: Breaking & Entering/Burglary	<ul style="list-style-type: none"> OSS (10) Hearing Office 		
BUL: Bullying/Cyberbullying	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(3) OSS(3) Hearing Office 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(5) OSS(5) Hearing Office 	<ul style="list-style-type: none"> OSS (10) Hearing Office
DOC: Disruption on Campus - Major Disorderly Conduct	<ul style="list-style-type: none"> OSS (10) Hearing Office 		
FIT: Fighting	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(10) OSS(5) BUS Suspension(5) 	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(10) OSS(10) BUS Suspension(10) 	<ul style="list-style-type: none"> OSS (10) Hearing Office
HAR: Harassment	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(3) OSS(3) BUS Suspension(3) 	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(5) OSS(5) BUS Suspension(5) 	<ul style="list-style-type: none"> OSS (10) Hearing Office
HAZ: Hazing	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(3) OSS(3) BUS Suspension(5) 	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(5) OSS(5) BUS Suspension(5) 	
PHA: Physical Attack – including school board personnel	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. 	<ul style="list-style-type: none"> OSS (10) Hearing Office 	

	<ul style="list-style-type: none"> • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(5) • OSS(5) • BUS Suspension(5) 		
SXO: Sexual Offenses	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(5) • OSS(5) • BUS Suspension(5) 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	
TBC: Tobacco	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(5) • OSS(5) • BUS Suspension(5) 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	
TRE: Threat/Intimidation	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	

Elementary Level 4

INCIDENT DESCRIPTION	1 st Incident	2 nd Incident	3 + Incident
ALC: Alcohol	OSS (10) Hearing Office		
ARS: Arson	OSS (10) Hearing Office		
BAT: Battery	OSS (10) Hearing Office		
DRD: Drug Sale Distribution; excluding alcohol	OSS (10) Hearing Office		
DRU: Drug Use Possession; excluding alcohol	OSS (10) Hearing Office		
HOM: Homicide	OSS (10) Hearing Office		
KID: Kidnapping	OSS (10) Hearing Office		
ROB: Robbery/Extortion	OSS (10) Hearing Office		
STL: Larceny/Theft > \$300, including Motor Vehicle Theft	OSS (10) Hearing Office		

SXA: Sexual Assault	OSS (10) Hearing Office		
SXB: Sexual Battery	OSS (10) Hearing Office		
SXB: Sexual Harassment	OSS (10) Hearing Office		
TRS: Trespassing	OSS (10) Hearing Office		
VAN: Vandalism > \$1000	OSS (10) Hearing Office		
WPO: Weapon Possession	OSS (10) Hearing Office		

SECONDARY

Secondary Level 0			
Incident Description	1 st Incident	2 nd Incident	3 + Incident
BIT: Behavior Incident Tracking	<ul style="list-style-type: none"> Restorative Practices Confiscation Letter of Apology School Defined: Consequence 	<ul style="list-style-type: none"> Conference Restorative Practices Confiscation Letter of Apology Silent Lunch School Defined: Consequence 	<ul style="list-style-type: none"> Conference Restorative Practices Confiscation Letter of Apology Silent Lunch School Defined: Consequence Behavior Contract Detention Consultation(s)
MUL: Multiple Level 2 Referrals	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges ISS(5) OSS(5) 	<ul style="list-style-type: none"> OSS (10) Hearing Office 	
SAO: Felony Charges filed outside of the school	<ul style="list-style-type: none"> OSS (10) Hearing Office 	<ul style="list-style-type: none"> OSS (10) Hearing Office 	<ul style="list-style-type: none"> OSS (10) Hearing Office
VBC: Violation of Behavior Contract	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges ISS(3) OSS(1) 	<ul style="list-style-type: none"> Restorative Practices Behavior Contract Detention Loss of Privileges Consultations ISS(5) OSS(3) 	<ul style="list-style-type: none"> Restorative Practices Behavior Contract Detention Loss of Privileges Consultations Hearing Office ISS(10) OSS(10)

UBL: Unsubstantiated Bullying	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence Consultations 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence Consultations
UHR: Unsubstantiated Harassment	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence Consultations 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence Consultations

Secondary Level 1

Incident Description	1 st Incident	2 nd Incident	3 + Incident
DRS: Dress Code Violation	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Behavior Contract ISS(1)
PRO: Profanity/Obscene Language or Gesture	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Behavior Contract ISS(1)
FLS: Providing False Information/Forgery	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges ISS(1) 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Behavior Contract Detention ISS(3) 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Behavior Contract Detention ISS(5)
SKP: Skipping Class	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Detention 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Detention 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Detention Behavior Contract Consultations ISS (1)
RTF: Response to a Confrontation/Combatant	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Detention ISS(1) 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Detention ISS(3) 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Detention Behavior Contract ISS(3)
TAR: Tardy	<ul style="list-style-type: none"> Parent/Guardian Contact 	<ul style="list-style-type: none"> Parent/Guardian Contact 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Attendance Contract Detention
VCR: Violation of Classroom Rule	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Behavior Contract Detention ISS(2) 	<ul style="list-style-type: none"> Restorative Practices Loss of Privileges Behavior Contract Detention ISS(5)

Secondary Level 2

Incident Description	1 st Incident	2 nd Incident	3+ Incident
ABS: Abuse of School Property - vandalism under \$1000	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(5) OSS(3) BUS Suspension(10) 	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(5) OSS(5) BUS Suspension(10) 	<ul style="list-style-type: none"> OSS (10) Hearing Office
DEF: Defiance/Disrespect Insubordination	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Detention Loss of Privileges Consultations ISS(3) OSS(1) 	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(5) OSS(3) BUS Suspension(10) 	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(5) OSS(5) BUS Suspension(10)
DSP: Dispute/ Student to Student Confrontation	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(10) OSS(5) BUS Suspension(5) Threat Assessment 	<ul style="list-style-type: none"> School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations FEP ISS(10) OSS(10) BUS Suspension(10) Threat Assessment 	<ul style="list-style-type: none"> OSS (10) Hearing Office
LVS: Leaving School without Permission	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence Detention Loss of Privileges Consultations ISS(3) 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Attendance Contract Detention Loss of Privileges Consultations ISS(5) 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Attendance Contract Detention Loss of Privileges Consultations ISS(10) Hearing Office
POS: Possession of Inappropriate Object	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. 	<ul style="list-style-type: none"> OSS (10) Hearing Office

	<ul style="list-style-type: none"> • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(3) 	<ul style="list-style-type: none"> • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(10) • OSS(5) 	
SPE: Student uses Profanity or Gesture/School Board Employee	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(2) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office
STP: Stealing/Petty Theft < \$300	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Detention • Loss of Privileges • Consultations • ISS(3) • OSS(3) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(10) • OSS(10) • Hearing Office
IAC: Inappropriate Conduct	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Detention • Loss of Privileges • Consultations • ISS(3) • OSS(3) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) 	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(10) • OSS(10) • Hearing Office
Secondary Level 3			
Incident Description	1st Incident	2nd Incident	3 + Incident
IDT: Identity Theft	<ul style="list-style-type: none"> • Restorative Practices • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • ISS(5) • OSS(5) 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	

	<ul style="list-style-type: none"> Hearing Office 		
OMC: Other Major	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(5) OSS(5) Hearing Office Threat Assessment 	<ul style="list-style-type: none"> OSS (10) Hearing Office 	
SCE: Student Confrontation/School Board Employee – nonphysical	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(5) OSS(5) Hearing Office Threat Assessment 	<ul style="list-style-type: none"> OSS (10) Hearing Office 	
TEC: Inappropriate use of Technology	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(3) OSS(3) Hearing Office 	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(5) OSS(5) Hearing Office 	<ul style="list-style-type: none"> OSS (10) Hearing Office
BRK: Breaking & Entering/Burglary	<ul style="list-style-type: none"> OSS (10) Hearing Office 		
BUL: Bullying/Cyberbullying	<ul style="list-style-type: none"> Restorative Practices School Defined: Consequence School Defined: A.T.O.S.S. Behavior Contract Detention Loss of Privileges Consultations ISS(3) OSS(3) Hearing Office Threat Assessment 	<ul style="list-style-type: none"> OSS (10) Hearing Office 	
DOC: Disruption on Campus - Major Disorderly Conduct	<ul style="list-style-type: none"> OSS (10) Hearing Office 	<ul style="list-style-type: none"> OSS (10) Hearing Office 	

FIT: Fighting	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(10) • OSS(5) • BUS Suspension(5) • Threat Assessment 	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(10) • OSS(10) • BUS Suspension(10) • Threat Assessment 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office
HAR: Harassment	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(5) • OSS(5) • BUS Suspension(5) • Threat Assessment 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	
HAZ: Hazing	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
PHA: Physical Attack – including school board personnel	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(5) • OSS(5) • BUS Suspension(5) • Threat Assessment 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	
SXO: Sexual Offenses	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(5) • OSS(5) • BUS Suspension(5) 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	
TBC: Tobacco	<ul style="list-style-type: none"> • School Defined: Consequence • School Defined: A.T.O.S.S. 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	

	<ul style="list-style-type: none"> • Behavior Contract • Detention • Loss of Privileges • Consultations • FEP • ISS(5) • OSS(5) • BUS Suspension(5) 		
TRE: Threat/Intimidation	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 	
Secondary Level 4			
Incident Description	1st Incident	2nd Incident	3 + Incident
ALC: Alcohol	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
ARS: Arson	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
BAT: Battery	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
DRD: Drug Sale Distribution; excluding alcohol	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
DRU: Drug Use Possession; excluding alcohol	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
HOM: Homicide	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
KID: Kidnapping	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
ROB: Robbery/Extortion	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
STL: Larceny/Theft > \$300, including Motor Vehicle Theft	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
SXA: Sexual Assault	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
SXB: Sexual Battery	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
SXB: Sexual Harassment	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
TRS: Trespassing	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
VAN: Vandalism > \$1000	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		
WPO: Weapon Possession	<ul style="list-style-type: none"> • OSS (10) • Hearing Office 		

ACTION MATRIX

Category	Action	Duration
Parent Involvement	Parent Phone Call	
Parent Involvement	Admin/Parent/Student Conference	
School Defined	School Defined: Consequence	
School Defined	School Defined: Restorative Practice	
School Defined	School Defined: Alternative to Suspension	1-3 days

		1-5 days 1-10 days
Restorative Practice	Reflection Sheet	
Restorative Practice	Apology Letter (required for each infraction)	
Restorative Practice	Restitution	
Restorative Practice	School Chores	1-3 days 1-5 days 1-10 days
Restorative Practice	Peer Mediation	
Contract	Attendance Contract	
Contract	Behavior Contract	
Removal	Silent Lunch	
Detention	Detention: Class	1-3 days 1-5 days
Detention	Detention: After School	1-3 days 1-5 days
Detention	Detention: Saturday	
Removal	Loss of Privilege(s)/Extracurricular Activities	1-3 days 1-5 days 1-10 days
Consultation	ESE Department Collaboration	
Consultation	Referral to Guidance Services	
Consultation	Referral for Social Work or Mental Health	
Consultation	Referral to Family Education Program	
Consultation	Referral to Hearing Office School Bus Suspension	
Suspension	School Bus Suspension	1-3 days 1-5 days 1-10 days bus expulsion
Suspension	In-School Suspension	1-3 days 1-5 days 1-10 days
Suspension	Out-of-School Suspension	1-3 days 1-5 days 1-10 days
Alt School	Alternative School Placement	
Expulsion	Expulsion	

DISCIPLINE & STUDENTS WITH DISABILITIES

The School District of Clay County is committed to providing all students with disabilities a free, appropriate public education. While this commitment includes all aspects of the disabled students learning experience, it in no way lessens the School Board's intention to maintain a safe, orderly environment for the entire student and staff population. Additionally, the School Board believes that the implementation of thoughtful, carefully constructed disciplinary procedures is a necessary component of student education.

Commented [WU53]: This information was carried over intact; only formatting and edits were made to the language.

Formal disciplinary actions described in the Clay County Code of Student Conduct may be used with students with disabilities when trained professionals have evidence that such strategies are appropriate to the student's conduct and contribute to his learning process. When necessary to ensure the overall safety, welfare, and/or order of the school environment, a student with disabilities may be subjected to short-term suspension with all alternative procedures and safeguards affirmed. More serious violations may result in a recommendation for expulsion and/or an administrative placement in an Alternative Exceptional Education setting.

When working with students with disabilities, the goal is to focus on proactive strategies using positive behavioral interventions and supports with an intentionally reduced focus on exclusionary methods (i.e. out-of-school suspension). Individualized Education Plan (IEP) or 504 teams must convene when a student reaches his or her fifth day of out-of-school suspension in order to proactively address the student's needs. Teams may convene any time prior to the fifth day of suspension if the need is warranted.

Procedures which govern a change of placement generally follow these guidelines:

- The district prohibits any student with a disability from being suspended out-of-school for more than ten (10) consecutive days or ten (10) cumulative days within a school year. Any disciplinary removal of a student with a disability for more than ten (10) days in a school year is considered a change of placement. If a decision is made that a change of placement will occur for a student with a disability, the student's IEP or 504 team will be convened to conduct a manifestation determination review.
- Students with disabilities who have been determined to have committed certain Level III or Level IV infractions of the Code of Student Conduct may be recommended for expulsion.
- A group of professionals trained to provide input regarding the student's disabling condition documents evidence that the on-campus expellable event is not a manifestation of this condition. The group shall include the school psychologist, appropriate Exceptional Student Education (ESE) personnel, and administrative representation of the referring campus. ▢ This group shall convene with the parents of the student recommended for expulsion to generate an appropriate Individualized Education Plan or 504 Plan.
- If it is determined that the offense is a manifestation of the disabling condition, the student may not be expelled, but may be provided services for a limited time in an alternative setting. The setting will be determined by an IEP or 504 Plan committee. For Students with Disabilities, appropriate goals and objectives to address the inappropriate behavior(s) will be reviewed or generated and will be implemented in the resulting educational setting.
- In addition to the student's placement in an appropriate ESE Program or 504 Plan, there is documented evidence of the availability of necessary support services and concentrated alternatives. Furthermore, a Functional Behavior Assessment/ Positive Behavior Support Plan (FBA/PBSP) is to be generated or reviewed and added to the IEP. For students with 504 Plan, a behavior plan will be generated or reviewed.
- A district-wide discipline hearing may be held to consider the Principal's recommendations to the Superintendent.
- The recommendations will be based on the Statement of Manifestation and the determination of eligibility for expulsion.
- After a review of the following documentation by the ESE Director or Student Services staff, the Superintendent may notify the parents (regarding) the Clay County School Board hearing schedule and the rights accorded the student at the hearing:
 - Statement of Manifestation
 - Current IEP, including relevant matrix amendments, or 504 Plan
 - Least Restrictive Environment (LRE)
 - Functional Behavior Assessment/Positive Behavior Support Plan
- All Due Process Rights and Procedures are granted to students with disabilities.

- Under no circumstances shall expulsion of a student with disabilities result in a complete cessation of educational services. Students will be provided an alternative setting in order to insure that the IEP or 504 Plan is continued.

NOTE: In reference to students with a 504 Plan, the consequences for drug or alcohol use or possession by any student with a disability are not different from non-disabled students.

STUDENTS CHARGED WITH FELONY

Pursuant to Section 1006.09(2), Florida Statutes, a student charged with a felony or delinquent act that would be a felony if committed by an adult, whether it occurred on or away from school board property, may be suspended or assigned to an alternative education program. Such assignment may be made upon determination that the student is eligible according to federal and state program criteria, and:

- the nature of the offense is such that the student poses a threat to safety of other students or personnel at school
- the student's safety is at risk by remaining in school or at a school-sponsored event with other students.

A principal can initiate this process in writing through the Hearing Office under authority of F.S. 1001.54 and guidance of F.S. 1006.13(6). Suspension pursuant to this process shall not affect the delivery of educational services to the student and the student shall be enrolled in an alternative education program. Students who are eligible for services under the IDEA or Section 504 of the Americans with Disabilities Act are subject to those procedural safeguards. The recommendation of the principal to exercise this policy *must* be approved by the principal supervisor.

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STUDENT SAFETY

THREAT MANAGEMENT ASSESSMENT

In support of maintaining school safety, staff will investigate reports of, or evidence regarding, student behavior on or off school grounds that could pose a threat to the safety or welfare of other students or staff.

Threatening or potentially dangerous behavior may include verbal, written, or non-verbal communications or gestures. Threats may be direct, indirect, conditional, or veiled. Threats may be communicated in person, electronically, through a third party, or by other intentional or unintentional means.

In assessing the potential level of danger of a student's behavior, school staff may conduct a threat assessment following district policy. Families may be invited to assist school staff in completing the assessment. However, family refusal to assist staff in completing the assessment will not prevent staff from completing those parts of the assessment about which staff is knowledgeable. Clay County District Schools may also make a determination of risk based on information received from law enforcement agencies, court personnel, mental health professionals, human services, or other agency partners.

Families will be notified when a threat assessment is being conducted, or as soon as possible after such assessment has been conducted, regarding their student. Records of student threat management assessments shall be provided to families upon request. Students may be required to participate in the development of a safety plan and comply with such plan.

FORTIFYFL

FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials. It is available on the CCDS student portal, and may be downloaded to any portable device through the FLDOE website.

RANDOM SEARCHES

School officials or school employees designated by the principal may conduct random searches of groups of individuals if the checks are done in a minimally intrusive, nondiscriminatory manner (e.g., on all students in a randomly selected class; on every third individual entering an athletic event, etc.). Random searches may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal container, object, or weapon, he or she may conduct a metal detector check of the student's person and personal effects.

A student's failure to permit a search as provided in this policy will be considered grounds for disciplinary action, including suspension.

School personnel may conduct a search of a student's possessions, a student's locker, or any other storage area on school property or student vehicle without a warrant when school personnel have reasonable suspicion that illegal, prohibited, harmful items or substance, or stolen property may be concealed in such location. School personnel have the

Commented [WU55]: THIS SECTION IS A COMBINATION OF NEW LANGUAGE AND INCORPORATING LANGUAGE FROM THE 2018-29 COSC.

Commented [WU56]: THIS IS NEW LANGUAGE.

NOTE: Procedures are being qualified that we hope to include in links after your review in the Fall of 2019.

Commented [WU57]: THIS IS NEW LANGUAGE.

Commented [WU58]: This section includes information from the previous version but with language updates and formatting.

authority to search a student's possessions upon reasonable suspicion if the student refuses to reveal the contents inside.

School personnel are encouraged to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substances, or stolen property, but may proceed with a search without a student's consent, upon reasonable suspicion of a prohibited or illegally-possessioned substance or object.

Principals are authorized to request from law enforcement the need to utilize trained dogs to detect the presence of illegally possessioned substances or objects in student lockers, in student automobiles parked on campus, and any student possession that is located on campus per Florida Statute 1006.09(9).

FAMILY BEHAVIOR & EXPECTATIONS

All Clay County District Schools students and staff deserve to learn and work in an environment free from disruption, threat or intimidation. Family members and adult visitors will display appropriate and professional adult behavior in schools, during school events and at sanctioned school activities at all times. In accordance with Florida law, failure of a family member or adult visitor to act appropriately may result in the violator being prohibited (trespassed) from being on school property or attending any school sanctioned events. In cases of significant disruption, law enforcement will be contacted regarding the matter.

STUDENT HEALTH

IMMUNIZATION

The Florida Department of Health has published the [2019-20 School Entry Immunization Requirements](#) on their website, along with multiple resources to help families navigate the [Immunization Guidelines](#) for school-age and preschool/daycare requirements. There is a [FAQ](#) section to assist in this process.

A Certificate of Immunization (DH 680) indicating compliance with the current required schedule of immunizations must be presented prior to enrollment in school. **A physical exam (performed within 1 year prior to initial enrollment in Florida public or private schools) is required** for all students new to the district. (FS 1003.22)

HEALTH SERVICES/SCREENINGS

At the beginning of each school year, the Clay County Schools and the Florida Department of Health in Clay County are required, by law, (F.S. 381.0056) to inform parents of the health screening program. This program is carried out to appraise, protect and promote the health of students through assisting in the early identification of health problems in the areas of hearing, vision, growth & development, dental, mental health, and scoliosis. These screenings are limited to procedures that do not penetrate the skin or any body orifice (i.e., any invasive screening requires written parent permission). Written requests for exemption for these services should be made to your local school within fifteen (15) days of registration.

LIVE LICE POLICY

The Florida Department of Health in Clay County is committed to utilizing best practice recommendations for lice management in schools in a manner that respects the privacy of students and families. No Clay County District School (CCDS) personnel, parents of other students or unauthorized personnel other than clinic staff and school principal (on a need to know basis) will be notified of a student having lice/nits. Lice exclusions are viewed as necessary only when excessive infestations (more than 10 live lice, diagnosed by a treating health care provider) are present or there is lack of follow up with treating lice.

Per the Centers for Disease Control and Prevention, head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. For more information, go to [head lice information for schools from the CDC](#).

Both the [American Academy of Pediatrics \(AAP\)](#) and the [National Association of School Nurses \(NASN\)](#) offers the following information and advocates that school districts review policies regularly based on the following reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as 'casings'.
- Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
- Misidentification of nits is very common during nit checks conducted by nonmedical personnel.
- Lice are typically not spread within the school setting. Lice transmission requires close head-to-head contact or the sharing of personal hair related items.

Commented [WU59]: This is using much of the same language from the previous version but with updates and formatting to include more links.

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School health room staff responsibilities regarding lice in schools:

- Educate school staff regarding head lice causes, treatment and common misconceptions such as:
 - Getting head lice is not related to cleanliness of the person or his/her environment.
 - Head lice are mainly spread by direct contact with the hair of an infested person.
 - Head lice are not known to transmit disease.
 - Head lice move by crawling, not hopping or flying.
 - Head lice are not reportable to the public health departments unless there are other communicable disease related concerns.
- Educate students and their families about how to prevent lice and what to do if a family member has lice.
- Collaborate with the Public Health Department or other resources in planning assistance to families who have chronic infestation.

Treatment:

If you suspect a child has head lice, it's important to encourage the parent(s)/guardian(s) to consult with a pediatrician or family physician for proper care as soon as possible. Treatment failure may be caused by lack of response to a treatment, incorrect product usage, misdiagnosis of the original condition, or re-infestation. To help avoid these pitfalls, the physician can confirm the diagnosis, discuss treatment options, provide an appropriate recommendation, and advise parent(s)/guardian(s) on how to properly use the medication.

Key treatment considerations:

- A common approach to head lice treatment is to use an over-the-counter (OTC) medication. While these treatments have been effective in the past, resistance to some OTC head lice treatments has been reported in recent years. A 2016 study showed that 48 states now have lice that may be genetically predisposed to resistance to commonly used treatments.
- There are new prescription treatment options available that are safe and do not require nit combing.
- Parent(s)/guardian(s) should closely follow treatment instructions. Using extra amounts or multiple applications of the same medication is not recommended, unless directed by a healthcare professional.
- Family bed linens and recently used clothes, hats, and towels should be washed in very hot water and dried on the highest setting.
- Personal articles such as combs, brushes, and hair clips should be soaked in very hot water (at least 130° F) for 5 to 10 minutes.
- All household members and other close contacts should be checked, and anyone with evidence of an active infestation should be treated. All persons with active head lice should be treated at the same time.

Communicating with families:

School nurses will help educate the community about head lice and treatment options, including OTC and prescription products, through letters to parents at the beginning of the school year or during a lice outbreak, handouts in the nurse's office, and presentations during parent-teacher nights.

School nurses can also help prevent stigmatization in the community by spreading the word that head lice infest children from all backgrounds and walks of life. Anyone can get head lice, no matter how clean their home or hair is, or where they live or go to school or play.

Head Lice Protocol:

- When live lice are identified, the child's parent or guardian WILL be notified that same day by telephone stating that prompt, proper treatment must be completed before return to school after live lice diagnosis.

- There are many acceptable treatment options; however, treatment with a product that is both a pediculicide as well as ovicidal is the surest way to kill lice and prevent further re-infestation.
- **Student will not be allowed to return to school until proof of treatment is presented by parent(s)/guardians(s). Acceptable proof of treatment is a health care provider note, receipt from purchase of over-the-counter lice treatment or visual confirmation from CCDS health room staff of no live lice on scalp upon students return to school.**
- Notification letters should be sent home to alert parents only if a high percentage (20% or more) of children in a classroom are infested with lice.

HOME RESPONSIBILITIES FOR GENERAL HEALTH **UPDATES**

It is the responsibility of the parent(s)/guardian to notify the school of any health condition of their student(s) which may require medication, treatment, or monitoring at school or on school-sponsored trips or activities.

It is the responsibility of the parent(s)/guardian to submit a properly executed "Authorization for Medication/Treatment" form (MIS 12470) to school administration if their student requires medication (including over the counter) or treatment to be given during the school day. Parents will be responsible for delivery and retrieval of medications to the school nurse/health designee. No medications are to be transported via the school bus system. All medications to be administered by school personnel shall be received and stored in the ORIGINAL container; this includes over-the-counter medications.

It is the responsibility of the parent(s)/guardian to notify the school immediately of any chronic or acute medical conditions a child may have and of any necessity for a child to be allowed to self-medicate during the school day. Health Services Manual may be viewed at www.clay.k12.fl.us/PDF/health_manual.pdf.

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OTHER IMPORTANT INFORMATION FOR FAMILIES

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FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The revised Family Educational Rights and Privacy Act (FERPA) became a Federal law in November, 1974 (amended 1976). The intent of this law is to protect the accuracy and privacy of student educational records. The Clay County School Board has adopted a policy for the implementation of this Act and the Superintendent of Schools has approved administrative procedures for this purpose.

Accordingly, this notice outlines the type of student information collected and how that information is maintained and released. It further indicates the school officials who have the responsibility to follow appropriate procedures regarding the information.

Section 1003.25 and Section 1002.22, F.S. mandates that each principal maintain a permanent cumulative record for each student enrolled in a public school. Such records are to be maintained according to a format prescribed by rules of the State Board of Education. These State Board Rules also define the data which must be kept.

WHAT INFORMATION IS IN A STUDENT'S RECORD?

Education records of a student include but are not necessarily limited to: personally identifiable data (student and parent name, address, birth date, birthplace, sex, race), academic record, standardized test results, attendance records, health data, family background information, teacher or counselor ratings and observation, psychological reports, extra-curricular activities, honors and awards, list of schools attended, and any other evidence, knowledge, or information recorded in any medium and maintained and used by an educational institution or by a person acting for such institution. The principal may maintain a separate disciplinary file for students involved in misconduct to include, but not be limited to, description of misconduct, suspension notices, records of action taken, etc. As amended by NCLB (No Child Left Behind), the district will transfer disciplinary records, with respect to a suspension or expulsion, as part of the student's educational record to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full-or part-time basis, in the school (Section 4155 of the Elementary and Secondary Education Act of 1965). Confidential records created by the Department of Juvenile Justice are not included in a Student's Educational record. The destruction of student records is in accordance with a retention schedule approved by the Bureau of Archives.

WHO HAS ACCESS TO STUDENT RECORDS?

Those persons having access to student records are the School Board, the Superintendent, school personnel within a school or school district with a legitimate educational interest and others specified by Section 1002.22 F.S. A Record of Request shall be maintained in the records. These records are maintained under the direction of the principal.

WHAT ARE THE RIGHTS OF A PARENT OR ADULT STUDENT?

According to (34C.F.R. § 300.20), a parent means:

- A natural or adoptive parent of a child;
- A guardian;
- A person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare); or
- A foster parent if the natural parent's authority to make educational decisions on the child's behalf has been extinguished under State law and the foster parent has an "ongoing, long-term parental relationship with the

child; is willing to make the educational decisions required of parents under the Act; and has no interest that would conflict with the interests of the child.”

Parents, legal guardians, or adult students (age 18 and/or in post-secondary education) have the right of access, right of waiver of access, right to revoke waiver of access, right to challenge and hearing, and right of privacy of records maintained on their child, and a right of a copy of the record (at the cost of reproduction).

Transfer, disclosure, or release of student records requires prior written consent of the parent of eligible student exceptions include:

- disclosures made to school officials with legitimate educational interests;
- disclosures made to another school at which the student intends to enroll;
- disclosures made to state or local education authorities for auditing or evaluating federal-or state-supported education programs, or enforcing relevant federal laws; and
- disclosures including information the school has designated as “directory information.”

A parent who wishes to review his/her child’s record should make an appointment with the principal or school counselor. School personnel are available to interpret student record information. All such requests will be honored by school officials as soon as possible. It is required that requests be honored within thirty (30) days. A copy of the Clay County Student Records Policy is available in all schools, and at the School Board offices in Green Cove Springs.

In case of divorce or legal separation, either parent may have access to a child’s educational record unless an appropriate court order to the contrary has been filed with the school.

Whatever rights are vested in the parent shall pass to the student whenever the student has attained eighteen (18) years of age or is attending a postsecondary educational institution, unless the student continues to be carried as a dependent on the parent’s income tax return. [Ref. 1002.22(3)] Students under age 18 may assume adult rights if they become married or are emancipated by court order. [Ref. F.S. 743.01 and 743.015] Note: Pregnant and parenting teens continue as minors unless they become married or emancipated by court order.

Parents or eligible students have the right to file a complaint with the Department of Health and Human Services concerning the alleged failure by the educational agency to comply with Section 438 of the Act. (200 Independence Avenue, S.W., Washington, D. C., 20207). F.S. 1000.21(5) defines “Parent” as: either or both parents, any guardian, or any person who is in a parental relationship to a student, or who is exercising supervisory authority in place of a parent over a student of public school age. The school district specific guidelines regarding “in-loco parentis” situation are detailed in School Board Policy 4.08.

ARE THERE ANY RECORDS WHICH THE SCHOOL CAN REFUSE TO SHOW A PARENT OR ELIGIBLE STUDENT?

The right to access does not pertain to the following educational records: teacher’s/counselor’s /administrator’s personal notes and records that are not accessible to any other person except a substitute of any such person; law enforcement records which are maintained solely for their purposes; personnel records, physician, psychologist, psychiatrist records, or other recognized professional or paraprofessional records that are maintained solely in connection with treatment; letters of recommendation/evaluation which were considered confidential and entered into the record prior to July 1, 1977. No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil’s or student’s fingerprints. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920; See additional details in F.S. 1002.22(2)(c)1-8.

WHAT INFORMATION IS RELEASED WITHOUT PARENT PERMISSION?

The School District of Clay County reserves the right for its agents to release “directory information” without prior permission of the parent or adult student. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Such information will be limited to name, address, telephone number (if listed), date and place of birth, field of study, age, participation in school sponsored activities, height and weight of athletic team members, dates of attendance, most recent school attended, and degrees and awards received.

This information relating to the student body in general may not be released to any individual or agency unless it is normally published for the public in general or to a business rendering services under contract with the School Board. Examples: the local newspapers, television, school newspaper, school yearbook, or military services.

Section 9528 of the No Child Left Behind (NCLB) Act requires local education agencies (LEAs) to provide military recruiters with the name, address, and telephone listing of secondary students. The District shall honor any request of a parent or eligible student to withhold any or all of the information relating to a particular student. Photographs are designated as directory information and annual yearbooks and other publications may customarily include student photographs. Parents or eligible students objecting to the use of specific directory information must notify the school principal of such objection in writing within the first month of the student’s enrollment.

Personally identifiable information may be disclosed, transferred, or released without prior consent of the parent or eligible student in connection with enrollment in another school, in emergency situations, application for financial aid, research, a state statute, or an accrediting organization; a court of competent jurisdiction in compliance with an order of that court, or a lawfully issued subpoena upon the condition that the pupil or student and his parent are notified of the order or subpoena in advance of compliance therewith by the educational institution.

In preparation of cases for prosecution under the Compulsory School Attendance and Child Welfare Law (F.S. 1003.21), the school system is authorized to release pertinent data in interpretative form to the State Attorney’s Office, to the Department of Juvenile Justice, and the appropriate court without parent consent.

CHILD ABUSE REPORTING

All employees and agents of the District School Board are authorized and mandated by Florida Statute 1006.061 to report all actual or suspected cases of child abuse, abandonment, or neglect to the Department of Children and Families, Central Abuse Hotline (1-800-962-2873), and to provide them with the necessary information to pursue such complaints. Employees have immunity from liability if they report such cases in good faith.

Student Surveys

No Child Left Behind (NCLB) requires Local Education Agencies (LEA’s) to notify parents and/or obtain parental consent prior to the administration of a student survey that is:

- part of an “applicable program” (funded in whole or in part by any program administered by the United States Department of Education (USDOE) require LEAs to obtain prior written consent of the parent.
- surveys that are created by a third party (funded by sources other than USDOE programs) required LEAs to adopt specific policies. (These surveys do not require prior written parental consent but instead require districts to offer parents the opportunity to opt the student out of participation.)

LEAs are required to make the survey instrument available for inspection by parents regardless of funding source.

By request of the State of Florida, school districts administer the Florida Youth Survey (FYS) which is funded from sources other than the USDOE. The district is required to offer parents the opportunity to opt their child out of the survey.

NOTICE OF CHILD FIND ACTIVITIES

The School District of Clay County will actively seek to locate exceptional students and maintain information on those students screened and identified as exceptional. The term "exceptional student" includes the mentally handicapped, the speech and language impaired, the deaf and hard-of-hearing, the blind and partially sighted, the physically impaired, the other health impaired, the emotionally handicapped, the gifted, the homebound or hospitalized and those with specific learning disabilities.

Information gathered may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, check lists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, and other professional personnel, and the child himself. The information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies.

Students are screened periodically for vision, hearing, speech, and academic achievement as the initial step in the process of identifying those students with suspected exceptionalities. If your child is considered for further testing, you will be invited to participate in the decision-making process in a Child Study Team meeting at your child's school. Before you are asked to give your permission, you will be informed of the purpose of the evaluation and the procedural safeguards made available to you.

Should you have any questions, please contact your child's principal or school counselor.

ESE Parent Notification

Notice of Procedural Safeguards for Parents of Student with Disabilities

As a parent you can access the electronic Procedural Safeguards on the district website at:

www.oneclay.net/wpcontents/uploads/2014/05/procedural-safeguards7.PDF. This provides information about Exceptional Student Educational programs regarding: notice, meetings, independent evaluations, records, mediation, hearings, administrative law judges, due process hearing rights, appeals of due process, placement during due process hearings and appeals, attorney's fees, discipline including long term removals and interim alternative educational settings (IAES), consent and revocation, private school placements, local education agency complaints (LEA) and state education agency complaints (SEA).

Parental Notification of McKay Scholarship

Effective July 1, 2006, Florida Statute, Section 1002.39(5)(a)1, states that by April 1 of each year or within 10 days after an individual educational plan meeting our district must notify you of all available options. This includes informing you of the availability of the DOE toll free information hotline (1-800-447-1636) and internet website, www.floridaschoolchoice.org and offering the parents an opportunity to enroll the student in another public school within the district during the required time limit if the school is not closed or otherwise at capacity. This notice is one of several ways the district meets the Florida Statute requirements.

Notice of Request for Individuals with Disabilities Education Act Input

The Clay County Exceptional Student Education Department receives federal funding through the Individuals with Disabilities Education Act (IDEA). We solicit input from Parents, Administrators, Specialists, Teachers, Assistants, and ESE secretaries in developing our federal IDEA grants. Currently it is spent almost entirely for personnel. This includes over 150 assistants, 30 teachers, nurses, mental health counselors, secretaries, private school services, particularly speech therapy, and specialists. We also provide training for teachers and parents through the IDEA grants. Our current district goals include augmenting the autistic (ASD) program and training, and expanding PreK, InD and E/BD programs to more

sites closer to home. Another goal is to increase specialized programs in the Oakleaf and Keystone areas and offering new VI/HI classes at additional grade levels.

For questions or additional information please contact the ESE Department at (904) 336-6866.

USE OF STUDENT WORK, VIDEO, AND PHOTOGRAPHS

From time to time, students have the opportunity to be recorded, photographed, or display artwork. Some of these recordings, photographs, schoolwork or artwork may be archived, included in the local news, on the school's CCTV or web page, and may eventually air on the School District of Clay County educational channel or be used at local, state or national conferences.

If you have an objection to your student's work or name being used for any of the above purposes, or if you object to photographs or recordings of your student being used, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

For your information, if your student is an exceptional education student, your explicit, written permission will be obtained prior to any media release which identifies your student by name, along with his exceptionality or exceptional placement designation.

RIGHTS OF DIVORCED PARENTS

Under current divorce laws, "shared parental responsibility" awards both parents full rights to the child, although "primary physical residence" is awarded to one parent. Neither parent has priority over the other with regard to the child's education, both parents have full and complete rights to pick up the child, to inquire about school work, and participate in school activities. The parent(s) should provide the school with a copy of the final court judgment to determine new shared responsibility. Additional court documents, such as injunctions or modifications to the final judgments, should be provided to the school immediately as these may put new limits on access rights of a parent. In the event the parent who is not named as the primary residential custodian resides any place other than in Duval, Clay, St. Johns, Putnam, Alachua, Nassau, or Bradford counties in Florida, then that parent may not pick up or check out the child unless the parent who is the primary residential custodian informs the school in writing that such actions are acceptable.

Custody papers issued by a court outside the state of Florida will not be accepted at face value. Out-of-state documents must be domesticated through the Florida Courts.

PARENTAL CONCERNS REGARDING EMPLOYEES

The Clay County School Board recommends that parents who have a complaint about an employee begin by registering their concern directly with the employee in question, if possible. The vast majority of parental concerns are solved at this level. If not, parents are urged to contact the principal, district office staff, the Deputy Superintendent or the Superintendent to express their concerns.

Parents are often asked to put their concerns in writing. While this is not a requirement, it is often important, depending on the seriousness of the charge and the ultimate action proposed as the result of investigation.

It is not the school system's intent to discourage parental concerns by establishing complex procedures for registering them. It is our intent, however, to make certain that parents are heard, that their concerns are investigated, if appropriate, and that our employees' due process rights are protected.

APPENDIX A: GLOSSARY: ACRONYMS & DEFINITIONS OF TERMS

Commonly used acronyms and definitions of educational terms frequently used in Clay County District Schools

504 Plan	Disability Accommodation Plan under Section 504 Rehabilitation Act of 1973	Guardian	School employee qualified and trained to carry a gun on a school campus
Access Points	Expectations written for students with significant cognitive disabilities to access the general education curriculum	IDEA	Individuals with Disabilities Educational Act
Achieve 3000	Reading and writing intervention program using non-fiction text to differentiate instruction	IEP	Individualized Education Plan
ACT	American College Test; college entrance exam	IQ	Intelligence Quotient
ADD/ADHD	Attention Deficit/Hyperactive Disorder	i-Ready	An interactive online learning environment for reading and math
AP	Advanced Placement	LLI	Leveled Literacy Intervention
ASD	Autism Spectrum Disorder	PSAT	Preliminary SAT; practice college entrance exam
AYP	Adequate Yearly Progress	RAIT	Risk Assessment & Intervention Team
CCEA	Clay County Education Association	SAC	School Advisory Council
CESPA	Clay Educational Staff Professional Association	SAT	Scholastic Assessment Test; college entrance exam
CTE	Career and Technical Education	SEDNET	The Multi-agency Network for Students with Emotional/Behavioral Disabilities creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional or behavioral challenges
CVA	Clay Virtual Academy	SEL	Social-Emotional Learning
ELA	English Language Arts	SESIR	School Environmental Safety Incident Reporting; FLDOE student behavior coding system
ELL	English Language Learners	SIPPS	Systemic Instruction in Phonological Awareness, Phonics, and Sight Words
EOC	End of Course Exam	SIS	Student Information System
ESE	Exceptional Student Education	SRO	School Resource Officer
ESL	English as Second Language	STEAM	Science, Technology, Engineering, Arts, and Mathematics
ESY	Extended School Year	STEM	Science, Technology, Engineering, and Mathematics
FERPA	Family Educational Rights and Privacy Act	YMHFA	Youth Mental Health First Aid
FHSAA	Florida High School Athletic Association		
FLDOE	Florida Department of Education		
Focus	The school district's Student Information System		
FSA	Florida Standards Assessment		
GPA	Grade Point Average		

APPENDIX B: BEHAVIOR INFRACTION CODES

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Level 0

Level 0 codes are reserved for documentation purposes only for state reporting purposes and student behavior records. Any actions/intervention can be administered and recorded in the student information system at the principal's discretion. Suspension of any kind should not be used with these codes.

(BIT): Behavior Incident Tracking - To be used for documentation of problematic student behaviors. Consequences can be issued using this code.

(MUL): Multiple Level 2 Infractions - If a student commits 7 or more Level 2 infractions they may receive a "multiple level 2" infraction. This code can be used to initiate a Hearing Office Referral.

(VBC): Violation of Behavior Contract - If a student violates the school or district behavior contract.

(SAO): Felony Charges - previously defined as State Attorney Charges.

(UBL): Unsubstantiated Bullying - After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of bullying as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).

(UHR): Unsubstantiated Harassment - After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).

Level 1

Level 1 infractions is relatively minor misbehavior or general classroom disruption that interferes with the orderly educational process in the classroom or other areas.

(DRS): Dress Code Violation - To dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety. Non-conformity to the general code of appearance as outlined in Board Policy.

(PRO): Profanity Obscene Language or Gesture - Abusive, profane, obscene or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.

(FLS): Providing False Information Lying/Forgery - Giving false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school. Intentionally providing false or misleading information to, or withholding valid information from, a school staff member. This includes Forgery - to fashion or reproduce for fraudulent purposes, such as signing parents' name to a note.

(RTC): Response to a Confrontation/Student - Used when the investigation identifies a clear offender and the person responding was defending themselves either verbally or physically.

(SKP): Skipping Class – If the student does not report to their assigned class but has been marked present throughout the school day or if the student reports 15 minutes or later to their assigned class.

(TAR): Tardiness - Late to class or school; if the student arrives 15 minutes after the beginning of class w/o permission then the student is considered SKP/skipping class.

(VCR): Violation of Classroom Rules - Violation of specific posted or written class rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.

- **Cheating** - Academic cheating is defined as representing someone else's work as your own. If the student cheated on their own with no other student or participant then the cheating will be a Violation of Classroom Rules. In the event the student was cheating with multiple participants or on a state assessment, the student will receive IAC: Inappropriate Conduct.
 - Example: having answers prior to an exam.

Level 2

Level 2 infractions are acts of misbehavior whose frequency and seriousness tends to disrupt the learning climate of the school. These infractions usually result from a continuation of Level 1 misbehavior and requires administrative personnel intervention. This misconduct must be reported to the appropriate school administrator for disciplinary action. The administrator will follow the procedure designated for minor violations (Level 1) when investigating the situation and deciding on disciplinary action.

(ABS): Abuse of School Property vandalism under \$1,000 - To use wrongly or improperly, or to maltreat any school equipment or property, including, but not limited to, the inappropriate use of a computer by breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software and entering, distributing or printing unauthorized files.

(DEF): Defiance/Disrespect Insubordination - Refusal or failure to obey, marked by resistance to authority. The flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority. Examples see below:

- **Leaving Class Without Permission**— Student did not have permission granted by the teacher or other school entity to leave the classroom environment; unauthorized leaving of assigned class.

(DSP): Low Level Confrontation - Student who deliberately pushes, pulls, shoves, strikes, taunts, antagonizes, or mutual physical altercation with another student or students or by acts or words that does not result in any injuries.

(IAC): Inappropriate Conduct - Violation of specific posted or written school rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.

- **Cheating** - Academic cheating is defined as representing someone else's work as your own. If the student cheated on their own with no other student or participant, the cheating will be a Violation of Classroom Rules. In the event the student was cheating with multiple participants or on a state assessments, the student will receive IAC: Inappropriate Conduct. Several examples of IAC include sharing work with someone else, purchasing an academic paper or test questions in advance, paying another student to do the work, and plagiarism.
 - Gambling - One who participants in games of chance or skill for money or profit.

(LVS): Leaving School Without Permission— Unauthorized leaving of school grounds.

(POS): Possession of an Inappropriate Object - Possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, cellular telephones, portable cassette or CD players, electronic games, rollerblades, skateboards, lighters, hats, etc. and any other items that cause distraction and/or damage to persons or property or otherwise interferes with learning. An example is the possession of a pocket knife which may be potentially dangerous or harmful to others. These items will be confiscated.

(SPE): Student uses Profanity directed at a School Board Employee - A student who intentionally engages in a verbal confrontation involving a school board employee with profanity/obscene gestures. If the verbal confrontation involves a threat, the behavior will be coded as TRE: Threat.

(STP): Stealing/Petty Theft <\$300 - taking of property while on school grounds or from a vehicle on school property worth under \$300

Level 3

Level 3 infractions are major acts of misconduct. They include serious disruptions of school order and threats to the health, safety and property of others. The misconduct must be reported promptly to a school administrator, who may remove the student from the school or activity immediately.

(IDT): Identity Theft - When a student represents themselves as another individual (including but not limited to students and district employees) with the intent of creating confusion or disruption to another's well-being. The fraudulent acquisition and use of a person's private identifying information.

(OMC): Other Major - Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified.

Examples:

- Student produces or knowingly uses counterfeit money.
- Student participates in gambling activities i.e., throwing quarters for money.
- Student possesses pornographic materials depicting others under the age of 18.
- Student possessing drug paraphernalia.

Non-Examples

- Student arrested for violating probation.
- Student or other arrested for committing crimes off-campus.

(SCE): Student Physical Confrontation/ School Board Employee - A student who intentionally engages in a physical confrontation involving a school board employee.

(TEC): Inappropriate use of Technology/Wireless Communication Devices - When the possession of a wireless communication device disrupts the educational process. This includes the unauthorized use of a wireless communication device to capture images or recordings without permission during school hours, attaching power cords to school devices, and/or the unauthorized use on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).

(BRK): Breaking and Entering - The unlawful entry with force, or unauthorized presence in a building or other structure, or conveyance with evidence, or the intent to damage or remove property or harm a person(s).

(BUL): Bullying/Cyberbullying - Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

(DOC): Disruption on Campus - Majorly Disorderly Conduct Disruptive behavior that poses a serious threat to the learning environment, health, safety or welfare of others.

Examples:

- Student or other making a bomb threat.
- Student engaging in disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group.
- Student or other causing an incident that results in closing the cafeteria.
- Student or other inciting a riot.
- Student or other pulling the fire alarm.
- Student or other deliberately crashing the school computer system.
- Student or other causing an incident that prevents others from proceeding to the next class or prevents egress.

Non-Examples:

- Disruption of a single classroom.
- Student defying authority.
- Student disobeying or showing disrespect to others.
- Student or other using obscene or inappropriate language or gestures.
- Student not sitting in seat and/or talking loudly while school bus is moving.

(FIT): Fighting - When two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury.

Examples:

- Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it.
- Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants.

Non-Examples:

- Student verbally confronting another student/teacher.
- Student or other engaging in pushing and shoving who is easily separated or stopped.
- Student or other engaging in a fight which is resolved without injury or need for physical restraint.

(HAR): Harassment - Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that:

- places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property
- has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or

- has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

Example:

- One student approaches another student and makes an insulting gesture. The targeted student runs off in tears and is visibly upset.
- **Non-Example:**
- Two students approach each other and one student makes an insulting gesture towards the other student. Both students are good friends no offense was taken by either student from the interaction.

(HAZ): Hazing - Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes but is not limited to: (1) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, (2) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Examples:

- Pressuring, coercing or forcing a student into: 1) violating state or federal law; 2) consuming and food, liquid, drug, or other substance; or 3) participating in physical activity that could adversely affect the health or safety of the student.

Non-Examples:

- Requiring new team member to attend additional supervised practices.

(PHA): Physical Attack - Refers to an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

Example:

- Throwing an object and hitting someone hard enough to cause injury.

Non-Examples:

- Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it.
 - Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants. (Refer to Fighting as a possible alternative code.)

(SXO): Sexual Offenses - 1. Other sexual contact, including intercourse, without force or threat of force, subjecting an individual to lewd sexual gestures or comments or sexual activity, or 2 Exposing private body parts in a lewd manner.

Examples:

- Student or other participating in sexual activity in front of a student.
- Two or more students engaging in sexual activity.
- Student or other soliciting or encouraging a person to commit a sexual act.

Non-Examples:

- Students kissing consensually
- A first grade student hugging another
- Student inadvertently touching breasts or buttocks of another

(TBC): Tobacco - The possession, use, distribution, or sale of tobacco products and vape/vaping related products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 18.

(TRE): Threat/Intimidation - A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements:

- *intent* – that the threat is heard or seen by the person who is the object of the threat.

- *fear* – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and
- *capability* – the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.

Examples:

- Student or other willfully and repeatedly following another or stalking with intent to cause the person to fear for their safety.
- Student or other who willfully and repeatedly uses email or text messages to cause another to fear for their safety or cause substantial emotional distress (cyber stalking).

Non-Examples:

- Student or other engaging in mutual combat with another.
- Student or other actually using force or violence against another. (Refer to Battery or Fighting as possible alternative codes.)
- Student waving to another student in the hallway, waiting after class to talk to him/her and calling to ask him/her out.

Level 4

Level 4 acts of misconduct are the most serious. All Level 4 infractions are grounds for expulsion, and will result in a mandatory 10-day suspension. These acts are clearly criminal and are serious enough to require administrative actions that result in immediate removal of the student from school, the intervention of law enforcement authorities, or action by the Superintendent and Clay County School Board.

(ALC): Alcohol - Possession, sale, purchase, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using or in the course of the investigation it is discovered that the person is impaired.

(ARS): Arson - To damage or cause to be damaged, by fire or explosion, any dwelling, structure or conveyance, whether occupied or not, or its contents.

(BAT): Battery - The physical use of force or violence by an individual against another.

Examples:

- Student hitting another with a heavy object over the head.
- Student jabbing a pen into another's arm.
- Student or other engaging in a mutual physical altercation with another and continuing to hit/beat that person even after that person stops fighting, or is no longer able to fight back.

Non-Examples:

- Student or other delivering a single poke to the chest.
- Student or other delivers a single, non-injuring strike to the arm of another.
- Students or others actively engaging in a fight with each other.
- Student or other striking back when hit by an aggressor and becoming engaged in a fight with the aggressor.

(DRD) Drug Sale/Distribution Excluding Alcohol - The manufacture cultivation, sale or distribution of any drug, narcotic, controlled substance or substance represented to be a drug.

Examples:

- Student passing a marijuana cigarette around in the school bathroom.
- Student giving prescription drugs prescribed for someone else to another.
- Student selling cocaine to another.
- Student or other misrepresenting substances as illegal drugs.

Non-Examples:

- Student taking medication prescribed for themselves.
- Student giving an aspirin or other over-the-counter medication to another in dosage prescribed.
- Student smoking a marijuana cigarette alone. (Refer to DRU: Drug Use/Possession)
- Student found with a single marijuana cigarette in backpack. (Refer to DRU: Drug Use/ Possession)

(DRU) Drug Use Possession Excluding Alcohol - The use, or possession of any drug, narcotic, controlled substance or any substance when used for hallucinogenic purposes.

Examples:

- Student or other possessing or being under the influence of illegal drugs at school, at school-sponsored events, or on school transportation.
- Student possessing or observed swallowing prescription drugs that are not prescribed for him/her.
- Student found inhaling or ingesting intoxicants, glue, solvents, or aerosols for hallucinogenic purposes.

Non-Examples:

- Student possessing or using over-the-counter medications in dosage prescribed.
- Student using inhalers for asthmatic condition.
- Student possessing drug paraphernalia (refer to Other Major, OMC).

(HOM): Homicide - The unjustified killing of one human being by another.

(KID): Kidnapping - Forcibly, or by threat confining, abducting, or imprisoning another person against his/her will and without lawful authority.

Examples:

- Student or other holding another person for ransom or reward, as a shield, or as a hostage.
- Non-custodial caregiver, with a restraining order, picking up a student.

Non-Example:

- Student running away with her boyfriend after being picked up from school by him.

(ROB): Robbery/Extortion - The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear.

Examples:

- Student or other snatching a gold chain off someone's neck
- Student or other extorting lunch money
- Student or other engaging in "Carjacking"

Non-Examples:

- Student or other taking money from an unattended purse. (Refer to STL: Larceny/Theft as a possible alternative code.)

(STL): Larceny/Theft > \$300, including motor vehicle theft - The unauthorized taking, carrying, riding away or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm.

Examples:

- Student or other embezzling public funds.
- Student or other stealing an item worth \$300 or more.
- Student finding a checkbook, signing owner's name and making a purchase.
- Student or other stealing a car or motorcycle.

Non-Examples:

- Student or other borrowing an item without permission.
- Student or other committing robbery (code as Robbery instead)

- Student or other stealing an item less than \$300.
- Student steals a credit card but no charges are made to the card.

(SXA) Sexual Assault - An incident that includes a threat of rape, fondling, indecent liberties, child molestation, or sodomy. The threat must include all of the following elements: 1) intent; 2) fear; and 3) capability.

Example:

- Student or other threatening to rape another.

Non-Example:

- Kindergarten student threatening another with a sexual act.

(SXB) Sexual Battery - Forced or attempted oral, anal or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object.

Examples:

- Student or other raping someone.
- Student or other attempting to rape someone.

Non-Examples:

- Students engaging in consensual sex acts. (Consensual sex is not Sexual Battery. Refer to SXO; Sexual Offenses (Other) as a possible alternative code.)

(SXH): Sexual Harassment - Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. {6A-19.008(1)SBE Rule} An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence.

Examples:

- Student or other causing unwanted and ongoing episodes of leering, pinching, grabbing.
- Student or other making repeated suggestive comments or jokes or actions of a sexual nature.
- Student or other pressuring one to engage in sexual activity.
- Teacher threatening to lower a student's grade if sexual favors are not given.
- Student or other repeatedly showing a photograph, poster or other images of nudity, lewd or sexual activity.
- Student or other pressuring another student for sexual favors by threatening to prevent him/her from participating in a school activity.

Non-Examples:

- Student engaging in consensual sex. (Refer to Sexual Offenses (other) code as a possible SESIR code.
- Student unintentionally brushing up against another in the hallway.
- A single incident of a kiss that may be unwanted.

(TRS): Trespassing - To enter or remain on a school grounds/campus, school transportation, or at a school-sponsored function/off campus without authorization or invitation and with no lawful purpose for entry.

Examples:

- Any unauthorized person entering the campus.
- Any unauthorized person remaining on property after being directed to leave by the chief administrator or designee.

Non-Examples

- Parent entering the building to pick up his/her child without first getting clearance through the office.
- Person searching for a phone at a school facility after his/her car has broken down.

(VAN): Vandalism > \$1,000 - The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

Examples:

- Student or other defacing school with graffiti.
- Student or other keying or scratching a car in a campus parking lot.
- Student or other trashing a classroom resulting in damages of \$1,000 or more.
- Student(s) damaging a hotel room (\$1,000 or more) on a school-sponsored trip.

Non-Examples:

- Student or other accidentally damaging chemistry lab equipment.
- Student or other causing damages under \$1,000.

(WPO): Weapons Possession - Possession of any instrument or object (as defined by Section 790.001 (13), Florida Statutes, or district code of student conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

Examples:

- Student or other possessing a firearm or knife.
- Student or other using a knife, pocket knife, or other sharp or pointed implement to threaten or harm another.

Non-Examples:

- Student, after investigation, found to possess a common pocket knife, or eating utensil with no intent to harm.
- Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils.
- Student possessing a cutting tool that is being used in art shop or other class.

A reminder from the Office of Climate and Culture:
If you See Something, Say Something. Together we make a difference!

SCHOOL BOARD OF CLAY COUNTY

Green Cove Springs, Florida

CODE of STUDENT CONDUCT Elementary and Secondary Students

Commented [WU1]: The front page was updated with the new District seal, and given a new name: STUDENT & FAMILY HANDBOOK and Code of Student Conduct.



2018-2019



Addison G. Davis
Superintendent of Schools
CLAY COUNTY SCHOOL BOARD

District 1: Janice Kerekes
District 2: Carol Studdard
District 3: Betsy Condon
District 4: Mary Bolla
District 5: Ashley Gilhousen



Addison G. Davis
Superintendent of Schools

SCHOOL BOARD OF CLAY COUNTY

900 Walnut Street
Green Cove Springs, Florida 32043
Telephones:
904/284-6500 (GCS) 904/272-8100 (OP)
1-888-663-2529 (KH)
FAX 904/284-6525 TDD 904/284-6584

BOARD MEMBERS:

Janice Kerekes
District 1
Carol Studdard
District 2
Betsy Condon
District 3
Mary Bolla
District 4
Ashley Gilhousen
District 5

June 7, 2018

Dear Parents:

It is the public school house that represents the very strength of our nation, and the education community always rises to the challenge of addressing the needs of all learners, both academically and emotionally. One way to strengthen the safety and security of every school is through the Code of Student Conduct. Here at the Clay County School District, we take very seriously the trust you have put in us when you send your learner to our classrooms every day. This Code of Student Conduct is designed to highlight our commitment to you, and to outline the expectations we have for all students as we strive to prepare our learners for their role in the broader community once they have successfully completed their studies. It is a way to guide this process by providing clear expectations for student conduct, and giving teachers and administrators the tools necessary to address desired and undesired behavior in a proactive and preventative way.

The children and youth of Clay County deserve an opportunity to grow and mature and assume greater responsibility as they progress through the grade levels. The Code of Student Conduct outlines the rights of the scholar, and the responsibility that each one carries as a member of our student population. The 21st Century has evolved into an academic world of endless possibilities for a student of any age, but also with the need to be hyper-vigilant against threats to the safety and security that should be the cornerstone of every school. As such, we hold that each one of us, especially our students, has a responsibility to report dangerous or potentially dangerous situations to a teacher, administrator, or other trusted adult so that the proper authorities can be alerted.

This Code of Student Conduct has been approved by the Clay County School Board, and contains important information that is essential to your child's education. I hope that you will read and study this document with your student to make sure they understand its content. If you have any questions or need further explanation, your school principal will be happy to assist you. We value your partnership, and recognize that creating a positive learning environment is a team effort, accomplished through firm, fair, and reasonable discipline, along with a focus on prevention and intervention. Thank you for all you do in helping us create a world-class educational system for our community!

Sincerely,

Addison G. Davis
Superintendent of Schools

We ask that you please sign the acknowledgement page at the back of this document and have your child return it to his or her homeroom teacher.

Commented [WU2]: The superintendent's message remains on Page 1, but now shares the page with Jurisdiction of the School Board comments. I updated the jurisdiction language to cover a little more ground, and added pictures of both the superintendent and the Board.

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Commented [WU3]: The Table of Contents has been moved in the 2019-20 version to follow the cover page. New sections/chapters have been added to encompass the Handbook element of the new form. It fits on one page because of two-column formatting.

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Innovate

Engage

Empower

"An Equal Opportunity Employer"

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Signature Form:

(Required) Parent/Student Acknowledgement Form

Commented [WU4]: A signature page will not be included in the 2019-20 Handbook. Instead, we will utilize parent and student portal that will include pop-up messaging the first two weeks of school reminding the user that they will acknowledge receipt of the Handbook (access via the portal) by logging into the portal. The IT office can track and maintain this acknowledgement.

We will always make available hard copies should a parent or student wish to receive one.

NOTICE OF NON-DISCRIMINATION AND PROCEDURES
FOR HANDLING ALLEGATIONS OF POSSIBLE DISCRIMINATION WITHIN THE
CLAY COUNTY SCHOOLS – EMPLOYMENT, PROGRAMS

Non-discrimination and diversity are foundation principles of the School Board. It is School Board policy to hire and promote the best qualified candidate measured against the requirements of the job and to provide equal employment and advancement opportunity for all individuals without discrimination because of race, color, gender, religion, age, national origin, disability, veteran, marital status or any other protected status.

The School Board also makes reasonable accommodations for disabled employees. Employees who would like to be considered for accommodation assistance should contact the Assistant Superintendent for Human Resources. Information obtained concerning individuals requesting accommodations is kept confidential, to the extent possible, except that principals and supervisors may be informed regarding restrictions on the work duties of disabled individuals and information regarding necessary accommodations.

The policy applies to all areas of employment, including recruitment, hiring, training, promotion, compensation, benefits, transfer, and social and recreational programs.

The Clay County School Board reaffirms its Equal Education Opportunity (EEO) commitment as follows:

1. Guidance counseling, financial assistance and access to academic, career and vocational opportunities are available without regard to race, religion, color, sex, marital status, age, national origin, disability, or other protected status.
2. Criteria for admission to programs and courses do not have the effect of restricting access.
3. Recreational and athletic activities do not exclude participation in, deny benefits of, or treat people differently on the basis of sex.

The Policy of the Clay County School Board (6GX-10-1.07) relative to Non-Discrimination states the following: DISCRIMINATION ON THE BASIS OF RACE, RELIGION, COLOR, SEX, MARITAL STATUS, AGE, NATIONAL ORIGIN, PREGNANCY, OR DISABILITY IS PROHIBITED IN THE EMPLOYMENT OF PERSONNEL IN THE PROVISION OF EDUCATIONAL PROGRAMS AND IN THE CONDUCT OF THE BUSINESS AFFAIRS OF THE CLAY COUNTY SCHOOL SYSTEM, AND PROVIDES EQUAL ACCESS TO THE BOY SCOUTS AND OTHER DESIGNATED PATRIOTIC GROUPS. (Ref. F.S. 760.10; F.S. 760.50; Federal Civil Rights Acts title VI, VII, IX; Section 504F. Rehabilitation Act, 1973-78; IDEA, ADEA; Equal Pay Act; Americans with Disabilities Act)

The procedures outlined below shall be used for the processing of allegations of possible discrimination.

1. All such allegations should be discussed initially on an informal basis with the school principal, supervisor or appropriate division head directly responsible for the area of concern. Such discussion should be held within ten (10) days of alleged incidents(s) if possible.
2. Any student matter not resolved by the school principal to the satisfaction of the aggrieved party shall be referred to the district School Board Office to the attention of the following administrator:
Michael Wingate, Director of Academic Services
School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: 904-529-2613 or 904-284-6500
3. Any Human Resources matter not resolved by the school principal or division head to the satisfaction of the aggrieved party shall be referred to the district School Board Office to the attention of the following Assistant Superintendent:
David S. Broskie, Assistant Superintendent for Human Resources
School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: 904-284-6500
4. All complaints of discrimination or harassment shall be investigated fully and all person(s) involved shall be questioned. The aggrieved party may be required to appear in person to answer questions.
5. Such investigation shall be initiated within fifteen (15) days of receipt of the complaint. If an extension of the timelines is deemed necessary, the aggrieved party shall be notified of such extension prior to the end of the fifteen (15) days.
6. Retaliation against any person who makes a complaint pursuant to this policy, or who participates in any investigation initiated pursuant to this policy, will not be tolerated. Any employee who engages in such retaliation shall be subject to disciplinary action up to and including termination

Commented [WU5]: This section has been incorporated into the EQUAL OPPORTUNITY: PREVENTION OF DISCRIMINATION, HARASSMENT & BULLYING section beginning on PAGE 7 of the new Handbook. There were no significant changes to this section. We updated office contact information only.

SCHOOL DISTRICT OF CLAY COUNTY
CODE OF STUDENT CONDUCT
2017-2018

**Mission
Statement**

The Clay County School District, in partnership with the entire community, is dedicated to providing a quality education in a safe, inviting environment so that all students learn and become successful, responsible citizens.

Commented [WU6]: The mission statement has been moved to the section MISSION, VISION & PHILOSOPHY section of the new Handbook starting on PAGE 2. It has been significantly rewritten for your consideration.

Jurisdiction of the School Board

The Code is in force twenty four (24) hours a day, seven (7) days a week on all school campuses/properties as well as such times and places, including, but not necessarily limited to, school sponsored events, field trips, athletic functions and other activities where school administrators have jurisdiction over students. All school regulations pertain to automobiles driven or parked on school property. With respect to student conduct while being transported on school buses, it should be understood that students are subject to denial of the privilege of riding a school bus for violation of appropriate standards, even if they are not otherwise denied educational participation.

Commented [WU7]: This information was relocated in the new Handbook to the INTRODUCTION section on PAGE 1. It was expanded with new language, but keeping most of the existing information intact.

Philosophical Basis

Instruction should occur in an environment that is conducive to learning. Effective instruction requires good order and discipline which may be described as the absence of distractions, frictions, and disturbances which interfere with the effective functioning of the student, class, and school. It is also the presence of a friendly, yet businesslike, atmosphere in which students and school personnel work cooperatively toward mutually recognized and accepted goals.

As students progress in our public schools, it is reasonable to assume that an increase in age and maturity will result in the students assuming greater responsibility for their actions. It is recognized that differences in age and maturity require different types of disciplinary action; however, the procedures identified shall apply to all students in grades PreK-12.

To assist parents, administrators, and faculty in maintaining such an environment, the Code of Student Conduct will:

- ☐ Describe roles of the home, student, and school
- ☐ Describe student rights and responsibilities
- ☐ Identify informal and formal disciplinary actions
- ☐ Standardize disciplinary actions
- ☐ Identify classifications of violations and describe procedures for disciplinary action
- ☐ Be discussed at the beginning of every school year in student classes, School Advisory Councils and Parent & Faculty Associations in language understandable to those in attendance
- ☐ Be distributed to teachers, school personnel, students and parents/guardians at the beginning of each school year and all students will sign off when they have been in-serviced.

Commented [WU8]: This information was reimagined into the MISSION, VISION & PHILOSOPHY section on PAGE 2 of the new Handbook, and written to reflect the broader purpose of the document. Much of the information remains embedded but there is significant rewording for your consideration.

Roles of the Home, Student and School

In order for effective instruction to occur, there must be a cooperative relationship between student, parent, and educator. This relationship may be described as follows:

PARENTS OR GUARDIANS WHO:

- ☐ assume major responsibility for their child's behavior
- ☐ maintain regular communication with the school and encourage their child to maintain acceptable behavior in their home, community, and school
- ☐ ensure that their child is in daily attendance and who promptly report and explain an absence to the school
- ☐ provide their child with the resources needed to complete class work
- ☐ assist their child in being well-groomed, neat and clean
- ☐ bring to the attention of the school authorities any problem or condition which affects their child or other children of the school community
- ☐ discuss report cards and work assignments with their child, maintain up-to-date home, work, emergency telephone numbers, and addresses at the school, including doctor and/or hospital preference

STUDENTS WHO:

- ☐ attend all classes daily and are on time
- ☐ are prepared to come to class with appropriate working materials
- ☐ are responsible for their own work
- ☐ are responsible for delivery of written communications to their parent/guardian
- ☐ are respectful to all individuals and property
- ☐ refrain from profane or inflammatory statements
- ☐ are well-groomed, neat, and clean
- ☐ abide by the rules and regulations set forth by the school and individual classroom teachers, while conducting themselves in a safe and responsible manner

SCHOOLS THAT:

- ☐ encourage the use of good guidance procedures
- ☐ maintain an atmosphere conducive to good behavior
- ☐ exhibit an attitude of respect for students
- ☐ plan a flexible curriculum to meet the needs of all students
- ☐ promote effective training or discipline based upon fair and impartial treatment of all students
- ☐ develop a good working relationship among staff, students, and appropriate community agencies
- ☐ encourage the school staff, parents and student to use the service of community agencies
- ☐ encourage parents to keep in regular communication with the school and participate in its affairs
- ☐ seek to involve students in the development of policy
- ☐ inform all employees of their requirement to report to law enforcement felony offenses and violent misdemeanors or delinquent acts which would be a felony offense if committed by an adult on or near school property.

Commented [WU9]: This section remains largely unedited and has been moved to the STUDENT RIGHTS & RESPONSIBILITIES section – PAGE 6.

Section 1: Student Rights and Responsibilities

It is the intent of the Student Rights and Responsibilities, as expressed in this document that students understand that individual rights involve associated responsibilities, and that individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students within each school. The principal shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, in accordance with rules and regulations of the School Board for planning, management, and operation of the school to which he is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

Attendance

Philosophical Basis:

Florida Statute 1003.21 states that students who are six or before February 1st must attend school every school day of the 180-day school year until their sixteenth birthday. Florida Statute 1003.24 establishes that the parent/legal guardian of a child of compulsory age is responsible for the child's daily school attendance. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that all applicable school attendance laws are obeyed, including, but not limited to, referral to the state designated agency for possible court action for truancy. Regular attendance by students will facilitate the development of the skills and knowledge necessary to function in a modern democratic society.

Commented [WU10]: This section has been renamed School Participation but all content remains largely intact. The compulsory references were moved to the ATTENDANCE section of the Handbook on PAGE 13.

Student Responsibilities

To take advantage of their educational opportunity by attending all classes daily and on time

To provide the school with an adequate explanation with appropriate documentation indicating the reasons for an absence

To request the make-up assignment from their teachers upon their return from an excused absence and to complete the work within a reasonable length of time as determined by school board policy (1 day per each day of absence).

Student Rights

*To be informed of School Board policies and individual school rules regarding absenteeism and tardiness

To appeal a decision pertaining to an absence

To make up class work within a prescribed length of time in case of an excused absence

*School Board Rule Section IV 4.01, F. 1: Absence by a student for twenty (20) or more days during the school year shall create a strong presumption that the student has failed those subjects or courses in which he is enrolled during that period. For semester courses, ten (10) days shall apply; for individual grading periods, five (5) days shall apply. Such presumption may be overcome by effort or performance which satisfies the teacher(s) involved, that such student should receive other than a failing grade. A review committee representing the administration, the instructional staff, and guidance, appointed by the principal, will review each such case individually and will make recommendations. Individual teacher(s) shall give strong consideration to the recommendation of the review committee in determining the effort or performance of the student.

Counseling

Philosophical Basis:

Personal concerns of students can seriously limit their educational development. Schools have the responsibility to provide a counseling program and to make relevant and objective information available to students.

Commented [WU11]: This information will be embedded into the Mental Health and Wellness Handbook Addendum being developed at this time for your review in the Fall of 2019. It is expected that the information will be incorporated into the 2020-21 Handbook revision.

Student Responsibilities

To use these services for their own educational and personal development

To schedule appointments in advance unless the problem or concern is one of an emergency nature

Student Rights

To be accurately informed as to the nature of the guidance services available in their school

To have an opportunity to participate in individual and group counseling

Curriculum

Philosophical Basis:

The degree of curriculum involvement is a function of age, grade, maturity, and sophistication on one hand and the level and complexities of courses on the other. Student opinion regarding curriculum offerings is extremely important and therefore deserves careful analysis and consideration.

<u>Student Responsibilities</u>	<u>Student Rights</u>
To request participation in academic programs and extracurricular activities that are commensurate with ability	To have equal educational opportunity with regard to academic programs and extracurricular activities
To seek assistance in course selection from informed persons in the school	To receive district curriculum course descriptions that will facilitate informed choices
To cooperate with the instructor and contribute to an atmosphere free from bias and prejudice	To receive instruction in courses of study under competent instructors in an atmosphere free from bias and prejudice
To cooperate fully and exert every effort to achieve mastery of the basic skills	To participate in appropriate basic skills programs in elementary, middle, and high schools
To take care of instructional materials issued to them and to pay for lost or damaged instructional materials (FL statutes 1006.42)	To receive the loan of instructional materials for the subject they are studying

Florida Statutes 1006.42(1)...Each Parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials...and shall pay for such loss, destruction, or unnecessary damage as provided by law.

Free Speech/Expression

Philosophical Basis:

Citizens in our democracy are guaranteed self-expression under the 1st and 4th Amendments of the United States Constitution; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self expression.

<u>Student Responsibilities</u>	<u>Student Rights</u>
To respect the rights and property of other individuals, to express disagreement in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process (School Board Rule IV, 4.04) F.S.1006.07 (2)(c)	To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, or libelous
To act in a manner which preserves the dignity of patriotic observances	To not be subjected to disciplinary action because of use of a language other than English if student has limited English proficiency
To respect the religious beliefs of others	To affirm their identity with the American ideals. (i.e., pledging allegiance to the flag) F.S.1002:20(12)
To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school	To affirm the student's right not to participate in standing and reciting the pledge of allegiance upon written request by his/her parent. F.S. 1003.44
	To refrain from any activity which violates the precepts of their religion
	To petition and survey student opinion in accordance with the procedures that are established by the principal and consistent with Florida Statutes and local regulations.

Commented [WU12]: This information was updated and combined with the Grades section below and then renamed Learning Experiences and Outcomes in the new Handbook on PAGE 3 for your consideration.

Commented [WU13]: This information remains largely intact but has been reformatted and updated on PAGE 4 of the new Handbook.

Grades

Philosophical Basis:

Grades at best are but an indication of the student's knowledge at any particular point in time. An academic grade should reflect the teacher's most objective assessment of the student's academic achievement.

<u>Student Responsibilities</u>	<u>Student Rights</u>
To become informed of the grading criteria	To receive a teacher's grading criteria at the beginning of each year or semester course
To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress	To receive reasonable notification of failure or potential failure during the grading period when it is apparent unsatisfactory work is being performed

Commented [WU14]: See Curriculum comment above. They were combined for the new Handbook and found on PAGE 3.

Grievance Procedures

Philosophical Basis:

A grievance is a situation occurring in the course of the school's implementation of the County Code of Conduct that causes a student to consider himself aggrieved. Schools are responsible for providing mechanisms for the expression and resolution of grievances.

<u>Student Responsibilities</u>	<u>Student Rights</u>
To discuss their grievances informally with the persons involved prior to invoking formal grievance procedures To state the grievance clearly and concisely, to follow the established procedures, and to accept the decision that is the outgrowth of this process	To have a standard procedure for the resolution of grievances To participate in the formulation of the grievance procedures with the school administration through their student government

Commented [WU15]: This information was embedded into the INVESTIGATIONS section of the new Handbook and on PAGE 24.

Homeless Education

Philosophical Basis:

Homeless students are entitled to the educational protections of the McKinney-Vento Act. The Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence."

<u>Student / Parent Responsibilities:</u>	<u>Student Rights:</u>
To notify the school if you and/or your family meet one of the following criteria listed below: <ul style="list-style-type: none"><input type="checkbox"/> Share the housing of other persons due to loss of housing, economic hardship, or a similar reason.<input type="checkbox"/> Live in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters.<input type="checkbox"/> Youth who are abandoned in hospitals or awaiting foster care placement.<input type="checkbox"/> Live in a car, park, public space, abandoned buildings, bus or train station, or similar setting.	<ul style="list-style-type: none"><input type="checkbox"/> Your child is entitled to a "free and appropriate education." Your child does not need a permanent address in order to attend school. School enrollment can begin on a temporary basis while the Homeless Education Program School Social Workers assist in obtaining documentation such as birth certificates, immunization or school records.<input type="checkbox"/> Free school meals<input type="checkbox"/> Attendance and transportation to the school or origin when feasible<input type="checkbox"/> To have a standard procedure for the resolution of grievances

Commented [WU16]: This information was embedded into the new MCKINNEY-VENTO section of the ATTENDANCE chapter and found on PAGE 15. Some of the details were removed out of consideration for the feelings of students classified as homeless, particularly the free meals and descriptions of homeless living criteria.

Privacy and Property Rights

Philosophical Basis:

Federal and State laws provide persons with reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students (4th Amendment of the United States Constitution).

Commented [WU17]: This information remains largely intact and can be found on PAGE 4 of the new Handbook.

<u>Student Responsibilities</u>	<u>Student Rights</u>
To not carry or conceal any such material that is prohibited by law or would detract from the educational process	To maintain privacy of personal possessions unless appropriate school personnel have reasonable suspicion to believe a student possesses any object or material which is prohibited by law or School Board Policy
To respect the property rights of the public at large as well as those of individuals, and to refrain from destruction of, or damage to, such property	To attend school in an educational environment in which personal property is respected
To accept the consequences for the content stored within their lockers	To have prior notification of any general search of lockers except in emergency situations (Clay County School Board Student Notice) F.S. 1006.09(9)

NOTE: School officials may conduct a warrantless search of a student's locker, vehicle, or any storage area on school property if such officials have reason to believe that illegal, prohibited, or harmful items may be concealed.

Student Government

Philosophical Basis:

Effective student governments are the forums for the training and involvement of students in the democratic processes. Members of the school community share the responsibility for shaping governments into positive instruments for student involvement.

Commented [WU18]: This information was updated with language to incorporate all opportunities for students to hold executive office in student clubs, not just student government, and can be found on PAGE 5 of the new Handbook.

<u>Student Responsibilities</u>	<u>Student Rights</u>
To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs	To form and operate a student government within the respective schools under the direction of a faculty advisor
To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents	To seek office in student government or any organization regardless of race, sex, color, creed, or political beliefs
To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times	To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal

Student Publications

Philosophical Basis:

Education is the process of inquiry and learning, acquiring and imparting knowledge, and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official student publications, such as school newspapers, should include viewpoints representative of the entire student body.

Commented [WU19]: This information remains largely intact and can be found on PAGE 5 of the new Handbook.

Student Responsibilities

To use only those bulletin boards or wall areas designated for use by students and student organizations, and must also accept responsibility for the effect that the posting publication or distribution of this literature might have on the normal activities of the school

To refrain from publishing libelous and obscene materials, to seek full information on the topics about which they write, and observe the normal rules for responsible journalism under the guidance of the faculty advisor.

Principals may suppress or recall literature which they consider primarily commercial in nature or material which could endanger the orderly operation of the school.

Student Rights

To possess, post, and distribute any forms of literature that are not inherently disruptive to the school program including, but not limited to, newspapers, magazines, leaflets, and pamphlets

To be free of censorship on their publications except within the framework of guidelines previously agreed upon by students and administrators

Student Records

Philosophical Basis:

A well-developed student record file contains information needed for making appropriate educational decisions for the student. Student records are to be treated confidentially and should contain information that is relevant, accurate, and appropriate.

Commented [WU20]: This content was incorporated into the FERPA section of the new Handbook and found beginning on PAGE 49.

Student Responsibilities

To inform the school of any information that may be useful in making appropriate educational decisions

To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the students

To have parents, guardians, or eligible students follow prescribed procedures for requesting access to records or transcripts

Student Rights

To inspect, review, and challenge the information contained in records directly relating to the student (Parents, guardians, or *eligible students).

To be protected by legal provisions which prohibit the release of personally identifiable information to other than legally authorized persons without the consent of the parent, guardian, or eligible students (18 years of age or attending a post-secondary institution)

To have the right of access to records or transcripts (parents, guardians, or eligible students). *Eligible students are those 18 years of age or over and/or those attending a postsecondary institution.

Florida Statute 1002.22(2)(c)(8)...No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil's or student's fingerprints. Students must disclose upon initial registration all previous school expulsions, arrests resulting in a charge, and juvenile justice actions. [Florida Statute 1006.07 (1) (b)]

Student Activities and Clubs

Philosophical Basis:

Organized clubs and activities are characteristic of student life from the elementary school through college, and are characteristic of adult life as well. All members of the school community share the responsibility for organizing and supporting clubs and activities that meet student needs and serve definite and worthwhile purposes.

Student Responsibilities

To follow these rules in forming and operating clubs and activities.

Student Rights

To form and operate clubs and activities within their respective schools under the direction of a faculty advisor.

Florida Statute 1006.14: Secret societies prohibited in public K-12 school. (1) It is unlawful for any person, group, or organization to organize or establish a fraternity, sorority, or other secret society whose membership is comprised in whole or in part of students enrolled in any public K-12 school or to go upon any public K-12 school premises for the purpose of soliciting any students to join such an organization.

Commented [WU21]: This information was incorporated into the STUDENT-LED ORGANIZATIONS section of the new Handbook and can be found on PAGES 11-12. Language has been updated and reformatted.

RULES FOR STUDENT ACTIVITIES AND CLUBS

- ☐ Clubs and activities must be open to all qualified students.
- ☐ Clubs cannot interfere with school activities and School Board policies must be followed.
- ☐ Clubs must have a charter and a constitution that state the membership qualifications and the rules of conduct (written by both students and teachers, be approved by the administration, and be kept on file so that all students, parents, and school personnel may read them).
- ☐ Local chapters of national organizations whose charters are prescribed are exempted from the requirement that they must be written by both students and teachers.
- ☐ They must have a faculty sponsor approved by the administration and this sponsor must be at all meetings/events with chaperones when appropriate.
- ☐ Club members cannot be hazed. (School Board Policy 4.11) Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student. Hazing includes any forced activity that could adversely affect the mental health or dignity of the student. (FS 1006.135(1))
- ☐ Students, talk to your parents and school administrators about any activity you feel uncomfortable about. Demeaning or dangerous activities are not necessary to be a part of a team/group.
- ☐ Club dues must be reasonable.
- ☐ Club meetings must be held on the school grounds except for special meetings/events approved by the administration.
- ☐ Club money must be handled through the school.

NOTE: Youth Gang

Students are not allowed to form, or participate in, groups which threaten, frighten or harm other students. These groups which may be called gangs, usually have common names, wear certain common colors, jewelry, signs or clothing. Students are not allowed to ask other students to join Activity such a group. If someone asks you to join a group such as this, tell your teacher or another adult.

Commented [WU22]: This information remains largely intact and can be found in the STUDENT CONDUCT section of the new Handbook on PAGE 20.

Section 2:
Student **Attendance**

Absences

Absenteeism, excused or unexcused, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a responsibility that the school deter future absenteeism, and there is a responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery. The parent/guardian has the responsibility to ensure the student is rested and prepared for the rigor of a learning environment.

Excused/Unexcused absences per School Board Policy 4.01
(D)

1. An absence from school under the following circumstances shall be considered excused:

- a. With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- b. Sickness, injury, or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
- c. Financial inability to provide necessary clothes for the student when reported by the parent in writing to the Superintendent and validated by the Superintendent (FS 1003.24(3))
- d. Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
 - 1) The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
 - 2) The student's grades/academic progress is insufficient to allow for the student's promotion or graduation.
- e. Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.

2. It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three
(3) school days following the return of the student to school.

3. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/ 10 days per semester/ 20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and require the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

4. An absence from school under the following circumstances may be considered unexcused.

- a. The absence was without the parent/guardian's knowledge or consent.
- b. Permission for the absence was requested but denied by the principal of the student's school
- c. No written statement of the absence from the parent/guardian has been received by the school

Commented [WU24]: There is an ATTENDANCE section of the new Handbook starting on PAGE 13.

Commented [WU23]: Much of this information remains intact but with updated language and formatting edits starting on PAGE 13 of the new Handbook.

explaining the reason for the absence within three (3) school days following the return of the student to school.

5. The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

ATTENTION SENIORS: Senior Attendance Policy

1. Students must be in attendance for at least 90% of their total possible class periods during their senior year of high school to participate in commencement ceremonies. Once all attendance is recorded and verified, the rate of attendance will be pulled from the Student Information System.

2. This is not an excused/unexcused absence policy; it is an attendance policy.

The type of absence does not matter with the following exceptions:

- a. doctor appointments or doctor mandated stay at home that is documented on a physician's professional stationary
- b. subpoenas to court
- c. bereavement time for an immediate family member
- d. participation in a school-sanctioned activity
- e. pre-approved college visits documented by email or regular mail correspondence
- f. parent approved absence from school

It is the student's responsibility to bring verification from the doctor, parent or court for an exception; otherwise the absence will count against the policy. Verification must be supplied within three school days following the absence.

3. Saturday School attendance (all four hours) may clear an absence. Banking of Saturday School credit is NOT allowed.

NOTE: All decisions regarding participation in graduation activities as a function of the Senior Attendance Policy will be at the discretion of school administration.

Truancy

Truancy is absence from school without the parent or guardian's knowledge or consent. In some instances a student may be considered truant because of parent or guardian's negligence. Students with five (5) or more unexcused absences in a calendar month or ten (10) or more unexcused absences within a 90 calendar day period must be referred to the School's Attendance Team and school staff must meet with the parent/guardian. If the attendance problem continues, the Attendance Team will recommend appropriate interventions. Legal court action may be taken against a student who is classified as a habitual truant (F.S. 1003.26)

Driver's License (Secondary Students)

"Recognizing the importance of education and keeping the students in school, the 1997 legislature enacted 322.091 F.S. relating to the driver's license for students, ages 14 to 18, as an incentive for students to stay in school and continue their education" (Clay County School Board Policy 4.53). In order for a student to retain or obtain his/her regular Florida driver's license or learner's driver's license, the student must comply with compulsory school attendance. Accumulating 15 unexcused absences in a period of 90 calendar days or failure to remain enrolled in school will result in being classified as a habitual truant and the loss of said license, or the withholding of the necessary forms to obtain a license by the Department of Highway Safety and Motor Vehicles. (F.S. 1003.27(2b))

Commented [WU25]: This section remains largely intact beginning on PAGE 14 of the new Handbook.

Commented [WU26]: This information was only updated and reformatting but remains largely intact on PAGE 15 of the new Handbook.

Commented [WU27]: This information has some updated language and reformatting but remains largely intact on PAGE 15 of the new Handbook.

As a side note, the State Reporting office is developing handbook material for procedures and appeals. It will be brought to the Board for their consideration in the Fall of 2019.

Compulsory School Attendance

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the parent and student file a formal declaration of intent to terminate school enrollment with the district's school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent or legal guardian. F.S. 1003.21(1)(c)

Commented [WU28]: Language has been updated but information remains largely intact and on PAGE 13 of the new Handbook.

Health Requirements for School Attendance

Communicable Disease - Students having or suspected of having a communicable disease or infestation which can be transmitted to others are to be excluded from school and not allowed to return unless they have been successfully treated and/or present a note from a physician indicating that they are no longer contagious.

Immunizations - A Certificate of Immunization (DH 680) indicating compliance with the current required schedule of immunizations must be presented prior to enrollment in school. A physical exam (performed within 1 year prior to initial enrollment in Florida public or private schools) is required for all students new to the district. (FS 1003.22)



Commented [WU29]: This information has been moved to the STUDENT HEALTH section of the new Handbook and found on PAGE 46. Some edits were made to update language. Links are embedded into the content to help same space.

NOTE: A comprehensive file of this information is being developed in collaboration with the DOH-Clay and will be brought to the Board for review in the Fall of 2019.

Health Services/Screenings - At the beginning of each school year, the Clay County Schools and the Florida Department of Health in Clay County are required, by law, (F.S. 381.0056) to inform parents of the health screening program. This program is carried out to appraise, protect and promote the health of students through assisting in the early identification of health problems in the areas of hearing, vision, growth & development, dental, mental health, and scoliosis. These screenings are limited to procedures that do not penetrate the skin or any body orifice (i.e., any invasive screening requires written parent permission). Written requests for exemption for these services should be made to your local school within fifteen (15) days of registration.

Procedures for the prevention of pediculosis (headlice)

Head lice (Pediculosis capitis) continue to be a problem in all communities. Lice are highly communicable and difficult to prevent, but if every parent will take the responsibility to check the entire family weekly, these parasites can be controlled. The following information should be helpful in identifying head lice infestation:

- ☐ The actual louse is small and difficult to see.
- ☐ The nits (eggs) are tiny, yellowish-white oval specks attached to the hair shafts. They may resemble dandruff, but will not wash off or blow away.
- ☐ The primary symptom of infestation is itching that occurs when lice bite. (Children seen scratching their head frequently, should be examined at once.)
- ☐ Prevention guidelines include: students not using other students' combs, brushes, hats, or clothing.



Commented [WU30]: This section has been dramatically updated in the new Handbook and can be found starting on PAGE 46 for your consideration. The new language and proposed policy changes were adapted from the DOH guidance from 2 years ago.

Your school, the Florida Department of Health in Clay County (529-2800 ext.2869) or your private medical doctor can provide more extensive information on treatment. Parental cooperation will help protect all children. The Clay County School Board has adopted a "no-nit" policy. Elementary school parents are required to accompany their students to school on the first day of entry after treatment.

All children should be back to school within two 2 days if treated properly. Habitual absentee cases may be referred to the community health nurse and the school attendance assistant/social worker. If the parent(s)/guardian(s) fail to comply with proper head lice treatment, they may be referred to the state attorney's office for violation of compulsory school attendance law. (REF.F.S.1003.26)

Parent(s)/Guardian Responsibilities

Commented [WU31]: This information is largely intact with only updated language and formatting starting on PAGE 48 of the new Handbook.

It is the responsibility of the parent(s)/guardian to notify the school of any health condition of their student(s) which may require medication, treatment, or monitoring at school or on school-sponsored trips or activities.

It is the responsibility of the parent(s)/guardian to submit a properly executed "Authorization for Medication/Treatment" form (MIS 12470) to school administration if their student requires medication (including over the counter) or treatment to be given during the school day. Parents will be responsible for delivery and retrieval of medications to the school nurse/health designee. No medications are to be transported via the school bus system. All medications to be administered by school personnel shall be received and stored in the ORIGINAL container; this includes over-the-counter medications.

It is the responsibility of the parent(s)/guardian to notify the school immediately of any chronic or acute medical conditions a child may have and of any necessity for a child to be allowed to self medicate during the school day. Health Services Manual may be viewed at www.clay.k12.fl.us/PDF/health_manual.pdf.

Student Dress Code

In Clay County, we believe the dress and personal appearance of students should be a positive reflection on the family, student, school and community. A good rule of thumb; if there is a question about whether an outfit would be acceptable, choose another. The following guidelines are to be followed:



Commented [WU32]: This section remains largely intact with minor language updates and formatting. It can be found starting on PAGE 17 of the new Handbook.

School Board Rule Section IV,4.03 ...APPROPRIATE DRESS FOR ALL STUDENTS.

- All students shall be properly groomed and attired when on school property or participating in school activities.
- Students shall be dressed so they will not present a clear danger to health and safety; should be tailored in such a manner that because of fit, design, color, texture, or inadequate coverage of the body does not create a classroom or school disruption as determined by administration.

School officials reserve the right to determine if the dress code is being violated.

Permitted Apparel (Secondary Students):

- Outfits are to be tailored in such a manner so as not to expose the inappropriate areas of the body while in normal activity.
- Shorts, dresses or skirts should be 3 inches above the knee or longer. If leggings are worn, then the top UST be the proper length of 3 inches above the knee or longer.
- Pants and shorts should be worn at the waistline without the necessity of support whether a shirt is tucked in or out and fastened at the top closure. Belts will be buckled at all times if worn.
- Jeans/pants that have frays/holes above the knee must have something underneath them, such as leggings that cover the skin, so as not to expose skin or undergarments.
- Shirts must cover the shoulder and not expose undergarments in any manner or the midriff.
- The neckline of a shirt must limit exposure of the body.
- Footwear of some type must be worn at ALL times. Do not wear bedroom slippers.

Non-Permitted Apparel (Secondary Students):

- Apparel with off-color remarks, pictures, or emblazoned with drug, alcohol or tobacco related slogans.
- Apparel displaying violent imagery.
- Apparel that is deemed to be tight fitting, such as yoga pants, spandex skirts/dresses, leggings without proper length top, cheer shorts, etc. YOGA Pants are not acceptable attire for school.
- Sleepwear, such as bedroom slippers, pajamas, etc.
- Tank tops, halter tops, tube tops, spaghetti straps, mesh/see-through shirts.
- Muscle shirts.
- Hats, hoods, bandannas, and caps are not to be worn in class or the buildings unless approved by the administration or for special events.
- Any apparel or accessory determined by administration to present a safety hazard for the student or the school.

An administrator will determine the suitability of attire in question as it reflects the dress code policy. Students found to be in violation of dress code policy will be required to change for the remainder of the day. Student refusal to change will result in the placement of in-school suspension for the remainder of the day or until a proper outfit can be brought for the student. Continued violation of dress code will result in disciplinary action.

Section 3: Student Discipline

Classroom Disciplinary Actions

Teachers and other instructional personnel shall have the authority to undertake any of the following actions in managing student behavior and ensuring the safety of all students in their classes and school.

- ☐ Establish classroom rules of conduct that includes positive reinforcement of desired behaviors.
- ☐ Establish and implement consequences, designed to modify undesired behavior.
- ☐ Methods may include:
 - monitoring student behavior through short-term progress reports
 - conferences and/or contracts between administrators, parents, teachers, and students
 - referrals to school or district services, e.g., school social worker, district mental health therapist, etc.

Commented [WU33]: This section is incorporated into the opening of the STUDENT ACCOUNTABILITY, DISCIPLINE, AND MISCONDUCT section of the new Handbook starting on PAGE 22.

Teacher Authority to Remove a Student from Class

Florida Statute 1003.32(4) and 1006.09(1)(a), along with School Board policies of the School-District of Clay County give teachers and other school staff, who have control and direction of students assigned to them by the principal or the principal's designee, the authority to remove students who are disobedient, disrespectful, violent, abusive, uncontrollable or disruptive to the learning environment.

If the teacher requests the student not be returned to the classroom, the principal may not return the student to that teacher's class without the teacher's consent. In the event of a disagreement on the student's return to the teacher's classroom, a committee determines that such placement is the best or only available alternative.

Commented [WU34]: This information is incorporated into the opening of the STUDENT ACCOUNTABILITY, DISCIPLINE, AND MISCONDUCT section of the new Handbook starting on PAGE 22 and over to PAGE 23.

Notification of Formal Disciplinary Action

When formal disciplinary action is required, the parent will be informed by phone, by written notice sent home with the student, or by letter placed in the U. S. Mail. Registered letters will be used only for suspension or expulsion recommendations made by the Superintendent.

It is the responsibility of the student to notify his or her parent(s) or guardian of all written communications sent home with the student; failure to do so may result in further disciplinary action.

Commented [WU35]: This information is redundant and can be found in the STUDENT ACCOUNTABILITY, DISCIPLINE, AND MISCONDUCT section of the new Handbook starting on PAGE 22 and covered in the INVESTIGATIONS section on PAGE 24.

Guidance for Zero Tolerance

Florida Statute 1006.13 mandates that "each district school board shall adopt a policy of zero tolerance for crime and substance abuse...and victimization of students..." whenever and wherever students are under the jurisdiction of the district school board. The law requires that expulsion be recommended for any student at school or at a school related function that was determined to have had possession of a firearm or weapon, as defined in Chapter 790 or any student making a threat or false report as defined by state statutes 790.162 and 790.163. Simulating a firearm or weapon while playing or wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment to the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system under Chapter 790 or s. 1006.13. Simulating a firearm or weapon while playing includes, but is not limited to:

1. Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon.
2. Possessing a toy firearm or weapon that is 2 inches or less in overall length.
3. Possessing a toy firearm or weapon made of plastic snap-together building blocks.
4. Using a finger or hand to simulate a firearm or weapon.
5. Vocalizing an imaginary firearm or weapon.
6. Drawing a picture, or possessing an image, of a firearm or weapon.
7. Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon.

A student may be subject to disciplinary action if simulating a firearm or weapon while playing- that substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. See Section 5: Classification of Infractions for coding options. The severity of consequences imposed upon a student including referral to the criminal justice or juvenile system, must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions.

Commented [WU36]: This section is carried over to the ZERO TOLERANCE RULE of the new Handbook starting on PAGE 20. Much of the information remains intact; only updated language and formatting were made.

In fulfilling this statutory requirement, we have incorporated the specified legal definitions into the language of the Code of Conduct. Regardless of language to the contrary in federal or Florida Law, possession of a firearm, electric weapon or destructive device on the property of any school, school bus, or school bus stop is prohibited. This prohibition includes firearms in motor vehicles parked in parking lots, or anywhere on any school property.

Certain disruptive behavior(s) will be reported to law enforcement authorities as defined by the state SESIR codes. A referral by law enforcement to the criminal justice or juvenile delinquency system must be made on all violent acts noted below and weapon charges as defined in the Gun Free School Act of 1994 & F.S.790.115. The following are prohibited on any school property (including parking areas), school bus, school bus stop, and school sponsored event:

- ☐ Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- ☐ The frame or receiver of any weapon described above;
- ☐ Any firearm muffler or firearm silencer;
- ☐ Any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device
- ☐ Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter;
- ☐ Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
- ☐ Any Firearm
- ☐ Any weapon as defined in Florida Statute 790.00 (13)

The following incidents will be reported and may result in criminal prosecution. If the offense involves a victim, the school shall notify the victim and parents, if a minor, of the offense and the victim's right to press charges against the offender. The School District of Clay County will take all steps necessary to protect the victim of any violent crime from any further victimization. Florida law prohibits any student that commits any of the felony offenses specified by s. 985.455(2), against another student from attending school with, or riding the same school bus as, the victim or any sibling of the victim. All school personnel will be made aware of the Student Victimization and Zero Tolerance Rule Chapter 2009-53.

Infractions that fall under Zero Tolerance Rule are defined by the Florida Department of Education through the School Environmental Safety Incident-Reporting and receive the most severe consequences provided for by School Board Policy. See Section 4 for definitions and consequences protocol.

THE DISTRICT MAY ASSIGN MORE SEVERE CONSEQUENCES THAN NORMAL WHEN THE OFFENDER APPEARS MOTIVATED BY HOSTILITY TOWARD THE VICTIM'S REAL OR PERCEIVED RACE, RELIGION, COLOR, SEXUAL ORIENTATION, ETHNICITY, ANCESTRY, NATIONAL ORIGIN, POLITICAL BELIEFS, MARITAL STATUS, AGE, SOCIAL AND FAMILY BACKGROUND, LINGUISTIC PREFERENCE, DISABILITY, OR WHEN THE OFFENSE IS DETERMINED TO BE GANG-RELATED.

Wireless Communication Devices – Level II Offense (if in violation of Technology Agreement)
Possession/Use of Wireless Communication Devices (F.S.1006.07(2)(f))

- ☐ Students may possess a wireless communication device while the student is on school property or in attendance at a school function. The wireless communication device is only to be in use in accordance with the Technology agreement.
- ☐ Taking photographs or videos by any means whatsoever while on school property or while on school transportation is prohibited. The only exceptions to this prohibition are: 1) Taking photos for reproduction in a school sponsored publication. 2) Taking photos during a school sponsored social event, sporting event, awards ceremony or other school sponsored activity or function at which photography is allowed and the photographs are images of activities which are reasonably considered to be part of the activity or event. 3) Taking photographs with the permission of the school administration. Publication on any internet site of any photographs, videos or images taken in violation of the prohibitions listed above is strictly prohibited, will be deemed disruptive to the order of the school and will be sufficient reason to impose disciplinary measures which may include, but not be limited to, in-school suspension, out of school suspension and recommendation for expulsion.
- ☐ Please refer to your local school handbook for school policy within these guidelines.

Criminal penalties may result if a wireless communication device is used in a criminal act. (F.S.934.215)

Commented [WU37]: This information is incorporated into the STUDENT USE OF THE INTERNET section of the new Handbook starting on PAGE 18, and is further described in APPENDIX B section under TEC on PAGE 57.

Standards of Conduct for Students Transported by School Bus

The Clay County School System has jurisdiction over students who are on the school bus or at the school bus stop when the bus is present at the bus stop. [F.S. 1006.10 (3)] Therefore it is the parent's responsibility to take any action with local law enforcement to correct a problem during the time students are waiting at the bus stop or when students are enroute to or from the school bus stop. In order to guarantee your child and other children who ride buses the safe and efficient transportation they deserve, the following has been established.

Our Philosophy: We believe that all pupils can behave appropriately and safely while riding the school bus. We will not tolerate behavior that is disruptive to the driver or which inhibits or interferes with the safe operation of the bus. Please do the following:

1. Be at the designated bus stop at least 5 minutes before the bus arrives.
 2. Cross in front of the bus making sure that the driver sees you and you see the driver. Wait for the driver's signal that it is safe to cross.
 3. Always walk to or from the bus.
- ☐ All school rules of conduct apply while students are on the bus.
 - ☐ All students are to ride, only their assigned bus, and board and exit the bus at their assigned stop location. Exception is on an emergency basis, and only if there is room on the bus and the student obtains written permission on the school's permission form!
 - ☐ Follow school bus rules as posted.



Penalty: The school principal, or designee, has the authority to suspend the pupil from riding the bus for up to ten (10) days. If serious misconduct continues, bus riding privileges can be denied when necessary for the entire school term. These rules and their consequences will be reviewed with your child by school personnel and by the bus driver. Please discuss this with your child and be sure that it is understood. Thank you in advance for your support of our program.

NOTE: Bicycle riders under the age of 16 must wear properly fitted, safety-related helmets when riding a bicycle. Law enforcement officers may issue a traffic citation and assess fines to riders who do not comply.

Interscholastic Extracurricular Activities (Athletics)

- A student not currently suspended for interscholastic extracurricular activities, or suspended or expelled from school, pursuant to the district's suspension or expulsion authority provided in law is eligible to participate interscholastic extracurricular activities. F. S. 1006.195(1)
- Per F.S. 1006.09(2), if a student is convicted of, or is found to have committed a felony or a delinquent act, including an off-campus incident which would have been a felony if committed by an adult, the student's eligibility in interscholastic extracurricular activities is contingent upon local administration policy, regardless of whether or not adjudication is withheld.
- Students who participate in interscholastic extracurricular activities for, but are not enrolled in a district public school, are subject to the district's code of conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.
- All junior high students must have a 2.0 on a 4.0 GPA scale at the conclusion of each semester. A high school student must have a cumulative 2.0 GPA on a 4.0 unweighted scale at the conclusion of each semester.
- Students are limited to four years of athletic eligibility upon entering high school.
- The Florida High School Athletic Association continues to retain jurisdiction over eligibility rules dealing with recruitment violations and sanctions against students.

Commented [WU38]: This information was updated and expanded upon in the new Handbook under the STUDENT CONDUCT ON A SCHOOL BUS section starting on PAGE 19.

Commented [WU39]: This information is incorporated into the STUDENT-LED ORGANIZATIONS section under STUDENT ACTIVITIES, ATHLETICS, AND EXTRACURRICULAR ACTIVITIES subheading on PAGE 11.

Section 4:
Procedures Relating to Disciplinary Actions

Procedures for Firearms Violations, Weapons (Per F.S. 790.115(1), Assault and other Major Offenses)

- Any student who is determined to have brought a firearm or weapon (as defined in Chapter 790.115(1), F.S.) to school, onto any school ground (including parking areas), to any school function, or onto any school-sponsored transportation and for making threats or false reports against a person or persons (as defined in F.S. 790.162 and 790.163) is automatically recommended TO BE EXPELLED FOR NOT LESS THAN ONE (1) FULL YEAR.
- The Superintendent may consider the one year expulsion on a case by case basis and request the School Board to modify the requirement, including placement in an alternative program, if in the best interest of the student and school system.
- Possession of an artificial firearm is an automatic suspension and/or possible expulsion recommendation to the Superintendent.

Clay County School Board Policy 4.12(P) Use of Metal Detectors

School officials or school employees designated by the principal may conduct metal detector checks of groups of individuals if the checks are done in a minimally intrusive, nondiscriminatory manner (e.g., on all students in a randomly selected class; on every third individual entering an athletic event). Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal container, object, or weapon he or she may conduct a metal detector check of the student's person and personal effects.

□ A student's failure to permit a metal detector check as provided in this policy will be considered grounds for disciplinary action, including suspension.

The Superintendent shall develop procedures for implementing this policy. (These procedures are found in the Administrative Procedures Handbook - # SD-SS04-011 under "Support Services".)



Student Locker Search

School personnel may conduct a search of a student's possessions, a student's locker, or any other storage area on school property or student vehicle without a warrant when school personnel have reasonable suspicion that illegal, prohibited, harmful items or substance, or stolen property may be concealed in such location. School personnel have the authority to search a student's possessions upon reasonable suspicion, if the student refuses to reveal the contents inside.

School personnel are encouraged to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substances, or stolen property, but may proceed with a search without a student's consent, upon reasonable suspicion of a prohibited or illegally-possessioned substance or object.

Principals are authorized to request from law enforcement the need to utilize trained dogs to detect the presence of illegally possessioned substances or objects in student lockers, in student automobiles parked on campus, and any student possession that is located on campus. Florida Statute 1006.09(9)

Procedures for Drug and Alcohol Infractions

As per Florida Statute 1006.09(8): School personnel are REQUIRED to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance, as defined in s. 893.02; any counterfeit controlled substance; as defined in s. 831.31; any alcoholic beverage, as defined in s. 561.01(4); or model glue. School personnel are exempt from civil liability when reporting in good faith to the proper school authority suspected unlawful use,

Commented [WU40]: Much of this information is embedded into the ZERO TOLERANCE RULE of the new Handbook (PAGE 20), as well as in the EXPULSION section (PAGE 23), FIREARMS section (PAGE 26), and APPENDIX B (PAGE 55).

Commented [WU41]: This information is now part of the RANDOM SEARCH section of the new Handbook starting on PAGE 44.

Commented [WU42]: This information is incorporated into the TOBACCO, DRUGS & ALCOHOL section of the new Handbook starting on PAGE 25, as well as into the INVESTIGATIONS section (PAGE 24) and APPENDIX B (PAGE 55).

possession, or sale by a student. Only a principal or principal's designee is authorized to contact a parent or legal guardian of a student regarding this situation.

Infractions may include:

- ☐ Use, possession, under the influence of, or sale of alcohol or other controlled substance or alleged substance, including over-the-counter drugs and synthetic drugs.
- ☐ Endangering the health and safety of students by distribution or preparation of information, written or oral, while on school property for the purpose of soliciting, participation or attendance in parties or gatherings where it is known, represented or likely that statutorily prohibited chemical substances or alcohol will be distributed or consumed.

Commented [WU43]: Most of this information has been reformatted and located into the DISCIPLINE ACTION MATRIX section of the new Handbook starting on PAGE 27.

First Infraction:

- ☐ Contact parents via phone or email; all reasonable attempts for direct contact should be made.
- ☐ Issue 10-day suspension notice and recommendation for expulsion (see ESE District procedures and guidelines for students referred to or staffed into ESE).
- ☐ Notify Superintendent or his designee by sending paperwork and recommendations. Options to reduce 10 day suspension and expulsion recommendation can be made if thorough investigation uncovers unusual circumstances.
- ☐ Limited to Unusual Circumstances: After Principal confers with Superintendent or his designees:
 - Secondary schools - may use Level III and IV options after Superintendent's approval to reduce the 10-day suspension and expulsion recommendation at the school level administrative hearing, conducted by the principal. Up to seven of the 10 days may be waived if student and parent agree to complete a family education program authorized by the principal.

Elementary schools - may use Level II through IV options to reduce the 10-day suspension and expulsion recommendation at the school level administrative hearing conducted by the principal. It will be the principal's decision on suspension days waived including, but not limited to, suspensions waived if parents and students agree to complete a family education program.

Secondary or elementary options may include but are not limited to:

- ☐ Family Education Program for secondary student's only (county substance abuse and violence prevention program with parents' and students' participation).
- ☐ Approved counseling by outside agency (documentation of enrollment required within 4 weeks of the referral date).
- ☐ Recommend alternative placement including parents' and students' participation in the Family Education Program (for secondary students only).
- ☐ Other local and district administrative recommendations (after principal confers with Superintendent or County Office staff designee).

Second and Subsequent Infractions

- ☐ Suspend 10 days with recommendation for expulsion
- ☐ Send expulsion recommendation to the Superintendent
- ☐ The Student Hearing Officer may convene the District Discipline Review Committee to examine a situation or unusual circumstances and make a recommendation to the Superintendent.

Recommendations to the Superintendent may include:

- ☐ Expulsion recommendation reaffirmed
- ☐ Other actions deemed appropriate by the District Discipline Review Committee
- ☐ Alternative program placement

Procedures for Out-of-School Suspension

A school principal may suspend a student from school for up to ten school days from all classes of instruction on school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee, for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal and other formal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation. Pursuant to Florida Statute 1006.09(1)(b), no student who is required by law to attend school shall be suspended for unexcused tardiness, or absences. Therefore, suspension is not an appropriate disciplinary action for truancy as it relates to students who fall within the mandatory state attendance requirements.

- ☐ Prior to suspension, the student shall be advised why he/she is being suspended, be provided an opportunity to refute the charges, and be given an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.
- ☐ Written notice shall be sent to parent(s) or guardian regarding the reason disciplinary action was taken. All reasonable attempts to conference with parent via phone or in person must be made during the suspension process.
- ☐ If the immediate suspension of the student is justified because the student's presence endangers others or school property, the necessary notice and conference, if requested, will follow as soon as possible.
- ☐ The school is required to provide all work assignments to be completed by the student.

Procedures for Expulsion

A school principal may recommend to the Superintendent the expulsion of a student for all Level IV infractions and Level III infractions that are especially egregious, violent, or otherwise significant enough to warrant such a decision. Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

- ☐ Prior to expulsion, the student shall be advised why he/she has been recommended for expulsion, be provided with an opportunity to refute the charges, and be given the opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.
- ☐ Should the principal make a recommendation to the Superintendent for expulsion, the parent and student or adult student has a right to a hearing with the principal.
- ☐ At that time, the parent or adult student may request to have any willing witnesses that they deem appropriate who were involved in the case be present.
- ☐ At the Principal's suspension hearing, the parent or adult student shall also be advised of the right to appeal and be advised of the appeal procedures to the District Discipline Review Committee.
- ☐ If the parent or adult student feels they have not been afforded a fair hearing at the school and district level, they have the right to request in writing a hearing before the School Board.
- ☐ In the event that a student who has been recommended to expulsion withdraws from enrollment in the Clay County School, the expulsion proceedings shall continue as though the student had not withdrawn. The Principal, Superintendent and School Board shall not delay action on an expulsion recommendation pending re-entry/re-registration of the student in Clay County District schools.
- ☐ If a student is recommended for expulsion, a student may not return to their home school until the completion of the District Review Committee.

Suspension Process and Appeal of a Suspension

- ☐ The principal is initially responsible for determining that a suspension offense has been committed.
- ☐ In investigating such incidents, the student will be notified in writing of the Code infraction and an opportunity to admit or refute the circumstances.
- ☐ It should be noted that any statement a student makes may be used, along with other documentation, to prove whether the student is guilty or not guilty of the infraction.
- ☐ The principal's conclusions should be based on documentation of the facts pertaining to the incident.
- ☐ The school principal, after reviewing the case with the parent or adult student, will either affirm the length of suspension as originally stated in the suspension notification, or reduce the length of suspension upon consideration of the results of the parent conference. This change shall be made on the electronic referral in the student information system.
- ☐ The parent, or adult student, at the initial conference, should be advised of his/her right to appeal the action to the Superintendent through his designee.

Commented [WU44]: This information was incorporated into the SUSPENSION & EXPULSION section of the new Handbook starting on PAGE 23.

Commented [WU45]: This information was incorporated into the SUSPENSION & EXPULSION section of the new Handbook starting on PAGE 24.

Commented [WU46]: Incorporated into the PROCEDURES and APPEAL sections of the new Handbook starting on PAGE 23 and PAGE 24.

- If the parent, guardian, or adult student feels that they were not afforded a fair hearing, or disagree with a result at the school, he/she shall appeal to the Superintendent's designee in writing within 3 days.
- The Superintendent or designee may convene the District Discipline Review Committee. This committee will be made up of individuals from various departments representing general education, specialized instruction, and student discipline.
- The committee shall hear any additional testimony that may be deemed necessary to aid the Superintendent's review and attempt to rectify any procedural errors.
- The Committee's recommendation will be presented to the Superintendent.
- Provisions shall be made for School Board review of the case if an appeal is made by the parent by phone or in writing within 3 days of receiving the Superintendent's decision.

Hearings will be conducted pursuant to Florida Statutes 1006.07(1)(a) and 1006.08(1). Suspension hearings are exempted from provisions of Ch. 120 F.S. Expulsion hearings shall be governed by F.S. 120.57(2) and are exempt from F.S. 286.0111.

Discipline Procedures for Students with Disabilities

The School District of Clay County is committed to providing all students with disabilities a free, appropriate public education. While this commitment includes all aspects of the disabled students learning experience, it in no way lessens the School Board's intention to maintain a safe, orderly environment for the entire student and staff population. Additionally, the School Board believes that the implementation of thoughtful, carefully constructed disciplinary procedures is a necessary component of student education.

Formal disciplinary actions described in the Clay County Code of Student Conduct may be used with students with disabilities when trained professionals have evidence that such strategies are appropriate to the student's conduct and contribute to his learning process. When necessary to ensure the overall safety, welfare, and/or order of the school environment, a student with disabilities may be subjected to short-term suspension with all alternative procedures and safeguards affirmed. More serious violations may result in a recommendation for expulsion and/or an administrative placement in an Alternative Exceptional Education setting.

When working with students with disabilities, the goal is to focus on proactive strategies using positive behavioral interventions and supports with an intentionally reduced focus on exclusionary methods (i.e. out-of-school suspension). Individualized Education Plan (IEP) or 504 teams must convene when a student reaches his or her fifth day of out-of-school suspension in order to proactively address the student's needs. Teams may convene any time prior to the fifth day of suspension if the need is warranted.

Procedures which govern a change of placement generally follow these guidelines:

- The district prohibits any student with a disability from being suspended out-of-school for more than ten (10) consecutive days or ten (10) cumulative days within a school year. Any disciplinary removal of a student with a disability for more than ten (10) days in a school year is considered a change of placement. If a decision is made that a change of placement will occur for a student with a disability, the student's IEP or 504 team will be convened to conduct a manifestation determination review.
- Students with disabilities who have been determined to have committed certain Level III or Level IV infractions of the Code of Student Conduct may be recommended for expulsion.
- A group of professionals trained to provide input regarding the student's disabling condition documents evidence that the on campus expellable event is not a manifestation of this condition. The group shall include the school psychologist, appropriate Exceptional Student Education (ESE) personnel, and administrative representation of the referring campus.
- This group shall convene with the parents of the student recommended for expulsion to generate an appropriate (Individualized Education Plan) or 504 Plan.
- If it is determined that the offense is a manifestation of the disabling condition, the student may not be expelled, but may be provided services for a limited time in an alternative setting. The setting will be determined by an IEP or 504 Plan committee. For Students with Disabilities, appropriate goals and objectives to address the inappropriate behavior(s) will be reviewed or generated and will be implemented in the resulting educational setting.

Commented [WU47]: This was included in the HEARING OFFICE section of the new Handbook on PAGE 22.

Commented [WU48]: This was carried over to the DISCIPLINE & STUDENTS WITH DISABILITIES section of the new Handbook starting on PAGE 41.

- ☐ In addition to the student's placement in an appropriate ESE Program or 504 Plan, there is documented evidence of the availability of necessary support services and concentrated alternatives. Furthermore, a Functional Behavior Assessment/ Positive Behavior Support Plan (FBA/PBSP) is to be generated or reviewed and added to the IEP. For students with 504 Plan, a behavior plan will be generated or reviewed.
- ☐ A district-wide discipline hearing may be held to consider the Principal's recommendations to the Superintendent.
- ☐ The recommendations will be based on the Statement of Manifestation and the determination of eligibility for expulsion.
- ☐ After a review of the following documentation by the ESE Director or Student Services staff, the Superintendent may notify the parents (regarding) the Clay County School Board hearing schedule and the rights accorded the student at the hearing:
 - ☐ Statement of Manifestation
 - ☐ Current IEP, including relevant matrix amendments, or 504 Plan
 - ☐ Least Restrictive Environment (LRE)
 - ☐ Functional Behavior Assessment/Positive Behavior Support Plan
- ☐ All Due Process Rights and Procedures are granted to students with disabilities.
- ☐ Under no circumstances shall expulsion of a student with disabilities result in a complete cessation of educational services. Students will be provided an alternative setting in order to insure that the IEP or 504 Plan is continued.

NOTE: In reference to Section 504 students, the consequences for drug or alcohol use or possession by any student with a disability are not different from non-disabled students.

Procedures for Consideration of Suspension or alternative School Assignment When a Student is Charged with a Felony

Pursuant to Section 1006.09(2), Florida Statutes, a student charged with a felony or delinquent act that would be a felony if committed by an adult, whether it occurred on or away from school board property, may be suspended or assigned to an alternative education program. Such assignment may be made upon determination that the student is eligible according to federal and state program criteria, and:

- the nature of the offense is such that the student poses a threat to safety of other students or personnel at school, or
- the student's safety is at risk by remaining in school or at a school-sponsored event with other students.

A principal can initiate this process in writing through the Hearing Office under authority of s. 1001.54 and guidance of s. 1006.13(6). Suspension pursuant to this process shall not affect the delivery of educational services to the student and the student shall be enrolled in an alternative education program. Students who are eligible for services under the IDEA or Section 504 of the Americans with Disabilities Act are subject to those procedural safeguards.

The recommendation of the principal to exercise this policy must be approved by the principal supervisor.

Procedures for Investigating Assault and Battery to School Board Personnel

Infractions may include:

- ☐ Striking a school board employee
- ☐ Any person threatening or attempting bodily harm when the person being threatened feels that the threat is real and may be carried out.

Procedures:

- ☐ Investigate and collect all relevant information, including witness statements.
- ☐ Consult with law enforcement (when staff presses charges to assure CCEA or CESPAs involvement).
- ☐ Notify parents of incident; notice family with certified letter of principal review.
- ☐ Issue suspension notice with recommendation for expulsion (see ESE guidelines for students referred or staffed into ESE; a ten-day recommended suspension must be addressed at the district-wide meeting).
- ☐ Notify Superintendent by sending paperwork and recommendations. Recommendations may include temporary placement in an appropriate alternative setting prior to any district-level hearings.
- ☐ The Superintendent or designee will convene the District Discipline Review Committee to investigate the incident. The Superintendent or designee will select the members of the committee, including members of the Clay County Education Association (CCEA) or Clay Educational Staff Professional Association Local 7409 (CESPA) when the injured staff member presses charges. If the school personnel (victim) presses charges on the student, they can attend the district-wide meeting.

Commented [WU49]: This section was carried over the STUDENTS CHARGED WITH FELONY section of the new Handbook, starting on PAGE 43.

Commented [WU50]: This information was carried over to the STRIKING OR THREATENING SCHOOL BOARD EMPLOYEE section of the new Handbook on PAGE 26. Some new language was added describing that school administration and HR assist the employee in these circumstances.

- ☐ The student must attend the review meeting. (Unusual circumstances that prevent their participation should be processed as part of the discipline backup material.)
- ☐ The committee will present its findings to the Superintendent for his expulsion recommendation to the School Board.

Procedures Relating to Harassment

It is the policy of the Clay County School District to maintain a learning environment that is free from harassment based on sex, race, color, sexual orientation, national origin, or disability as required by federal laws prohibiting discrimination by school districts receiving federal financial assistance.

It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this district to harass a student through conduct of a sexual nature, or regarding race, color, sexual orientation, national origin or disability as defined by this policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment based on race, color, sexual orientation, national origin, or disability by a student, teacher, administrator, or other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

For purposes of this policy, harassment of a student consists of verbal, written (to include electronic communication), or physical conduct relating to an individual's sex, race, color, sexual orientation, national origin, or disability when the harassing conduct is sufficiently severe, persistent, pervasive, and objectively offensive so that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school.

Definitions of Harassment

Sexual harassment consists of unwelcome and unsolicited sexual advances, requests for sexual favors, sexually motivated physical conduct, or any other verbal or physical conduct or communication of a sexual nature. Sexual harassment can take two forms: 1) hostile environment and 2) "quid pro quo" which means "you do something for me and I'll do something for you" in a sexual context.

Examples of sexual harassment may include:

- ☐ sexual advances
- ☐ unnecessary touching, patting, grabbing, pinching, or brushing against the body of the same or opposite sex
- ☐ unwelcome physical behavior, verbal or written words or symbols directed at an individual's gender, clothing, body, or activities
- ☐ suggestive or obscene sounds or gestures
- ☐ sexual or dirty jokes
- ☐ touching oneself sexually or talking about one's sexual activity in front of others
- ☐ spreading rumors about or rating other students as to sexual activity or performance
- ☐ inappropriate physical exposure
- ☐ sexually cyberharassing – publishing a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without such person's consent, for no legitimate purpose and with the intent to cause substantial emotional distress to such person.

Harassment because of race, color, sexual orientation, or national origin consists of verbal or physical conduct relating to an individual's race, color, sexual orientation, or national origin when the harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment.

Examples of conduct, which may constitute harassment because of race, color, sexual orientation, or national origin, include:

- ☐ graffiti containing offensive language which refers to a person's race, color, sexual orientation, or national origin
- ☐ name calling, jokes, or rumors
- ☐ threatening or intimidating conduct directed at a person because of his/her race, color, sexual orientation, or national origin
- ☐ racial or ethnic slurs, negative stereotypes, and hostile acts based on another's race, color, sexual orientation, or national origin

Commented [WU51]: This information is incorporated into the DISCRIMINATION | HARASSMENT section of the new Handbook starting on PAGE 8. Much of the language has been retained but updated and reformatted.

Commented [WU52]: This information is embedded into the DISCRIMINATION | HARASSMENT section (PAGE 8-9), as well as in the DISCIPLINE ACTION MATRIX (PAGE 27), and APPENDIX B (PAGE 55).

- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, that person's race, color, sexual orientation, or national origin
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race, color, sexual orientation, or national origin

Harassment because of a disability consists of verbal or physical conduct relating to an individual's physical or mental impairment when the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from services or opportunities in an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct, which may constitute harassment because of a disability include:

- graffiti containing offensive language derogatory to a person because of their physical or mental disability
- threatening or intimidating conduct directed at another because of that person's physical or mental disability
- jokes, rumors, taunting, belittling, or name calling based on that person's physical or mental disability
- slurs, negative stereotypes, and hostile acts which are based upon an individual's physical or mental disability
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability
- other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability.

Definition of Bullying

Bullying is unwanted, aggressive behavior that involves a real or perceived threat, a power imbalance between the one being bullied and the one doing the bullying, and is repeated, or has the potential to be repeated, over time. Children and youth who are bullied and who bully others may have serious, lasting social-emotional problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others.
- Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, or purposely excluding someone from a group. (stopbullying.gov 2018)

Definition of Hazing

Hazing — Means any action or situation that endangers the mental or physical health or safety of a student at a school with grades 6 through 12 for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a school with grades 6 through 12. "Hazing" includes, but is not limited to:

- Pressuring, coercing, or forcing a student into:
 - o Violating state or federal law
 - o Consuming any food, liquor, drug, or other substance; or
 - o Participating in physical activity that could adversely affect the health or safety of the student.
- Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Procedures for Reporting Harassment/Bullying/Hazing

Students should report the complaint directly to a teacher, school counselor, or school administrator. (If the accused is the principal, students or parents should contact Human Resources at (904) 336-6706.

Students should tell their parents.

Students may ask their teacher, school counselor, or parent to help them report the incident to their principal or assistant principal.

Students should be prepared to give accurate details of who, what, when, where, and how.

Anyone can anonymously report alleged harassment/bullying/hazing through the districts website at <https://www.oneclay.net/Page/4717>.

Commented [WU53]: This information is embedded in the BULLYING section of the new Handbook starting on PAGE 9, as well as into the DISCIPLINE ACTION MATRIX (PAGE 27), AND APPENDIX B (PAGE 55).

Commented [WU54]: This information is primarily found in the DISCIPLINE ACTION MATRIX of the new Handbook starting on PAGE 27, and then further defined in APPENDIX B (PAGE 55).

Commented [WU55]: This information is adapted into the REPORTING DISCRIMINATION, HARASSMENT, AND BULLYING section of the new Handbook starting on PAGE 10. Some information can also be found in the INVESTIGATION section (PAGE 24).

Procedures for Investigating Harassment/Bullying/Hazing

- ☐ Principal immediately notifies victim's parent/guardian of the reported bullying/harassment/hazing. Principal selects a neutral designee to initiate the investigation.
- ☐ Interviews of the victim, alleged harasser/bully/hazer, and witnesses are conducted individually and documented. School counselor should be notified to schedule individual counseling session to determine the counseling needs of the victim and perpetrator.
- ☐ The administrative designee shall collect and evaluate the facts including:
 - ☐ the nature of the behavior
 - ☐ how often the conduct occurred
 - ☐ whether there were past incidents or past continuing patterns of behavior
 - ☐ the relationship between the parties involved
 - ☐ the race, national origin, sex, disability (if any) and age of the victim
 - ☐ the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment/bullying/hazing
 - ☐ the number of alleged harassers/bullies/hazers
 - ☐ the age of the alleged harasser/bully/hazer
 - ☐ where the harassment/bullying/hazing occurred
 - ☐ whether there have been other incidents in the school involving the same or other students
 - ☐ whether the conduct adversely affected the student's education or educational environment
 - ☐ the context in which the alleged incidents occurred

Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts.

- ☐ Recommend remedial steps necessary to stop the harassing/bullying/hazing behavior.
- ☐ Write a final report to the Principal.
- ☐ Actions taken to protect the person being harassed/bullied/hazed are reported to the victim's parent/guardian.

The maximum of 60 school days shall be the limit for the initial filing of incidents that fall under the Federal guidelines for harassing behavior and completion of the investigative procedural steps. All reports of bullying/hazing will be handled in a timely manner. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or report of harassment/bullying/hazing and the investigative procedures that follow.

Submission of a good faith complaint or report of harassment/bullying/hazing will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Retaliation against one who reports an incident of harassment/bullying/hazing in good faith will not be tolerated. However, if frivolous actions are brought against the school board or school officials under Title IX, it is important to note that Rule 11 of the Federal Rules of Civil Procedure is aimed at curbing abuses of the judicial system.

Any person who wrongfully and intentionally accuses another person of bullying/harassment/hazing will be subject to disciplinary action. (Reference SB Policy 1.12, 4.11).

Commented [WU56]: This information is adapted into the REPORTING DISCRIMINATION, HARASSMENT, AND BULLYING section of the new Handbook starting on PAGE 10. Some information can also be found in the INVESTIGATION section (PAGE 24).

Section 5: Classification of Infractions and Glossary

The Code of Student Conduct defines infractions that have been committed by students while under the supervision of district staff or designees.

A major consideration in the application of the Code of Student Conduct is the identification of the most appropriate disciplinary action necessary to bring about positive student behavior. To that end, specific grounds for disciplinary action have been divided into four subgroups and a variety of administrative actions have been suggested or mandated. The violations in various subgroups represent a continuum of misbehavior based on the seriousness of the act and the frequency of occurrences. Violations classified at Level I are relatively minor and involve acts which only minimally disrupt the orderly conduct of the educational process in the classroom. By contrast, Level IV misconducts involve criminal acts or acts that cause extreme disruption and are so serious that they represent a direct and immediate threat to the welfare of other individuals.

It is important to note that the administrator and teacher, consistent with the power delegated to him/her, has the authority to take additional or more severe administrative action under this Code if, in his/her opinion, the nature of the misconduct warrants it.

Each classroom teacher should deal with general classroom disruption by taking in-class disciplinary action, by making a personal call to the parents or guardians when feasible, and by scheduling conferences with parent(s) or guardian and other school staff. Only when the action taken by the teacher is ineffective, or the disruption is sufficiently severe, should the student be referred to the principal or his/her designee. Teachers will be notified of the results of the action taken.

The charts on the following pages list these violations and the recommended or mandated disciplinary action.

In addition to the Statutes noted in this document, other F.S. referring to discipline and control of students include:

1001.41	General powers of School Board
1001.42	Powers & duties of the School Board
1001.43	Supplemental powers and duties of School Board/Student management
1003.01(5)(a)(b)(6)	Definitions of Suspension and Expulsion
1003.31	Pupils subject to control of school
1003.32	Authority of Teacher
1003.32(4)(5)(6)(7)	Teacher authority to remove a student
1006.08	Duties and Responsibilities of the Superintendent
1006.09	Authority of Principal
1006.09(9)	Search of student locker or storage area
1006.09(8)	Reports of suspected substance or alcohol abuse; exemption from liability
1006.10	Authority of school bus driver
1006.11(2)	Liability of Teacher or Principal
1006.13	Zero Tolerance for Crime & Victimization
1006.13(5)	School attendance and transportation of certain offenders
1006.14	Pupils prohibited from belonging to secret societies
69.11; 569.101; & 569.12	Penalties/reporting of tobacco products
790.115	Possessing or discharging weapons or firearms at a school-sponsored event or on school property prohibited; penalties; exceptions.
6A1.0404	Zero Tolerance for School Related Violent Crime
6A1.0956	Suspension on the basis of felony charge

Assessing Consequences for Infractions

All infractions could be used with any number of actions set forth in the the guidelines for assessing consequences for violations of School Board policies. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the guidelines if it is determined that there are mitigating or aggravating circumstances. The nature of the offense and/or the student's past disciplinary record may be considered in disciplinary action under progressive discipline. Students may be referred for mental health services as indicated by need and history.

The school district employee who is supervising the student or who observes the misbehavior should intervene in the misconduct. If repeated misbehavior or further action is necessary the school district employee should refer the student to the school administrator. After hearing the student's explanation, consulting with staff members and doing any other investigation necessary, the administrator will decide on disciplinary action.

Commented [WU57]: These first three paragraphs were incorporated into the STUDENT ACCOUNTABILITY, DISCIPLINE, & MISCONDUCT section of the new Handbook starting on PAGE 22.

Commented [WU58]: This information was not included in the new Handbook. Statute and State Board Rules are embedded throughout the document for the readers reference.

Commented [WU59]: This section is embedded into the DISCIPLINE ACTION MATRIX section of the new Handbook starting on PAGE 27 and with only moderate language updates and formatting.

Level 0

Level 0 codes are reserved for documentation purposes only for state reporting purposes and student behavior records. Any actions/intervention can be administered and recorded in the student information system at the principal's discretion. Suspension of any kind should not be used with these codes.

Behavior Incident Tracking BIT - To be used for documentation of problematic student behaviors. If there is a consequence connected to this incident then the code should be from a Level 1 or higher.

- (SAO) Felony Charges –[previously defined as State Attorney Charges]
- (UBL) Unsubstantiated Bullying UBL – After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of bullying as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).
- (UHR) Unsubstantiated Harassment UHR – After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).

Level I

Level 1 infractions are relatively minor misbehaviors or general classroom disruptions which interferes with the orderly educational process in the classroom or other areas.

- (CHT) Cheating - Academic cheating is defined as representing someone else's work as your own. Several examples are, having answers written prior to the exam, including sharing another's work, purchasing an academic paper or test questions in advance, paying another to do the work for you and plagiarism.
- (DRS) Dress Code Violation - To dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety. Non-conformity to the general code of appearance as outlined in Board Policy.
- (FLS) Providing False Information Lying/Forgery - Giving false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school. Intentionally providing false or misleading information to, or withholding valid information from, a school staff member. This includes Forgery - to fashion or reproduce for fraudulent purposes, such as signing parents' name to a note
- (RES) Response to a Confrontation/Student/Self Defense - Used when the person responding was defending themselves Used when the investigation identifies a clear offender the initial confrontation does not have to involve physical contact
- (TAR) Tardiness - Late to class or school
- (VCR) Violation of Classroom Rules - Violation of specific posted or written class rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.

Commented [WU60]: This entire next session can now be found in APPENDIX B of the new Handbook starting on PAGE 55.

Level II

Level II infractions are acts of misbehavior whose frequency and seriousness tends to disrupt the learning climate of the school. These infractions usually result from a continuation of Level I misbehavior and require administrative personnel intervention because execution of Level I disciplinary procedures and options has failed to correct the situation.

This misconduct must be reported to the appropriate school administrator for disciplinary action. The administrator will follow the procedure designated for minor violations (Level I) in investigating the situation and deciding on disciplinary action.

- (ABS) Abuse of School Property vandalism under \$1,000 - To use wrongly or improperly, or to maltreat any school equipment or property, including, but not limited to, the inappropriate use of a computer by breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software and entering, distributing or printing unauthorized files.
- (DEF) Defiance/Disrespect Insubordination - Refusal or failure to obey, marked by resistance to authority. The flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority.
- (GMB) Gambling - One who participates in games of chance or skill for money or profit.
- (IAC) Inappropriate Conduct - Violation of specific posted or written school rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.
- (LVC) Leaving Class Without Permission- Student did not have permission granted by the teacher or other school entity to leave the classroom environment; unauthorized leaving of assigned class.
- (LVS) Leaving School Without Permission- Student did not have permission granted by the teacher or other school entity to leave the school grounds; unauthorized leaving of school grounds.
- (DSP) Low Level Confrontation - Student who deliberately pushes, pulls, shoves, strikes or fights with another student or students or by acts or words provokes a fight which does not result in injury and is basically considered a minor altercation.
- (POS) Possession of an Inappropriate Object - Possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, portable cassette or CD players, electronic games, rollerblades, skateboards, magic cards, lighters, hats, etc. and any other items that cause distraction and/or damage to persons or property or otherwise interferes with learning. Possession of a pocket knife which may be potentially dangerous or harmful to others. These items will be confiscated.
- (PRO) Profanity Obscene Language or Gesture- Abusive, profane, obscene or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.
- (SKP) Skipping - Unauthorized absence from school without parent/guardian knowledge or permission.
- (SPE) Student uses Profanity/School Board Employee - A student who intentionally or unintentionally engages in a verbal confrontation involving a school board employee. If the verbal confrontation involves a threat then see SESIR Threat TRE.
- (STP) Stealing/Petty Theft <\$300 - taking of property or from a vehicle on school property worth under \$300

Level III

Level III infractions are major acts of misconduct. They include repeated misconduct acts from Level II, serious disruptions of school order and threats to the health, safety and property of others. The misconduct must be reported promptly to the school administrator, who may remove the student from the school or activity immediately.

- o (TEC) Inappropriate use of Technology Wireless Communication Devices - When the possession of a wireless communication device disrupts the educational process. This includes the unauthorized use of a wireless communication devices to capture images or recordings without permission during school hours, attaching power cords to school devices, and/or the unauthorized use on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).
- o (IDT) Identity Theft - When a student represents themselves as another individual (including but not limited to students and district employees) with the intent of creating confusion or disruption to another's well-being. The fraudulent acquisition and use of a person's private identifying information.
- o (PSF) Possession of Fireworks - Possession, use, sale, storage or distribution of fireworks or firecrackers or associated devices.
- o (SCE) Student Physical Confrontation/ School Board Employee - A student who intentionally engages in a physical confrontation involving a school board employee.
- o (BRK) Breaking and Entering - The unlawful entry with force, or unauthorized presence in a building or other structure, or conveyance with evidence, or the intent to damage or remove property or harm a person(s).
- o (BUL) Bullying/Cyberbullying - Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. The most common places where cyberbullying occurs are:
 - ☐ Social Media, such as Facebook, Instagram, Snapchat, and Twitter
 - ☐ SMS (Short Message Service) also known as Text Message sent through devices
 - ☐ Instant Message (via devices, email provider services, apps, and social media messaging features)
 - ☐ Email
- o (FIT) Fighting - When two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury.

Examples

- Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it.
- Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants.

Non-Examples

- Student engaging in "horseplay."
- Student verbally confronting another student/teacher.
- Student or other engaging in pushing and shoving who is easily separated or stopped.
- Student or other engaging in a fight which is resolved without injury or need for physical restraint.

- o (HAZ) Hazing - Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes but is not limited to: (1) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, (2) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Examples

- Pressuring, coercing or forcing a student into: 1) violating state or federal law; 2) consuming and food, liquid, drug, or other substance; or 3) participating in physical activity that could adversely affect the health or safety of the student.

Non-Examples

- Requiring new team member to attend additional supervised practices.

- o (PHA) Physical Attack - Refers to an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

Examples

- Throwing an object and hitting someone hard enough to cause injury.

Non-Examples

- Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it.
- Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants. (Refer to Fighting as a possible SESIR code)

- o (SXA) Sexual Assault - An incident that includes a threat of rape, fondling, indecent liberties, child molestation, or sodomy. The threat must include all of the following elements: 1) intent; 2) fear; and 3) capability.

Examples

- Student or other threatening to rape another.

Non-Examples

- Kindergarten student threatening another with a sexual act.

- o (TBC) Tobacco -The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 18.

Level IV

Level IV acts of misconduct are the most serious. Any Level IV act is grounds for expulsion, and will result in a mandatory 10-day suspension. These acts are clearly criminal and are so serious as to require administrative actions which will result in immediate removal of the student from school, the intervention of law enforcement authorities and/or action by the Superintendent, or the Clay County School Board. Level IV also includes repeated misconduct acts from Level III.

- (ALC) Alcohol - Possession, sale, purchase, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using or in the course of the investigation it is discovered that the person used alcohol.
- (ARS) Arson - To damage or cause to be damaged, by fire or explosion, any dwelling, structure or conveyance, whether occupied or not, or its contents.
- (BAT) Battery - The physical use of force or violence by an individual against another.

Examples

- Student hitting another with a heavy object over the head.
- Student jabbing a pen into another's arm.
- Student or other engaging in a mutual physical altercation with another and continuing to hit/beat that person even after that person stops fighting, or is no longer able to fight back.

Non-Examples

- Student or other delivering a single poke to the chest.
- Student or other delivers a single, non-injuring strike to the arm of another. Students or others actively engaging in a fight with each other.
- Student or other striking back when hit by an aggressor and becoming engaged in a fight with the aggressor.

(DOC) Disruption on Campus - Majorly Disorderly Conduct Disruptive behavior that poses a serious threat to the learning environment, health, safety or welfare of others.

Examples

- Student or other making a bomb threat.
- Student engaging in disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group.
- Student or other causing an incident that results in closing the cafeteria.
- Student or other inciting a riot.
- Student or other pulling the fire alarm.
- Student or other deliberately crashing the school computer system.
- Student or other causing an incident that prevents others from proceeding to the next class or prevents egress.

Non-Examples

- Disruption of a single classroom.
- Student defying authority.
- Student disobeying or showing disrespect to others.
- Student or other using obscene or inappropriate language or gestures.
- Student not sitting in seat and/or talking loudly while school bus is moving.

(DRD) Drug Sale Distribution; excluding alcohol - The manufacture cultivation, sale or distribution of any drug, narcotic, controlled substance or substance represented to be a drug.

Examples

- Student passing a marijuana cigarette around in the school bathroom.
- Student giving prescription drugs prescribed for someone else to another.
- Student selling cocaine to another.
- Student or other misrepresenting substances as illegal drugs.

Non-Examples

- Student taking medication prescribed for themselves.
- Student giving an aspirin or other over-the-counter medication to another in dosage prescribed.
- Student smoking a marijuana cigarette alone. (Refer to Drug Use/Possession, DRU)
- Student found with a single marijuana cigarette in backpack. (Refer to Drug Use/ Possession, DRU)

(DRU) Drug Use Possession; excluding alcohol - The use, or possession, of any drug, narcotic, controlled substance or any substance when used for hallucinogenic purposes.

Examples

- Student or other possessing or being under the influence of illegal drugs at school, at school-sponsored events, or on school transportation.
- Student possessing or observed swallowing prescription drugs that are not prescribed for him/her.
- Student found inhaling or ingesting intoxicants, glue, solvents, or aerosols for hallucinogenic purposes.

Non-Examples

- Student possessing or using over-the-counter medications in dosage prescribed.
- Student using inhalers for asthmatic condition.
- Student possessing drug paraphernalia (refer to Other Major, OMC).

(HAR) Harassment - Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that:

- (1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property,
- (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or
- (3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

Examples

- One student approaches another student and makes an insulting gesture. The targeted student runs off in tears and is visibly upset.

Non-Examples

- Two students approach each other and one student makes an insulting gesture towards the other student. Both students are good friends no offense was taken by either student from the interaction.

(HOM) Homicide - The unjustified killing of one human being by another.

(KID) Kidnapping - Forcibly, or by threat confining, abducting, or imprisoning another person against his/her will and without lawful authority.

Examples

- Student or other holding another person for ransom or reward, as a shield, or as a hostage. Non-custodial caregiver, with a restraining order, picking up a student.

Non-Examples

- Student running away with her boyfriend after being picked up from school by him.

(STL) Larceny Theft > \$300, including motor vehicle theft - The unauthorized taking, carrying, riding away or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm.

Examples

- Student or other embezzling public funds.
- Student or other stealing an item worth \$300 or more.
- Student finding a checkbook, signing owner's name and making a purchase.
- Student or other stealing a car or motorcycle.

Non-Examples

- Student or other borrowing an item without permission.
- Student or other committing robbery (code as Robbery instead)
- Student or other stealing an item less than \$300.
- Student steals a credit card but no charges are made to the card.

(OMC) Other Major - Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified.

Examples

- Student produces or knowingly uses counterfeit money.
- Student participates in gambling activities i.e., throwing quarters for money.
- Student possesses pornographic materials depicting others under the age of 18.
- Student possessing drug paraphernalia.

Non-Examples

- Student arrested for violating probation.
- Student or other arrested for committing crimes off-campus.

(ROB) Robbery/Extortion - The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear.

Examples

- Student or other snatching a gold chain off someone's neck
- Student or other extorting lunch money
- Student or other engaging in "Carjacking"

Non-Examples

- Student or other taking money from an unattended purse. (Refer to Larceny Theft (STL) as a possible SESIR code)

(SXB) Sexual Battery - Forced or attempted oral, anal or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object.

Examples

- Student or other raping someone.
- Student or other attempting to rape someone.
- Non-Examples
- Students engaging in consensual sex acts. (Consensual sex is not Sexual Battery. Refer to Sexual Offense (Other) as a possible SESIR code)

(SXH) Sexual Harassment - Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. {6A-19.008(1)SBE Rule} An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence.

Examples

- Student or other causing unwanted and ongoing episodes of leering, pinching, grabbing.
- Student or other making repeated suggestive comments or jokes or actions of a sexual nature.
- Student or other pressuring one to engage in sexual activity.
- Teacher threatening to lower a student's grade if sexual favors are not given.
- Student or other repeatedly showing a photograph, poster or other images of nudity, lewd or sexual activity.
- Student or other pressuring another student for sexual favors by threatening to prevent him/her from participating in a school activity.

Non-Examples

- Student engaging in consensual sex. (Refer to Sexual Offenses (other) code as a possible SESIR code.
- Student unintentionally brushing up against another in the hallway.
- A single incident of a kiss that may be unwanted.

(SXO) Sexual Offenses - 1. Other sexual contact, including intercourse, without force or threat of force, subjecting an individual to lewd sexual gestures or comments or sexual activity, or 2 Exposing private body parts in a lewd manner.

Examples

- Student or other participating in sexual activity in front of a student.
- Student or other intentionally exposing genitals.
- Two or more students engaging in sexual activity.
- Student or other soliciting or encouraging a person to commit a sexual act.
- Student or other touching the buttocks of another in a lewd, lascivious manner.

Non-Examples

- Students kissing consensually
- Student swearing
- A kindergarten child relieving himself publicly
- A first grade student hugging another
- Student inadvertently touching breasts or buttocks of another

(TRE) Threat/Intimidation - A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements:

1. intent—that the threat is heard or seen by the person who is the object of the threat.
2. fear—a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and
3. capability—the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.

Examples

- Student or other willfully and repeatedly following another or stalking with intent to cause the person to fear for their safety.
- Student or other who willfully and repeatedly uses email or text messages to cause another to fear for their safety or cause substantial emotional distress (cyber stalking).

Non-Examples

- Student or other engaging in mutual combat with another.
- Student or other actually using force or violence against another. (Refer to Battery or Fighting codes as possible SESIR code)
- Student waving to another student in the hallway, waiting after class to talk to him/her and calling to ask him/her out.

(TRE) Trespassing - To enter or remain on a school grounds/campus, school transportation, or at a school-sponsored function/off campus without authorization or invitation and with no lawful purpose for entry.

Examples

- Any unauthorized person entering the campus
- Any unauthorized person remaining on property after being directed to leave by the chief administrator or designee.

Non-Examples

- Parent entering the building to pick up his/her child without first getting clearance through the office.
- Person searching for a phone at a school facility after his/her car has broken down.

(VAN) Vandalism > \$1,000 - The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

Examples

- Student or other defacing school with graffiti.
- Student or other keying or scratching a car in a campus parking lot.
- Student or other trashing a classroom resulting in damages of \$1,000 or more.
- Student(s) damaging a hotel room (\$1,000 or more) on a school-sponsored trip.

Non-Examples

- Student or other accidentally damaging chemistry lab equipment.
- Student or other causing damages under \$1,000

(WPO) Weapon Possession - Possession of any instrument or object (as defined by Section 790.001 (13), Florida Statutes, or district code of conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

Examples

- Student or other possessing a firearm or knife.
- Student or other using a knife, pocket knife, or other sharp or pointed implement to threaten or harm another.

Non-Examples

- Student, after investigation, found to possess a common pocket knife, or eating utensil with no intent to harm.
- Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils.
- Student possessing a cutting tool that is being used in art shop or other class.

Actions/Interventions

Following are actions/interventions that can be used to address student misconduct at all levels listed above. Each action/intervention is coded to guide the user when choosing which action/intervention to apply. More than one action/intervention can be used for a single incident.

It is strongly encouraged that an action/intervention that is focused on building better coping skills or desired behavior be used when an exclusionary action is also utilized.

As a reminder, a principal or principal designee may choose any options when dealing with student misconduct based on circumstances and student conduct history.

Commented [WU61]: This section can be found in the ACTION MATRIX section of the new Handbook starting on PAGE 40. It has been updated and incorporated into the DISCIPLINE ACTION MATRIX (PAGE 27).

Action	Recommended Level(s)
Parent Phone Call	1, 2, 3, 4
Admin/Parent/Student Conference	1, 2, 3, 4
Confiscation return to parent/guardian	1, 2
Restitution	1, 2, 3, 4
Referral to Family Education Program	2, 3, 4
Referral to Guidance Services	1, 2, 3
Attendance Contract	1, 2, 3
Behavior Contract	1, 2, 3, 4
Apology Letter (required for each offense)	1, 2, 3, 4
Detention	1, 2, 3
Saturday Detentions/School	1, 2, 3, 4
School Specific Intervention – designed program	1, 2, 3
Loss of Privilege	2, 3, 4
School Chores	1, 2, 3, 4
Silent Lunch	1, 2
Referral for Social Work, Guidance, or Mental Health	1, 2, 3, 4
Peer Mediation	2, 3
Loss of Extracurricular Activities	2, 3, 4
In-School Suspension	2, 3, 4
Out-of-School Suspension	2, 3, 4
Alternative School Placement	3, 4
School Bus Suspension	2, 3, 4
Special assignment related to offense as defined by school-based administrators	1, 2, 3, 4
Consultation with Law Enforcement	3, 4
Expulsion	District Assigned Only

Glossary of Actions/Interventions

ALTERNATIVE EDUCATION / IN-SCHOOL SUSPENSION - A school may elect to remove a student from regular classes and assign him/her to an alternative education or in-school suspension program. Each school specifies those types of conduct for which alternative education or in-school suspension programs may be used. Due to limitations of facilities and supervision, alternative education or in-school suspension programs may not be offered in all schools.

BANNERMAN LEARNING CENTER - The principal may, at his/her discretion, suspend a student and recommend his/her expulsion or Superintendent's assignment to the Bannerman Learning Center. Bannerman Learning Center is an Alternative Education Program in a location other than the home school. Should the parent(s), guardian, or adult student be offered this opportunity and decline it, the principal may recommend expulsion and immediately send appropriate documentation to the Superintendent.

Behavior Contracts - Behavior contracts are formal written agreements regarding behavior, which are negotiated between a child and a school staff member, parent, or other individual. These contracts are effective in altering behavior in students of all ages (Mathur et al., 1995; Rutherford and Nelson, 1995). Contracting has contributed significantly to behavioral changes in children and youth who are disruptive, delinquent, or antisocial (Rutherford and Polsgrove, 1981). What does it do?

- Provides students with more one on one help, support, and intervention
- Holds students accountable
- Provides structure, routine, consistency, and organization
- Promotes self responsibility
- Improves students' grades and accountability
- Improves student buy-in
- Increases student motivation and effort
- Improves school/home communication
- When to Implement?
- When students exhibit persistent behavior problems
- When students are very unorganized
- When students consistently fail to compete daily class/school requirements (work, behavior expectations, peer interactions, lunch, etc)
- When students exhibit persistent emotional difficulties, like frustration, anxiety, tantrums, etc.
- When students are defiant and oppositional

The contract should include these things:

- A clear definition of the behavior the child is expected to exhibit
- The positive consequences for performing the desired behavior
- The negative consequences for not performing the desired behavior
- What the student -- and each adult involved -- is expected to do
- A plan for maintaining the desired behavior (Schloss and Smith, 1994)
- The contract should be in written form with copies for all parties involved.

CLASS DETENTION - After parents/guardians are notified, students may be detained, during school hours from attending the class where the infraction took place, for reasons of poor conduct or failure to complete required schoolwork.

DETENTION - After parents/guardians are notified, students may be detained after school hours for reasons of poor conduct or failure to complete required schoolwork. Students may not be detained in excess of one (1) hour. It is the responsibility of the parents/guardians to provide transportation if a student is required to stay after regular school hours. (School Board Policy, Sect. IV.4.04 D)

DISCIPLINARY PROBATION - Any student involved in a violation of the Code of Conduct may be placed on probation. The student on disciplinary probation may be denied participation in extracurricular activities, and may be assigned to report frequently to a specified staff member who will assist in monitoring the student's adjustment to the school situation during the probationary period. It is the responsibility of the parent to provide transportation if the student is required to stay after regular school hours. (School Board Policy, Sect. IV, 4.04(D)).

Commented [WU62]: Some of these elements have been carried over to the new Handbook and might be found in APPENDIX A (PAGE 54).

EXPULSION - Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

PEER MEDIATION - Peer mediation is problem solving by youth with youth. It is a process by which two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.

SCHOOL CHORES - Should the student's behavior The student may be required to participate in properly supervised activities relating to the upkeep and maintenance of school facilities.

SUSPENSION In-School - In order to maintain effective learning conditions, the Code also recognizes that it may be necessary to remove a student from the educational school setting for varying periods of time for reasons of persistent disobedience and/or gross misconduct. If a student is removed from the educational school setting (in-school suspension), every effort will be exerted to determine and resolve the causes of the problem so that the student might return to school.

SUSPENSION Out of School - In order to maintain effective learning conditions, the Code also recognizes that it may be necessary to remove a student from the educational school setting for varying periods of time for reasons of persistent disobedience and/or gross misconduct. If a student is removed from the educational school setting (out-of-school suspension), every effort will be exerted to determine and resolve the causes of the problem so that the student might return to school.

SUSPENSION OF BUS PRIVILEGES - School bus suspension is the denial of the privilege of riding a school bus, based on misconduct occurring while the student is being transported at public expense. State Board Rule 6A-3.01 7(3)(c), requires the School Board to take action on a suspension which exceeds ten (10) days.

A Reminder from our Office of School Climate and Culture:

If your children know of any problems at school, tell them to share the information with an adult.



Together, we make a difference!

PUBLIC NOTICES

TO

STUDENTS AND PARENTS

2018-2019

RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (Buckley Amendment)

Introduction

The revised Family Educational Rights and Privacy Act (FERPA) became a Federal law in November, 1974 (amended 1976). The intent of this law is to protect the accuracy and privacy of student educational records. The Clay County School Board has adopted a policy for the implementation of this Act and the Superintendent of Schools has approved administrative procedures for this purpose.

Accordingly, this notice outlines the type of student information collected and how that information is maintained and released. It further indicates the school officials who have the responsibility to follow appropriate procedures regarding the information.

Section 1003.25 and Section 1002.22, F.S. mandates that each principal maintain a permanent cumulative record for each student enrolled in a public school. Such records are to be maintained according to a format prescribed by rules of the State Board of Education. These State Board Rules also define the data which must be kept.

WHAT INFORMATION IS IN A STUDENT'S RECORD?

Education records of a student include but are not necessarily limited to: personally identifiable data (student and parent name, address, birth date, birthplace, sex, race), academic record, standardized test results, attendance records, health data, family background information, teacher or counselor ratings and observation, psychological reports, extra-curricular activities, honors and awards, list of schools attended, and any other evidence, knowledge, or information recorded in any medium and maintained and used by an educational institution or by a person acting for such institution. The principal may maintain a separate disciplinary file for students involved in misconduct to include, but not be limited to, description of misconduct, suspension notices, records of action taken, etc. As amended by NCLB (No Child Left Behind), the district will transfer disciplinary records, with respect to a suspension or expulsion, as part of the student's educational record to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full-or part-time basis, in the school (Section 4155 of the Elementary and Secondary Education Act of 1965). Confidential records created by the Department of Juvenile Justice are not included in a Student's Educational record. The destruction of student records is in accordance with a retention schedule approved by the Bureau of Archives.

WHO HAS ACCESS TO STUDENT RECORDS?

Those persons having access to student records are the School Board, the Superintendent, school personnel within a school or school district with a legitimate educational interest and others specified by Section 1002.22 F.S. A Record of Request shall be maintained in the records. These records are maintained under the direction of the principal.

WHAT ARE THE RIGHTS OF A PARENT OR ADULT STUDENT?

According to (34C.F.R. § 300.20), a parent means:

- ☐ A natural or adoptive parent of a child;
- ☐ A guardian;
- ☐ A person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare); or
- ☐ A surrogate parent; or
- ☐ A foster parent if the natural parent's authority to make educational decisions on the child's behalf has been extinguished under State law and the foster parent has an "ongoing, long-term parental relationship with the child; is willing to make the educational decisions required of parents under the Act; and has no interest that would conflict with the interests of the child."

Parents, legal guardians, or adult students (age 18 and/or in post-secondary education) have the right of access, right of waiver of access, right to revoke waiver of access, right to challenge and hearing, and right of privacy of records maintained on their child, and a right of a copy of the record (at the cost of reproduction).

Transfer, disclosure, or release of student records requires prior written consent of the parent of eligible student exceptions include:

- ☐ disclosures made to school officials with legitimate educational interests;
- ☐ disclosures made to another school at which the student intends to enroll;
- ☐ disclosures made to state or local education authorities for auditing or evaluating federal-or state-supported education programs, or enforcing relevant federal laws; and
- ☐ disclosures including information the school has designated as "directory information"

Commented [WU63]: All of this information is included in the FERPA section of the new Handbook starting on PAGE 49 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

A parent who wishes to review his/her child's record should make an appointment with the principal or school counselor. School personnel are available to interpret student record information. All such requests will be honored by school officials as soon as possible. It is required that requests be honored within thirty (30) days. A copy of the Clay County Student Records Policy is available in all schools, and at the School Board offices in Green Cove Springs.

In case of divorce or legal separation, either parent may have access to a child's educational record unless an appropriate court order to the contrary has been filed with the school.

Whatever rights are vested in the parent shall pass to the student whenever the student has attained eighteen (18) years of age or is attending a postsecondary educational institution, unless the student continues to be carried as a dependent on the parent's income tax return. [Ref. 1002.22(3)] Students under age 18 may assume adult rights if they become married or are emancipated by court order. [Ref. F.S. 743.01 and 743.015] Note: Pregnant and parenting teens continue as minors unless they become married or emancipated by court order.

Parents or eligible students have the right to file a complaint with the Department of Health and Human Services concerning the alleged failure by the educational agency to comply with Section 438 of the Act. (200 Independence Avenue, S.W., Washington, D. C., 20207). F.S. 1000.21(5) defines "Parent" as: either or both parents, any guardian, or any person who is in a parental relationship to a student, or who is exercising supervisory authority in place of a parent over a student of public school age. The school district specific guidelines regarding "in-loco parentis" situation are detailed in School Board Policy 4.08.

ARE THERE ANY RECORDS WHICH THE SCHOOL CAN REFUSE TO SHOW A PARENT OR ELIGIBLE STUDENT?

The right to access does not pertain to the following educational records: teacher's/counselor's/administrator's personal notes and records that are not accessible to any other person except a substitute of any such person; law enforcement records which are maintained solely for their purposes; personnel records, physician, psychologist, psychiatrist records, or other recognized professional or paraprofessional records that are maintained solely in connection with treatment; letters of recommendation/evaluation which were considered confidential and entered into the record prior to July 1, 1977. No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil's or student's fingerprints. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920; See additional details in F.S. 1002.22(2)(c)1-8.

WHAT INFORMATION IS RELEASED WITHOUT PARENT PERMISSION?

The School District of Clay County reserves the right for its agents to release "directory information" without prior permission of the parent or adult student. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Such information will be limited to name, address, telephone number (if listed), date and place of birth, field of study, age, participation in school sponsored activities, height and weight of athletic team members, dates of attendance, most recent school attended, and degrees and awards received.

This information relating to the student body in general may not be released to any individual or agency unless it is normally published for the public in general or to a business rendering services under contract with the School Board. Examples: the local newspapers, television, school newspaper, school yearbook, or military services.

Section 9528 of the No Child Left Behind (NCLB) Act requires local education agencies (LEAs) to provide military recruiters with the name, address, and telephone listing of secondary students. The District shall honor any request of a parent or eligible student to withhold any or all of the information relating to a particular student. Photographs are designated as directory information and annual yearbooks and other publications may customarily include student photographs. Parents or eligible students objecting to the use of specific directory information must notify the school principal of such objection in writing within the first month of the student's enrollment.

Personally identifiable information may be disclosed, transferred, or released without prior consent of the parent or eligible student in connection with enrollment in another school, in emergency situations, application for financial aid, research, a state statute, or an accrediting organization; a court of competent jurisdiction in compliance with an order of that court, or a lawfully issued subpoena upon the condition that the pupil or student and his parent are notified of the order or subpoena in advance of compliance therewith by the educational institution.

In preparation of cases for prosecution under the Compulsory School Attendance and Child Welfare Law (F.S. 1003.21), the school system is authorized to release pertinent data in interpretative form to the State Attorney's Office, to the Department of Juvenile Justice, and the appropriate court without parent consent.

Child Abuse Reporting

All employees and agents of the District School Board are authorized and mandated by Florida Statute 1006.061 to report all actual or suspected cases of child abuse, abandonment, or neglect to the Department of Children and Families, Central Abuse Hotline (1-800-962-2873), and to provide them with the necessary information to pursue such complaints. Employees have immunity from liability if they report such cases in good faith.

Student Surveys

No Child Left Behind (NCLB) requires Local Education Agencies (LEA's) to notify parents and/or obtain parental consent prior to the administration of a student survey that is:

- ☐ part of an "applicable program" (funded in whole or in part by any program administered by the United States Department of Education (USDOE) require LEAs to obtain prior written consent of the parent
- ☐ surveys that are created by a third party (funded by sources other than USDOE programs) required LEAs to adopt specific policies (These surveys do not require prior written parental consent but instead require districts to offer parents the opportunity to opt the student out of participation.)
- ☐ LEAs are required to make the survey instrument available for inspection by parents regardless of funding source. By request of the State of Florida, school districts administer the Florida Youth Survey (FYS) which is funded from sources other than the USDOE. The district is required to offer parents the opportunity to opt their child out of the survey.

Notice of Child Identification and Evaluation Activities

The School District of Clay County will actively seek to locate exceptional students and maintain information on those students screened and identified as exceptional. The term "exceptional student" includes the mentally handicapped, the speech and language impaired, the deaf and hard-of-hearing, the blind and partially sighted, the physically impaired, the other health impaired, the emotionally handicapped, the gifted, the homebound or hospitalized and those with specific learning disabilities.

Information gathered may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, check lists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, and other professional personnel, and the child himself. The information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies.

Students are screened periodically for vision, hearing, speech, and academic achievement as the initial step in the process of identifying those students with suspected exceptionalities. If your child is considered for further testing, you will be invited to participate in the decision-making process in a Child Study Team meeting at your child's school. Before you are asked to give your permission, you will be informed of the purpose of the evaluation and the procedural safeguards made available to you. Should you have any questions, please contact your child's principal or guidance counselor.

ESE Parent Notification

Notice of Procedural Safeguards for Parents of Student with Disabilities

As a parent you can access the electronic Procedural Safeguards on the district website at: www.oneclay.net/wp-content/uploads/2014/05/procedural-safeguards7.PDF. This provides information about Exceptional Student Educational programs regarding: notice, meetings, independent evaluations, records, mediation, hearings, administrative law judges, due process hearing rights, appeals of due process, placement during due process hearings and appeals, attorney's fees, discipline including long term removals and interim alternative educational settings (IAES), consent and revocation, private school placements, local education agency complaints (LEA) and state education agency complaints (SEA).

Parental Notification of McKay Scholarship

Effective July 1, 2006, Florida Statute, Section 1002.39(5)(a)1, states that by April 1 of each year or within 10 days after an individual educational plan meeting out district must notify you of all available options. This includes informing you of the availability of the DOE toll free information hotline (1-800-447-1636) and internet website, www.floridaschoolchoice.org and offering the parents an opportunity to enroll the student in another public school within the district during the required time limit if the school is not closed or otherwise at capacity. This notice is one of several ways the district meets the Florida Statute requirements.

Notice of Request for Individuals with Disabilities Education Act Input

The Clay County Exceptional Student Education Department receives federal funding through the Individuals with Disabilities Education Act (IDEA). We solicit input from Parents, Administrators, Specialists, Teachers, Assistants, and ESE secretaries in developing our federal IDEA grants. Currently it is spent almost entirely for personnel. This includes over 150 assistants, 30 teachers, nurses, mental health counselors, secretaries, private school services, particularly speech therapy, and specialists. We also provide training for teachers and parents through the IDEA grants. Our current district goals include augmenting the autistic (ASD) program and training, and expanding PreK, InD and E/BD programs to more sites closer to home. Another goal is to increase specialized programs in the Oakleaf and Keystone areas and offering new VI/HI classes at additional grade levels.

Commented [WU64]: All of this information is included in the FERPA section of the new Handbook starting on PAGE 51 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

Commented [WU65]: This was not included in the new Handbook.

Commented [WU66]: All of this information is included in the FERPA section of the new Handbook starting on PAGE 52 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

For questions or additional information please contact the ESE Department at (904)284-6509.

Use of Student Work, Video, and Photographs

From time to time, students have the opportunity to be recorded, photographed, or display artwork. Some of these recordings, photographs, schoolwork or artwork may be archived, included in the local news, on the school's CCTV or web page, and may eventually air on the School District of Clay County educational channel or be used at local, state or national conferences.

If you have an objection to your student's work or name being used for any of the above purposes, or if you object to photographs or recordings of your student being used, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

For your information, if your student is an exceptional education student, your explicit, written permission will be obtained prior to any media release which identifies your student by name, along with his exceptionality or exceptional placement designation.

Rights of Divorced Parents

Under current divorce laws "shared parental responsibility" awards both parents full rights to the child, although "primary physical residence" is awarded one parent or the other. Neither parent has priority over the other with regard to any aspect of the child's education and either parent has full and complete rights to pick up the children, to inquire about their school work, participate in school activities without priority to one or the other. The parent(s) should provide the school with a copy of the final court judgment to determine new shared responsibility concept. Additional court documents, such as injunctions or modifications to the final judgments, should be provided to the school immediately as these may limit the rights of a parent. In the event the parent who is not named as the primary residential custodian resides any place other than in Duval, Clay, St. Johns, Putnam, Alachua, Nassau, or Bradford counties in Florida, then that parent may not pick up or check out the child unless the parent who is the primary residential custodian informs the school in writing that such actions are acceptable.

Custody papers issued by a court outside the state of Florida will not be accepted at face value. Out-of-state documents must be domesticated through the Florida Courts.

Parental Concerns Regarding Employees

The Clay County School Board recommends that parents who have a complaint about an employee begin by registering their concern directly with the employee in question, if possible. The vast majority of parental concerns are solved at this level. If not, parents are urged to contact the principal, district office staff, the Deputy Superintendent or the Superintendent to express their concerns.

Parents are often asked to put their concerns in writing. While this is not a requirement, it is often important, depending on the seriousness of the charge and the ultimate action proposed as the result of investigation.

It is not the school system's intent to discourage parental concerns by establishing complex procedures for registering them. It is our intent, however, to make certain that parents are heard, that their concerns are investigated, if appropriate, and that our employees' due process rights are protected.

Acknowledgements

A number of teachers, administrators, parents, students and community partners contributed directly and indirectly to the development and revisions of this document. We appreciate their contribution and look forward to a year of continued partnership as we strive to Elevate Clay!

MEMBERS OF THE 2017-2018 CODE OF CONDUCT ADVISORY GROUP

Michael McAuley	Josh Kristol	Mike Wingate	Mike Elia
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Commented [WU67]: All of this information is included in the FERPA section of the new Handbook starting on PAGE 53 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

Commented [WU68]: All of this information is included in the FERPA section of the new Handbook starting on PAGE 53 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

Commented [WU69]: All of this information is included in the FERPA section of the new Handbook starting on PAGE 53 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

Commented [WU70]: This was not included in the new Handbook design.

School District of Clay County Responsible Use Guidelines

Student _____

Commented [WU71]: This acknowledgement and the ones that follow will be incorporated electronically into the portal system by Information Technology for parent and student agreement tracking.



Technology is an integral part of the SDCC curriculum across subjects and grades in developmentally appropriate ways, and it is aligned to the competencies listed in the Florida Standards which include: seek knowledge and understanding; think critically and solve problems; listen, communicate and interact effectively; exhibit strong personal qualities; and engage and compete in a global environment.

Technology Agreement

I understand that using digital devices (whether personal or school owned) and the SDCC network is a privilege, and when I use them according to the Responsible Use Guidelines I will keep that privilege.

I understand that I have no right to privacy when using the SDCC network.

All students of the School District of Clay County agree to follow the School District of Clay County Code of Student Conduct, school rules, and commit to the following Responsible Use Guidelines:

I will:

- use digital devices, networks, email, and software in school for educational purposes and activities as directed by the teacher and supported by policy set by school administration.
- keep my personal information (including home/mobile phone number, mailing address, and user password) and that of others private.
- show respect for myself and others when using technology, including social media.
- give acknowledgement to others for their ideas and work.
- promptly report inappropriate use of technology.

The Responsible Use Guidelines will be reviewed each school year together with students and teachers and will provide a springboard for teaching and learning around topics such as Internet safety, digital citizenship, ethical, and appropriate use of technology.

School District of Clay County Student Social Media Guidelines



In accordance with the School District of Clay County's Student Code of Conduct, the District expects students to set and maintain high ethical standards in their use of social networking. Personal use of social media may have an effect at school. While at times it is easy to tell whether social media use is school-related or personal, at other times it may be difficult to distinguish fully between different uses. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action such as a parent conference, suspension and/or expulsion. It is important to remember that infractions outlined in the SDCC Student Code of Conduct prohibiting certain types of communication also apply to electronic communication. To be safe, be in control of what you do online, even if it is during personal time.

Guidelines for Student Use of Social Media

- Think before you post. The School District of Clay County recommends that students use discretion when posting to social media sites at all times and requires that students follow the SDCC Student Code of Conduct when on school district property.
- If you see anything of concern on a fellow student's social networking page or account, you should promptly contact your school based administration, your teacher, or other school staff.
- Be thoughtful about what you share online and consider how it would appear to family, friends, colleges, and future employers. Do not post or link anything (photos, videos, web pages, audio files, forums, groups, fan pages, etc.) to your social networking site(s) that you would not want anyone to access. Social media venues are public and information can be shared beyond your control.
- When responding to others, remember to be respectful and avoid comments that may be hurtful. You should refrain from using profane, obscene, or threatening language.
- Use of school or district logos or images on your personal social networking sites is prohibited. The School District of Clay County reserves the right to request school-related images or content posted without permission to be removed from the internet. If you wish to promote a specific activity or event, you may do so only by means of a link to school or district official social media accounts.
- You should always take responsibility for what you post. Do not misrepresent yourself by using someone else's identity.
- Only accept invitations to share information from people you know. Utilize privacy settings to control access to your network, web pages, profile, posts, blogs, wikis, podcasts, digital media, forums, groups, fan pages, etc.
- Online stalkers and identity thieves are a real threat. Never share personal information, including, but not limited to: Social Security numbers, phone numbers, addresses, exact birthdates, and pictures with parties you do not know or on unsecure sites.
- Users should keep their passwords secure and never share passwords with others. If someone tampers with your blog, email, or social networking account without you knowing about it, you could be held accountable.
- Cyberbullying is considered an act of harassment. See the SDCC Student Code of Conduct for detailed information.



THE SCHOOL DISTRICT OF CLAY COUNTY
2018-2019

Parent/Student Acknowledgements of
Code of Student Conduct, Virtual Notification, & Responsible Use Guidelines

Student Name (print) _____

Grade _____

Teacher Name (print) _____ Date _____

These policies have been drawn up to help your son/daughter gain the greatest possible benefit from his/her school experience. Parents/guardians have the responsibility for the actions of their children and should be involved in the education of their children. Pertaining to the Code of Conduct, students are responsible to be an active part of their school safety through involvement in the reporting of potential violent acts. All students will sign annually when they have been in-serviced in the major areas of the Code of Student and Responsible Use Policy. The teacher or administrator will house the signature sheet.

Parent(s)/guardian(s) need to become involved in the education of their children and have the responsibility to provide the school with the current emergency contact person and/or telephone numbers. They also have the responsibility to notify the school of anything (such as medical information) that may affect their child's ability to learn, to attend school regularly, or to take part in school activities. Parents should take special notice of the Attendance section of this Booklet as well as the Suspension and Expulsion provisions, which are in accordance with School Board Policy.

The school system must have proof that every student and every parent/guardian has had a chance to review the Code of Student Conduct and Responsible Use Policy. Signed acknowledgement must be part of every student's record. Your signature means that you have received information about the Code of Conduct rules and Responsible Use Policy and have been made aware of how to electronically access the Code of Student Conduct and Responsible Use Policy @ www.oneclay.net. (It does not mean that you agree or disagree with them.) A printed copy of this document may be requested from your child's school.

Parent(s)/guardian(s) should take special notice of the Zero Tolerance Policy, the Terms and Conditions for Use of Telecommunications and Networks, the Gun Free School Act of 1994, the Teacher's Authority to Remove Student from Class, and all Level IV violations and consequences, as well as receipt of the Notice of Privacy Practices contained in this Student Code of Conduct and Responsible Use Policy.

Clay Virtual Academy is an academic alternative for all students in the school system (K-12). Students work independently, but have interaction with other CVA students on a monthly basis. Students may be eligible to participate in their zoned schools extracurricular activities. Students can participate in the CVA as fulltime, part-time, and after hours (7th period). To learn more about Clay Virtual Academy, please go to www.clayvirtual.net or call 904-529-4903.

Failure to return this acknowledgement will not relieve a student or the Parent(s)/Guardian(s) from responsibility to know the contents of the Code of Student Conduct and Responsible Use Policy and will not excuse the student's noncompliance with this document. Contact your local Principal or the District Office Academic Services Department if you have questions or concerns.

☐ Please check if you would like to request a printed copy of the 2018-2019 Student Code of Conduct and Responsible Use Policy.

Signature of Parent/Guardian Date

Signature of Parent/Guardian Date

Signature of Student Date



Adult & Community Education	ext. 5252170	Instructional Support Services	ext. 5900508
Applied Technology	ext. 5900574	Professional Development	ext. 5900993
Business Affairs/Insurance	ext. 5900549	Public Relations	ext. 5900904
Elementary Education	ext. 5900925	Secondary Education	ext. 5900926
Exceptional Student Education	ext. 5900509	Student Services	ext. 5900511
Food Services	ext. 5900521	Superintendent	ext. 5900510
Human Resources	ext. 5900908	Transportation	ext. 5391252

Commented [WU72]: Phone numbers were not included in this initial draft of the new Handbook. It makes sense to add a section if the Board desires.

SESIR or Local	LEVEL	CCR# REQ	2019-20 CODE	INCIDENT DESCRIPTION	Rationale
LCL	0	NO	BIT	Behavior Incident Tracking	
LCL	0	NO	MUL	Multiple Level 2 Referrals	Schools have not been taking the next steps such as behavior contracts or family interventions. This is not to only move students.
LCL	0	NO	SAO	Felony Charges filed outside of the school	
LCL	0	NO	VBC	Violation of Behavior Contract	the use of District and School behavior contracts will be increasing
SESIR	0	NO	UBL	Unsubstantiated Bullying	
SESIR	0	NO	UHR	Unsubstantiated Harassment	
LCL	1	NO	DRS	Dress Code Violation	
LCL	1	NO	PRO	Profanity/Obscene Language or Gesture	moved from a 2 to a 1
LCL	1	NO	FLS	Providing False Information/Forgery	
LCL	1	NO	SKP	Skipping Class	schools asked for this specifically
LCL	1	NO	RTF	Response to a Confrontation/Combatant	
LCL	1	NO	TAR	Tardy	
LCL	1	NO	VCR	Violation of Classroom Rule	
LCL	2	NO	ABS	Abuse of School Property - vandalism under \$1000	
LCL	2	NO	DEF	Defiance/Disrespect Insubordination	
LCL	2	NO	DSP	Dispute/ Student to Student Confrontation	
LCL	2	NO	LVS	Leaving School without Permission	
LCL	2	NO	POS	Possession of Inappropriate Object	
LCL	2	NO	SPE	Student uses Profanity or Gesture/School Board Employee	
LCL	2	NO	STP	Stealing/Petty Theft < \$300	
LCL	2	NO	IAC	Inappropriate Conduct	
LCL	3	NO	IDT	Identity Theft	
SESIR	3	YES	OMC	Other Major	moved from a 4 to 3
LCL	3	NO	SCE	Student Confrontation/School Board Employee	
LCL	3	NO	TEC	Inappropriate use of Technology	
SESIR	3	YES	BRK	Breaking & Entering/Burglary	
SESIR	3	YES	BUL	Bullying/Cyberbullying	
SESIR	3	YES	DOC	Disruption on Campus - Major Disorderly Conduct	moved from a 4 to 3
SESIR	3	NO	FIT	Fighting	
SESIR	3	NO	HAR	Harassment	moved from a 4 to 3
SESIR	3	NO	HAZ	Hazing	
SESIR	3	NO	PHA	Physical Attack	
SESIR	3	YES	SXO	Sexual Offenses	moved from a 4 to 3
SESIR	3	NO	TBC	Tobacco	
SESIR	3	YES	TRE	Threat/Intimidation	moved from a 4 to 3
SESIR	4	YES	ALC	Alcohol	
SESIR	4	YES	ARS	Arson	
SESIR	4	YES	BAT	Battery	
SESIR	4	YES	DRD	Drug Sale Distribution; excluding alcohol	
SESIR	4	YES	DRU	Drug Use Possession; excluding alcohol	
SESIR	4	YES	HOM	Homicide	
SESIR	4	YES	KID	Kidnapping	
SESIR	4	YES	ROB	Robbery/Extortion	
SESIR	4	YES	STL	Larceny/Theft > \$300, including Motor Vehicle Theft	
SESIR	4	YES	SXA	Sexual Assault	moved from a 3 to 4
SESIR	4	YES	SXB	Sexual Battery	
SESIR	4	YES	SXH	Sexual Harassment	
SESIR	4	YES	TRS	Trespassing	
SESIR	4	YES	VAN	Vandalism > \$1000	
SESIR	4	YES	WPO	Weapon Possession	

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT STUDENT HANDBOOK AND CODE OF STUDENT CONDUCT FOR 2019-2020

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

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

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

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

Laws Implemented: The laws implemented by the above-referenced Student Handbook and Code of Student Conduct are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed Student Handbook and Code of Student Conduct were originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

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

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

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

School Board of Clay County

August 1, 2019 - Regular School Board Meeting

Title

D6 - Public Hearing to approve new School Board Policies, Police Department - Section IX (General Orders 9.01 - 9.16).

Description

Advertisement and a public hearing are required to adopt new policies.

Gap Analysis

The Clay County District Schools has historically contracted with the Clay County Sheriff's Office for law enforcement services/School Resource Officers upon owned or leased Clay County District School's Property. The CCDS established an internal Police Department to provide Law Enforcement Officers/School Resource Officers at schools within unincorporated Clay County, minus schools within the municipal boundaries of Orange Park and Green Cove Springs. CCDS Police Department General Orders/Policies must be established.

Previous Outcomes

The CCDS Police Department was recently established; therefore, CCDS Police Department did not exist.

Expected Outcomes

The public hearing will be held as advertised to establish Clay County District Schools Police Department General Orders/Policies.

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 new School Board Policies, Police Department - Section IX (General Orders 9.01 - 9.16) following the public hearing.

Contact

Dr. Michael Kemp, Assistant Superintendent for Operations 904-336-6825, michael.kemp@myoneclay.net or Kenneth Wagner, Chief of Police, 904-336-0101, kenneth.wagner@myoneclay.net

Financial Impact

None

Review Comments

Attachments

☞ [Clay County District School Police Department General Orders.pdf](#)

☞ [Police Dept General Orders - NOTICE OF APPROVAL TO ADVERTISE SB Policy.docx - Google Docs.pdf](#)

**Clay County District Schools
Police Department**

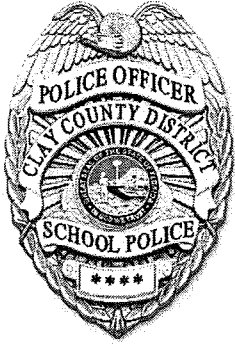


General Orders

**Effective:
August 1, 2019**

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CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.01 Arrest Procedures

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

- A. PURPOSE:** The purpose of this order is to establish guidelines for effecting arrests.
- B. SCOPE:** This order shall apply to all Clay County District Schools Police Department sworn law enforcement members.
- C. DISCUSSION:** None
- D. POLICY:** It shall be the policy of the Clay County District Schools Police Department to maintain procedures to be followed when effecting arrests.
- E. PROCEDURE:**
- 1. Statutory Authority:** Authority for law enforcement officers to arrest is provided in Chapter 901, Florida Statutes. The requirements set forth in Section 901.17, Florida Statutes, require a law enforcement officer making an arrest without a warrant to inform the arrestee of their authority and the cause of the arrest. The exception to this occurs when the arrestee flees or forcibly resists such arrest prior to the officer informing the arrestee or when providing this information imperils the arrest.
 - 2. Arrests of Incarcerated Persons by Probable Cause Affidavit:**
 - a. Any law enforcement officer seeking to arrest any person in the custody of the Clay County Detention Facility without an arrest warrant, shall be responsible for informing the detained arrestee their authority to make such arrest and the reason for the arrest in person.
 - 3. Execution of Arrest Warrants or Capias:**
 - a. Each warrant must be confirmed prior to the actual arrest. Confirmation shall be as follows: [CFA 26.06B] [CFA 26.06C]
 - 1) Verification of an outstanding arrest warrant through Green Cove Springs Police Department NCIC/FCIC

- 2) Verify the person to be arrested matches the person described in the warrant. i.e. Using governmental issued identification, local booking photos.
- b. FCIC Hit on Child Support Writs of Attachment:** In the event a member conducts an FCIC check on an individual and finds an active Writ of Bodily Attachment, the member shall:
- 1) Confirm the writ in the same manner as a warrant. [CFA 26.06C]
 - 2) Once the FCIC hit has been confirmed, the subject shall be arrested and transported to the Clay County Detention Facility where the arrestee will be booked into the facility and allowed to purge out, if a purge is listed.
 - a) The only exception is if the defendant produces a *Payment of Child Support* receipt, (this will be the original, multi-colored copy of the receipt).
 - b) The member shall compare the information on the receipt with the information on the FCIC hit. If it matches, the subject is to be released, and not taken to the Clay County Detention Facility.
 - c) It is important to compare the case number and the date of issuance on the receipt with the information provided on the FCIC hit. Writs of Bodily Attachment are civil in nature. The civil process cannot be served on Sundays from 0001 hours to 2400 hours, unless a judge authorizes the service or authorization is written on the order itself.
 - d) If the hit falls into this time frame, and the FCIC printout does not specify service on Sunday is allowed, a *Field Investigation Report* (FIR) shall be completed on the subject, and then the subject shall be released. The FIR will be sent to the Clay County Sheriff's Office.
- c.** Should the validity of a warrant or capias be questioned, the verification procedure is as follows: [CFA 26.06C]
- 1) The Officer will contact their supervisor to advise them of the situation.
 - 2) Warrant information is available twenty-four (24) hours a day. [CFA 26.06E]
The supervisor will call the GCSPD Dispatch to verify the validity with the entering agency holding the warrant/capias.
 - 3) If confirmation cannot be made because it cannot be confirmed the file data or the warrant/capias is valid, the subject will be released, and a *Field Interview Report* will be completed when needed.
- d. Transportation of Persons Arrested on a Warrant:**

- 1) Persons arrested under these circumstances shall be taken into custody and transported to the Clay County Detention Facility (if adult) by agency members or by agencies contracted by the Clay County District Schools Police Department. This shall be done as soon as possible.
- 2) If a subject arrested pursuant to a warrant is injured during an arrest, the subject shall receive treatment and/or be medically screened prior to being taken into custody by Clay County Detention Facility members. This medical screening and/or treatment shall be the responsibility of the arresting agency. Documentation of medical screening and/or treatment shall be provided to Clay County Sheriff's Office members prior to taking custody of the prisoner.
- 3) If the person arrested pursuant to a warrant has an injury which was not caused by the arresting agency, then any treatment of the injury will be the responsibility of the individual or the Clay County Detention Facility.
- 4) Persons arrested based on probable cause and who also have Clay County Warrants outstanding shall be processed in the same manner as a warrant arrest and transported to the Clay County Detention Facility.
- 5) Transportation of persons arrested by CCDSPD on probable cause, out-of-county warrants, or pickup orders shall be the responsibility of the CCDSPD. CCDSPD shall be responsible for completing all paperwork required for incarceration at the Clay County Detention Facility.

e. Arrests on Out-of-Jurisdiction Warrants: [CFA 26.06B]

- 1) When NCIC or FCIC shows an outstanding warrant, written confirmation shall be obtained to indicate the warrant is active with the originating agency and the agency will extradite. [CFA 26.06C]
- 2) Upon confirmation of an active warrant and intent of extradition the subject shall be arrested, transported to the Clay County Detention Facility and an arrest affidavit completed.
- 4) If someone is detained because of a NCIC or FCIC hit and it is determined the entering agency will not extradite from Clay County, then the subject shall be released if there are no known local charges.

4. Arrest Made From Within a Motor Vehicle; Vehicle Searches:

- a. Officers shall conduct vehicle searches in accordance with federal and State of Florida laws.
- b. A consent to search form should be obtained/signed when applicable.
- c. When an officer impounds a vehicle incident to an arrest, an inventory search of the vehicle shall be conducted.

5. **Discretion:** Officers are cautioned to use discretion in the performance of their assigned duties, taking into consideration the conditions present at the time, the constraints of existing policy, statutes, laws, and ordinances pertaining to the situation, and the available alternatives and direction from supervisors.

a. Upon execution of a notice to appear in court, persons arrested for misdemeanors, county ordinance violations or criminal traffic offenses should not be booked into the Clay County Detention Facility.

1) An accused person who has been properly identified and refuses to sign a *Notice to Appear*, *Criminal Citation*, *Citation requiring a court appearance*, or provide sufficient information for a *Notice to Appear* shall be arrested, transported, and booked in the Clay County Detention Facility.

2) The decision regarding an arrest should be made after careful consideration of the following:

a) Whether the arrest would cause a greater risk of harm to the general public than not arresting the offender;

b) Whether the offense can best be dealt with through informal warnings (i.e. warnings or talking with the parents of a juvenile offender);

c) The seriousness of the crime committed; and

d) Whether public empathy may be enhanced by careful use of discretion and potential ill-will can be avoided.

3) Release on Signature: If the arresting officer plans to release the defendant after securing a signature on a *Notice to Appear*, the following procedure shall be followed:

a) The officer shall obtain positive identification from the accused; and

b) The following information shall be included on the *Notice to Appear*:

(1) The defendant's name, date of birth, employer, and correct address;

(2) The correct statute or ordinance;

(3) All required court information.

c) A thumb print should be obtained if there is any question as to the suspect's identity.

b. **Alternatives to Arrest:** [CFA 2.02] Not all arrestable offenses require the incarceration of the offender. Alternatives to arrest and pre-arraignment confinement may be utilized. These include, but are not limited to:

- 1) Subjects committing offenses under the influence of alcoholic beverages, narcotics, or suffering from mental disorders may be referred to the appropriate treatment facility;
 - a) Any officer utilizing the Marchman Act shall transport the subject to the central receiving facility and release the subject into their custody, in accordance with Florida. An *Offense/Incident Report* shall also be completed.
 - b) Any officer utilizing the Baker Act shall transport the subject to the closest central receiving facility and release the subject into their custody, in accordance with Florida Statutes. An *Offense Incident Report* shall also be completed.
- 2) The issuance of a citation or *Notice to Appear* for misdemeanors or violations of ordinances in accordance with the guidelines in this order;
- 3) Informal resolution of the problem;
- 4) A verbal or written warning prohibiting the conduct;
- 5) Referral to a community service organization;
- 6) Juveniles who may be released to the custody of a parent or legal guardian;
- 7) Juveniles who may receive a civil citation; and
- 8) Adults who may be referred to the Office of the State Attorney for the Fourth Judicial Circuit Pre-arrest Diversion Program.



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.02 *Baker Act*

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

A. PURPOSE

The purpose of this policy is to outline the procedures regarding the handling of mentally ill persons. Officers will handle any suspected mentally ill person in the least restrictive way possible while protecting the patient, themselves, and others.

This entire procedure covers CFA Standard. 2.02

B. DEFINITIONS

1. Mentally ill person – An individual who has one or more of the below listed tendencies and the impairment substantially interferes with their ability to meet the ordinary demands of living:
 - a. An impaired emotional process
 - b. Lacks ability to exercise conscious control of actions
 - c. Lacks ability to perceive or to understand reality

This does not include mental handicaps or developmental disability, intoxication, or conditions manifested only by antisocial behavior or substance abuse impairment.

2. Ex parte – A Latin term that means proceeding brought by one person in the absence of another. Based on the recommendation, testimony, etc., of a responsible person, a judge will order the pick-up of subjects who are considered a risk to themselves or to others if they are not taken into custody.
3. Court – Any Circuit or County Court within the State of Florida

4. Incompetent to consent to treatment – A person's judgment is so affected by their mental illness that the person lacks the capacity to make a well-reasoned, willful, and knowledgeable decision concerning their medical or mental health treatment
5. Receiving Facility – Any public or private facility designated by the Department of Children and Family Services and the Agency for Health Care Administration to receive and hold involuntary patients under emergency conditions or for psychiatric evaluation and to provide short-term treatment. This term does not include the Clay County Detention Facility.

C. MENTAL ILLNESS INDICATORS

1. Crisis state defined

A precipitating event has occurred within the last forty-eight (48) hours and the individual's normal coping mechanisms have failed to resolve the situation. Officers evaluating the individual should determine if the individual has experienced any of the following:

- a. Usually a loss:
 - 1) The loss of a significant other (death, divorce, separation)
 - 2) Loss of employment
 - 3) Loss of health
 - 4) Financial loss
 - 5) Loss of self-esteem
 - 6) Loss of freedom (pending incarceration)
2. Illness/pain
3. Two (2) or more events within a relatively short period of time could increase the probability of suicide.
4. Behaviors to look for

Your role is not to diagnose. However, if you have a reason to believe that someone has a mental illness, you can decide whether or not that person may be putting themselves or others in danger, and therefore meet the criteria for a complete evaluation.

Individuals with mental illness who may need further evaluation typically exhibit a combination of the following behaviors or characteristics:

- a. Behaviors – rapid speech, flight of thought, no eye contact, quick movements, disconnected speech patterns, constant movement, lack of concentration, swift and frequent mood changes, disorganized thoughts, disoriented to time and place, acts of violence, cutting self, combative/aggressive behavior, inappropriate dress, or nudity
- b. Hallucinations – sees people who aren't there, hears voices telling them to hurt themselves or others, reports that the television is suggesting harm to others, turning the head as if listening to an unseen person
- c. Self-care issues – insomnia or increased sleep, has not eaten for days, not taking prescribed medications, home is in disarray, neglects household, property, or personal hygiene to the point of putting self/others at risk
- d. Feelings – low self-esteem with feelings of hopelessness or helplessness, flat affect, or not reacting with much feeling or interest
- e. Suicidal risks – has weapons or access to weapons, speaks about previous attempts, makes direct comments about dying or hurting self, evidence of previous attempts such as scars on the wrists
- f. Elderly issues – wandering at night, leaving things on the stove unattended, not eating, not sleeping, not caring for personal needs, unrealistic fears, uncontrollable anxiety, confusion, quantity and age of unused foods in the home
- g. Substance abuse – abuse of prescribed medications, use of alcohol or illegal substances while taking medications (If substance abuse appears to be the only issue, the Marchman Act may be more appropriate – refer to S.O.P. 3000.44)

D. VOLUNTARY EXAMINATION

Whenever possible, Officers should not be involved in voluntary examinations. When called on a voluntary case, the officer should attempt to have a family member or friend transport the person. In cases where the officer does transport, the transport will be to the closest authorized receiving facility unless prior supervisor approval is obtained to transport to an alternate facility.

1. Voluntary admissions will not be allowed if the subjects involved are violent to themselves or others.
2. An examination cannot be voluntary unless the person is competent to express an informed consent.
3. Persons over the age of sixty (60) that suffer from dementia and who live in a nursing facility must be examined by the appropriate medical staff to determine the ability of the person to give expressed and informed consent to treatment before such persons may be admitted voluntarily, Florida State Statutes (F.S.S.) 394.4625(1) (b).
4. Upon transporting the individual, the officer will escort them into the facility and explain the reason for the visit, giving any information that could be helpful to the staff. This ensures hospital staff is aware of any circumstances potentially posing a threat to their personnel or the patient. This also provides information to the Physician evaluating the patient. Should the patient attempt to leave prior to an evaluation, the Physician may use the information to determine if an involuntary Baker Act is appropriate.

E. INVOLUNTARY EXAMINATION

1. The criteria for an Involuntary Examination is contained in F.S.S. 394.463(1) which states that persons may be taken to a receiving facility for involuntary examination if there is reason to believe that they are mentally ill, and because of their mental illness:
 - a. They have refused a voluntary examination after conscientious explanation and disclosure of the purpose of the examination (and one condition of 2, a. or b. below exists) or
 - b. They are unable to determine for themselves whether examination is necessary and (one condition of a. or b. below exists)
 - (1) Without care or treatment, they are likely to suffer from neglect or refuse to care for themselves; such neglect or refusal poses a real and present threat of substantial harm to their well-being; and it is not apparent that such harm may be avoided through the help of willing family members or friends or the provision of other services.
 - (2) There is a substantial likelihood that without care or treatment they will cause serious bodily harm to themselves or others in the near future, as evidenced by recent behavior.
2. The procedure for an involuntary examination of a suspected mentally ill person may be initiated by any one of the following:

- a. Court orders – A court may issue an ex parte order for involuntary examination.
 - (1) Officers or other designated agents of the court are required to take the person into custody and deliver them to the appropriate receiving facility. When possible, an officer who has received Crisis Intervention Team (C.I.T.) training shall be assigned to serve and execute the ex parte order.
 - (2) Officers shall either have the order in their possession or have knowledge that the order is in the possession of a Florida Sheriff's Office before taking the person into custody.
 - (3). Officers shall ensure the order or its true copy is left with the receiving facility.
 - (4) Officers may serve and execute the order on any day of the week, at any time of the day or night per F.S.S. 394.463(2)(c)(1)
 - (5) Officers may use reasonable force to gain entry to a building and to take custody of person(s) subject to order F.S.S. 394.463(2)(c)(2)
 - (6). The order is valid only until executed or, if not executed, for the period specified in the order. If no time limit is specified in the order, the order is valid for seven (7) days after the order is signed.
 - (7) Officers will complete an Incident Report entitled Assist Other Agency - Baker Act.
- 3. Law Enforcement Officers - Officers shall take persons who appear to meet the criteria for involuntary examination into custody. It is not necessary for the officer to witness the conduct which is the basis for the involuntary examination if there is a credible witness or witnesses to the conduct. In the event a credible witness gives a statement, the statements will be documented in written form on a Sworn Statement and attached to the incident report and the report of law enforcement officer. The officer will then deliver them or have them delivered to the appropriate receiving facility. Officers transporting persons who meet the criteria for an involuntary examination initiated by law enforcement are required to complete:
 - a. An Incident Report entitled Baker Act
 - b. A State of Florida form CF-MH-3052a Report of Law

Enforcement Officer

- c. A State of Florida form CF-MH-3100, Transportation to Receiving Facility Part 1. Part II is required only if the person is transported by ambulance
- 4. Professional Certificates - A licensed physician, psychiatrist, clinical psychologist, psychiatric nurse, or clinical social worker may execute a certificate stating that they have examined a person within the preceding forty-eight (48) hours and find that the person appears to meet the criteria for involuntary examination while stating the observations upon which that conclusion is based.
 - a. Officers shall take the persons named in the certificate into custody and deliver them to the appropriate receiving facility for an involuntary examination.
 - b. Officers who transport persons who meet the criteria for an involuntary examination initiated by a licensed physician, psychiatrist, psychologist, psychiatric nurse, or clinical social worker are required to leave the certificate with the facility. House Bill 787: Agency for Health Care Administration (A.H.C.A.) amends FS section 408.804(3) to make it a second degree misdemeanor to alter, deface, or falsify a license certificate by A.H.C.A. The officer will upon completion of the transport use the disposition code B-1 to indicate this was a physician, psychiatrist, or etc. type transport to a mental health facility.
- 5. Seizing and Holding Firearms:
 - a. Officers taking a person into custody may seize and hold a firearm or any ammunition the person physically possesses at the time of taking him or her into custody if the person poses a potential danger to himself or other and has made a credible threat of violence against another person.
 - b. If the officer takes custody of the person at the person's residence (***contemporaneous to an incident from a Clay County School District owned or leased property***) and the criteria in Section E., 5, .a have been met, the officer may seek the voluntary surrender of firearms or ammunition kept in the residence which have not already been seized under Section E., 5.,a.
 - c. If such firearms or ammunition are not voluntarily surrendered, or if the person has other firearms or ammunition that were not seized or voluntarily surrendered when he or she was taken into custody, an officer may seek a Risk Protection Order (RPO)

against the person. Refer to Risk Protection Order General Order.

- d. Firearms or ammunition seized or voluntarily surrendered must be made available for return no later than 24 hours after the person taken into custody can document that he or she is no longer subject to involuntary examination and has been released or discharged from any inpatient or involuntary outpatient treatment center provided or ordered; unless a risk protection order directs the law enforcement agency to hold the firearms or ammunition for a longer period of time, or the person is subject to a firearm purchase disability under Section 790.065(2), or a firearm possession and firearm ownership disability under Section 790.064. The process for the actual return of firearms or ammunition seized or voluntarily surrendered under this paragraph may not take longer than 7 days.

F. MENTAL HEALTH RECEIVING FACILITIES

- A. Officers transporting persons for involuntary examinations shall, per F.S.S.394.463, deliver the person to the nearest receiving facility.

The nearest receiving facilities to Clay County are as follows:

1. ADULTS – Orange Park Medical Center, 2001 Kingsley Ave. Orange Park, Florida, 904-276-8500. A Memorandum of Understanding (M.O.U.) has been agreed upon between the Orange Park Medical Center and all county law enforcement agencies regarding Baker Acts. The M.O.U. provides the following procedures regarding law enforcement delivering an individual to the hospital that has been Baker Acted:

- (1). Officer will advise dispatch to notify hospital security prior to arriving at the emergency room with a patient that has been Baker Acted.
- (2) All Baker Acted patients will be taken immediately to a treatment area (They will not be placed in the emergency room lobby).
- (3) Security will respond immediately when notified of the arrival of a Baker Acted patient.
- (4) Patients will be undressed and placed in a hospital gown while law enforcement is still present.

- (5) Any contraband: weapons, illegal drugs, controlled drugs, intoxicating beverages, will be removed from the facility by law enforcement.

2. JUVENILES

- (1) Juveniles taken into custody will be taken to the nearest receiving center based on the incident location. The two (2) locations are:
 - a. Mental Health Resource Center, 3333 W 20th St Jax, FL 32254.
 - b. Meridian Behavioral Health Center – 4300 S.W. 13th Street, Gainesville, Florida.

3. ACTIVE MILITARY PERSONNEL – Active duty military members may be transported to the Naval Hospital at the Naval Air Station, Jacksonville, Florida.

- B. Officers will not remove a mentally ill person from a receiving facility under any circumstances except by court order or probable cause for arrest exists. The decision to remove/arrest the person will fall under the authority of the supervisor on duty and CCDSPD Lieutenant/Watch Commander. Once the facility has accepted the person, transportation for a medical problem or to a more secure facility is the responsibility of the receiving facility.
- C. Before an officer enters a secure area of any receiving facility all knives, firearms, and ammunition will be secured in their patrol vehicle or weapons locker if one is provided at the facility.

G. TRANSPORTATION OF MENTALLY ILL PERSONS

- A. Officers will use handcuffs and any other restraining devices necessary when transporting suspected mentally ill persons in order to protect the person, the officer, and others. The restraining devices should restrain the persons securely without causing injury.
- B. All suspected mentally ill persons will be searched prior to transporting.
- C. If a mentally ill person requiring medical treatment is taken to Orange Park Medical Center by Officers or rescue personnel, the investigating officer will complete and submit a State of Florida form (CF-MK-3052a/Report of Law Enforcement Officer) and a State of Florida form (CF-MK-

3100/Transportation to Receiving Facility, Part I) to hospital personnel.

- D. Officers are not authorized to transport patients to private treatment facilities. Requests by public or private treatment facilities, hospitals, clinics, doctor's offices, residential treatment facilities, mental health half-way houses, etc., for the transportation of mentally ill persons shall be denied unless such requests are accompanied by a Physician's Certificate, or an ex parte court order.

H. INJURED MENTALLY ILL PERSONS

- A. Officers shall immediately call Rescue for treatment of mental patients with injuries requiring immediate attention.
- B. Officers transporting an individual for involuntary examination pursuant to the Baker Act shall, if that individual has a medical condition requiring treatment but not requiring Rescue, transport the individual to the nearest hospital providing emergency care. The officer shall complete the State of Florida form (CF-MH-3052a/Report of Law Enforcement Officer) and leave the completed form with hospital personnel. If the individual is to be examined pursuant to a court order or physician's certificate, the order or certificate shall be left with hospital personnel. The officer shall remain at the hospital until hospital personnel assume custody of the individual.
- C. Hospital personnel will arrange for the transportation of the patient to the mental health receiving facility after the medical problem has been treated.

I. CRIMINAL CHARGES

Suspects who appear to be suffering from a mental illness and who are arrested and charged with a crime will be booked into the Clay County Detention Facility. The arresting/transporting officer will note in the arrest and booking report's narrative that the arrestee appears to meet the criteria for Baker Act and shall notify the Clay County detention officer in 1A control.



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.03 ***Disciplinary Procedure and Standards of Conduct***

<i>EFFECTIVE:</i>	<i>REVISED:</i>	<i>RESCINDS:</i>
August 1, 2019		

- A. PURPOSE:** The purpose of this general order is to establish procedures by which the Clay County District Schools Police Department shall discipline members who violate agency disciplinary standards, policies, orders or directives. These disciplinary procedures ensure that the Clay County District Schools Police Department administers disciplinary action in a consistent and equitable manner. This procedure shall establish lines of authority and responsibility for discipline, establish provisions for receiving and documenting complaints, outline criteria for review of certain disciplinary actions, and establish guidelines for administering disciplinary action. Such guidelines shall promote uniformity in the type and severity of discipline administered for specified violations.
- B. SCOPE:** The disciplinary standards set forth and procedures outlined herein are applicable to all Clay County District Schools Police Department members, interns, volunteers, auxiliary officers and part time officers.
- C. DISCUSSION:** These procedures by which Clay County District Schools Police Department supervisors shall discipline members are applicable to members who have attained permanent status as this term is defined in the glossary section of this order. The Clay County District Schools Police Departments not required to follow the disciplinary procedures established herein for members employed on a less than full time basis, or probationary members. Such members are considered to be "at will" members for purposes of administering discipline. The Clay County District Schools Police Departments not required to follow the disciplinary procedures established herein for volunteers, auxiliary officers or part time officers. Members of the Clay County District Schools Police Department are expected to abide by this General Order, agency policies, orders or directives, and may be disciplined for violating any provisions up to and including dismissal. In recognition of the fact each instance of misconduct differs from somewhat similar actions in many respects, the Chief retains the right to treat each occurrence on an individual basis without creating a precedent for other cases which may arise in the future. The procedures in this General Order are not to be construed as a limitation upon the retained rights of the Chief.
- D. POLICY:** Members shall abide by the written directives of the agency. Members who fail to do so, and whose conduct constitutes misconduct, shall be subject to disciplinary sanctions as outlined in this general order.

E. DEFINITIONS:

BUSINESS DAY – Shall mean any day, Monday through Friday, excluding holidays.

CONSTRUCTIVE DISCIPLINE - A learning process that provides an opportunity for positive growth

CONVICTION - Shall mean an adjudication of guilt by a court of competent jurisdiction, a plea of guilty or *nolo contendere*, a verdict of guilty when adjudication of guilt is withheld, entering into a pretrial intervention (PTI) program, or civil citation.

CUMULATIVE DISCIPLINE - Shall mean a systematic approach to discipline in which prior offenses for which a member has been disciplined are used to determine the severity of the action to be taken for a current offense(s) even though the prior offense(s) may not be the same as the current offense.

DISCIPLINARY PROBATION - Shall mean a period of time in which the member will be closely supervised and monitored for improvement in performance as it relates to agency disciplinary standards. The Chief shall approve all recommendations for disciplinary probationary periods.

DISCIPLINE - Derived from the word disciple. A disciple is a learner. To train well; subject to orders; and to correct.

FAILURE TO ACHIEVE MINIMUM PERFORMANCE STANDARDS - Shall mean that minimum level of performance the Clay County District Schools Police Department expects its members to achieve. A failure to achieve the minimum performance standard will be documented using the evaluation system adopted by the CCDSPD.

GROSS VIOLATION - Shall mean a violation done consciously and knowingly, and without legal excuse.

IMMEDIATE FAMILY - Father, mother, spouse, children, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother, sister, brother-in-law, sister-in-law, grandparent, grandchild, stepparent, stepchild, great grandmother, or great grandfather.

INTERPERSONAL RELATIONSHIPS AMONG AGENCY MEMBERS – Shall mean a member of the agency who is involved in a romantic or sexual relationship with another member of the agency. For the purposes of this policy, in addition to the traditional definition of a supervisor; lead workers, managers and F.T.O.s are also considered supervisors. An agency member shall include all members, paid or unpaid, full-time, part-time, auxiliary, volunteers, or interns.

MEMBER - Shall mean any sworn employee, including any duly authorized or and any non-sworn employee of County Clay County District Schools Police Department.

MISCONDUCT - Shall mean a violation by a member of agency disciplinary standards, policies, orders or directives.

PERMANENT STATUS MEMBER - Shall mean a member who has served in employment with the County Clay County District Schools Police Department for a period of one calendar year and is retained due to satisfactorily meeting all requirements of such employment. If a member is placed on disciplinary probation for a period of six months or is terminated and rehired at a latter date, said member shall be required to complete one calendar year of service from the date of the action before being granted permanent status. Any member who has achieved permanent status may only be disciplined for cause. Any member who is required to serve a probationary period attendant to a promotion shall retain permanent status, but may be demoted to their prior rank during such probationary period without the right of appeal in accordance with the Career Service Appeals Act.

PROGRESSIVE DISCIPLINE - Shall mean a systematic approach to discipline in which the penalty for violation of a disciplinary standard increases in severity each time a member repeats a violation of the same disciplinary standard.

PUBLIC MEDIUMS - A means of public communication, to include, but not limited to, newspapers, newsletters, advertisements, magazines, radio, social media, or television.

PUNITIVE DISCIPLINE - Involving punishment. A negative consequence in order to suppress undesired behavior.

SOCIAL MEDIA - A category of Internet-based and/or cellular based resources that integrate user-generated content and user participation. This includes, but is not limited to social networks (Facebook, Google+, etc.), on-line internet based information sharing (Twitter, Skype, YouTube, Craigslist, etc.) and cellular data exchange networks (cellular phone texting, Blackberry Messenger, Mobile Data Computers, etc.), wikis (Wikipedia), blogs and news sites (Digg, Reddit).

SUSPENSION - Shall mean a minimum of eight hours and a maximum of 120 hours without pay. Suspensions shall be for work days and does not include regular days off, holidays, or other days not normally worked.

F. PROCEDURE:

- 1. Violation of Disciplinary Standards:** It is the policy of the Clay County District Schools Police Department that members shall be disciplined pursuant to this general order for engaging in any conduct or activity prohibited by the Disciplinary Standards Section of this General Order, and any other policy, order or directive of the Clay County District Schools Police Department.
- 2. Failure to Achieve Minimum Performance Standards:** It is also the policy of the Clay County District Schools Police Department that the failure or inability to achieve the minimum performance standards or expectations that specifically

relate to a member's duties and responsibilities may not require disciplinary action pursuant to this general order. Disciplinary action, pursuant to this general order, may be administered to a member who has been involved in misconduct. A failure to achieve minimum performance standards may instead be handled in accordance with procedures designed to enhance the member's performance to include, but not be limited to, informal constructive action such as training, member performance evaluations, and extended performance probationary periods.

- a. A permanent status member, who fails to achieve the minimum performance required by the Clay County District Schools Police Department, after being given notice and an opportunity to improve his or her performance, may be dismissed. Efforts utilized to attempt to correct the deficiency shall be documented in memorandum form by the member's immediate supervisor and forwarded to the Chief, via the chain of command, with a recommendation.
- b. A non-permanent status member shall be considered to be an "at will" member under this section and therefore may be dismissed without notice and an opportunity to improve performance. A recommendation shall be made in memorandum form by the member's immediate supervisor and forwarded to the Chief, via the chain of command.

3. Countermanding Procedures:

- a) The Chief may, at his/her discretion, authorize suspension of general orders, directives, procedures and policies when necessary for covert investigations, if a policy failure is discovered, or to achieve law enforcement objectives.
- b. Department Lieutenants may suspend or countermand a general order, directive, procedure or policy only when failure to do so would obstruct the achievement of objectives, or would otherwise be adverse to the Clay County District Schools Police Department. In such cases, written explanation will be immediately forwarded to the Chief.

1. Agency Directives:

- a. Each member has access to the agency's directives through the intranet or they may request a copy of the directives through the Human Resources Section. [CFA 3.01]
- b. All members of the Clay County District Schools Police Department shall comply with agency directives.

5. Discipline for Misconduct:

- a. **Informal Action:** Informal constructive disciplinary action is intended to mean that which is educational. It should be used as a training mechanism in order

to improve job performance, rather than being punitive in nature. Counseling shall be an informal constructive disciplinary action. [CFA7.02]

- 1) Counseling - means a verbal discussion between the supervisor and member wherein the supervisor shall identify the standard of conduct that the member may have violated and the member's conduct that may have violated the standard. Counseling is intended to improve member job performance and to remind members that future violations of the Clay County District Schools Police Department disciplinary standards, policies, orders or directives will result in further disciplinary action in accordance with this general order. Counseling will not be considered as formal discipline against the member. Any supervisor may counsel any member under his/her supervision. Supervisors who counsel a member as an informal constructive action may make a record of such counseling session. [CFA 7.02]

b. **Formal Action:** Formal disciplinary action is intended to mean that which is punitive in nature. The following types of formal disciplinary action are hereby established and, as a general rule, will be progressive in nature, unless the seriousness of the violation dictates a more harsh disciplinary action:

- 1) Written reprimand - means a written memorandum to the member identifying the disciplinary standard, policy, order, or directive that the member violated, the member's acts or conduct that violated the standards, including dates, times, and places. It shall also include a warning that future violations will result in a more severe disciplinary action in accordance with this general order. Written reprimands shall be placed in the member's personnel file. [CFA 7.02]
- 2) Suspension - means placing a member on leave without pay status. The member is relieved of all duties and compensation for the specified period of time. Upon suspension, if directed to do so by the member's Chief or designee, the member shall promptly surrender his/her agency issued firearm(s), building access device, assigned vehicle, badge and credentials to his/her immediate supervisor for safe keeping until his/her return to duty. During any period of suspension, a member is not permitted to take law enforcement action, to wear the designated duty uniform, or any part thereof. [CFA 7.02]
- 3) Dismissal - means termination of employment from the Clay County District Schools Police Department. [CFA 7.02]
- 4) The following types of formal disciplinary action may be imposed in addition to the types listed above. The following are not mandated in every case, but may be used when the circumstances of the particular case warrant imposition: [CFA 7.02]
 - a) Disciplinary probationary period - means placing a member on probationary status for a period of three months or six months. Recommendations for a disciplinary probationary period shall be

submitted to the Chief in writing by the member's Lieutenant and must be approved by the Chief prior to being imposed. Such recommendation shall include justifications for the disciplinary probationary period. Disciplinary probationary periods will have the effect of causing the member to lose their permanent status for the period they are on disciplinary probation and subsequent disciplinary sanctions administered during this time may not be appealed by the member.

- (1) Members placed on disciplinary probation are not eligible to serve on any specialty team of the Clay County District Schools Police Department. At the time discipline is imposed, the member will be removed from the specialty team as a result of the disciplinary action.
 - (2) Members, removed from a specialty team due to disciplinary action, will be eligible to re-apply for a specialty team at the conclusion of the probationary period, when positions are available.
 - (3) The Chief, at his discretion, may review the circumstances of the case leading up to the disciplinary action of any specialty team member to determine if they can continue to serve in that capacity.
- a) Reduction in rate of pay - means decreasing a member's base salary which usually, but not always is associated with reclassification of the member's position, or demotion of the member. Reduction in rate of pay does not include the taking away of an agency vehicle or salary additives.
 - a) Demotion - means removing a member from his/her designated position and placing him/her into another position which involves a reduction in rank, or generally less responsibility and may involve a reduction in base salary.

c. Authority to Discipline:

- 1) **Lieutenants, Sergeants, and Civilian Supervisors** may impose the following disciplinary action within their area of supervisory responsibilities: [CFA 7.03]
 - a) Written Reprimand, upon approval of the Chief.
- 2) Division Lieutenant may impose the following disciplinary action within their area of supervisory responsibility: [CFA 7.03]
 - a) Written Reprimand, upon approval of the Chief.
 - b) Suspension, upon approval of the Chief.
 - c) Disciplinary Probation of three or six months upon approval of the Chief.

d) Any other disciplinary action so ordered by the Chief.

3) The Chief may follow the disciplinary guidelines or may impose any discipline that he believes to be in the best interest of the agency. Such discipline may include, but is not limited to, the following disciplinary action: [CFA 7.03]

a) Written Reprimand;

b) Suspension;

c) Disciplinary Probation;

d) Reduction in Pay;

e) Demotion;

f) Dismissal; and

g) Any discipline deemed appropriate by the Chief, given the unique circumstances of the case.

6. Disciplinary Procedures:

a. **Effective Discipline:** For discipline to be effective it should not be a retaliatory measure and it must meet the following criteria:

1) Discipline shall be consistent with other discipline imposed for similar violations.

2) The discipline shall be impersonal.

b. **Emergency Administrative Leave by Member's Supervisor:** [CFA 2.07]

1) In extraordinary situations a member may be immediately placed on emergency administrative leave with pay by the member's supervisor. Cause for emergency administrative leave with pay shall include, but not be limited to:

a) When such member is apparently physically or emotionally unable to perform assigned duties;

b) When such member has been insubordinate and when such insubordination may cause immediate problems;

c) When such member has been involved in a criminal or immoral act;

d) When such member has reported for duty under the influence of an intoxicant and/or drug, or while on-duty consumes intoxicants and/or

drugs, unless the consumption is in accordance with the orders and the express approval of a physician, or allowed as a part of the member's official duties;

- e) When such member is in willful violation of any general order, policy, rule, or procedure and the supervisor believes immediate suspension is required;
- f) When it is necessary for the preservation of order and discipline;
- g) When the member's actions and behavior constitutes conduct unbecoming a public member;
- h) When the member's act or failure to act places co-workers and/or the public in danger.

- 2) The supervisor responsible for placing a member on emergency administrative leave with pay shall promptly forward a memorandum to the Chief, through the chain of command, with a copy going to CCDS Human Resources, detailing the circumstances surrounding the emergency administrative leave.

c. Administrative Leave Pending Internal Affairs Investigation: A member may be placed on administrative leave with pay by the Chief or designee, when there is an administrative investigation pending on the member and it is determined to be in the best interest of the agency. Administrative leave with pay shall not be required in every pending administrative investigation. Such leave shall continue in effect until it has been lifted by the Chief. [CFA 2.07]

d. Restrictions on Members who are on Emergency Administrative Leave:

- 1) A member placed on emergency administrative leave shall be available to be contacted during their normal business hours. The member shall provide a contact number or other means of being able to be immediately contacted.
- 2) When a member is placed on emergency administrative leave administrative leave, the member's supervisor or Lieutenant shall secure the member's badge and/or identification card, building access device, agency issued firearm(s) and agency issued vehicle (if applicable). A receipt shall be issued to the member and a copy of this receipt shall remain a part of the case file.
- 3) Members placed on emergency administrative leave administrative leave shall have no law enforcement authority, but they shall continue to be liable for any violation of the general orders, policies, rules, and procedures.
- 4) During the period members are placed on emergency administrative leave, they shall neither be permitted to wear the uniform nor work in law enforcement related extra-duty jobs. During the emergency administrative

leave members shall be required to honor subpoenas and shall testify truthfully, in civilian clothes.

- 5) The member's immediate supervisor or Lieutenant shall keep in contact with the member and shall advise the member of the status of the member's emergency administrative leave. The emergency administrative leave may be lifted at any time, and if so, the member shall be instructed to return to work.

e. Action to be taken when a Member is under Criminal Investigation or has been arrested:

- 1) The Chief may begin an investigation on a member as soon as it's learned that the member is under criminal investigation. Internal Affairs shall begin an investigation on a member in the event a member is arrested. The Internal Affairs investigation shall be conducted in addition to and concurrent with the criminal investigation.
- 2) A member who is under for committing a felony crime, or a misdemeanor crime involving dishonesty, a false statement or an immoral act, or a member who has already been arrested for committing one or more of these criminal acts, shall be placed on administrative leave with pay pending the finding of a investigation unless such action would jeopardize the criminal investigation. [CFA 2.07]
- 3) Upon a finding that the member violated agency disciplinary standards involving any felony, or any misdemeanor involving dishonesty, a false statement or an immoral act, the member shall be recommended for dismissal, in accordance with the procedures regarding imposing discipline. The Clay County School Board shall have final authority to dismiss a member, or to impose some other form of discipline, depending on the unique circumstances of the case.
- 4) The decision to impose disciplinary action shall be based upon a sustained finding in an investigation and not on the prosecution of the criminal case. While a criminal conviction is sufficient to prove that a member committed a crime, for the purpose of agency discipline, an acquittal does not prove that the member did not violate agency disciplinary standards. Therefore, a member may be disciplined for violating agency disciplinary standards based upon a sustained finding in an internal investigation, even though the member does not enter a plea or is not otherwise found to have committed the criminal act.
- 5) If, at a later time, the dismissed member is cleared of all criminal charges, or there are other unique circumstances as determined by the Chief, the member may reapply with the Clay County District Schools Police Department. The dismissed member shall fall under the same procedure as any other new applicant applying for employment.

f. **Receiving/Documenting/Investigating Complaints:** Complaints against members shall be received, documented and investigated according to *General Order* receiving complaints.

g. **Recommending Discipline:**

- 1) In determining the appropriate discipline to recommend, a completed review of prior discipline shall be obtained from the Human Resources Section. The review shall be included with the investigative report.
- 2) A disciplinary recommendation memorandum shall be completed and used to forward the recommendation.
- 3) The member's Lieutenant shall be responsible for the formal recommendation of discipline. The Lieutenant may consult with the member's supervisor(s) in arriving at the appropriate recommendation.
- 6) All recommendations for discipline shall be forwarded by the member's Lieutenant, to the member's Chief, respectively for review. The Chief shall have final approval before discipline is imposed in all formal disciplinary action, up to and including dismissal upon the Clay County School Board's approval.

h. **Imposing Discipline:**

- 1) **Written Reprimand:** When the discipline to be imposed is a written reprimand, the member's supervisor and Lieutenant may impose discipline after seeking the Chief's approval. The Chief must ultimately approve all discipline. [CFA 7.03]
 - a) A copy of any disciplinary action shall be forwarded to the Human Resources Section.
 - b) If the investigation is conducted by the member's supervisors, a copy of the investigative report and any disciplinary action shall be forwarded to Human Resources.
- 2) **Suspension of 40 hours or Less:** When the discipline to be imposed is a suspension of 40 hours or less, the Chief, or designee, may impose discipline once it has been approved by the Chief and the Clay County School Board. [CFA 7.03]
 - a) A copy of any disciplinary action and the final report shall be forwarded to Human Resources. The Chief or designee will notify the member of the disciplinary.
 - b) If the investigation is conducted by the member's supervisors, a copy of the investigative report and any disciplinary action shall be forwarded to the Human Resources.

- c) If the discipline that is imposed involves a suspension, the Human Resources Section and/or payroll shall coordinate with the disciplined member's supervisor for proper salary amendments.
 - d) Members have 5 business days to make a written appeal regarding the proposed discipline to the Chief, or designee.
 - e) The member will submit their oral or written statements, or both, to the Chief for review.
 - f) The Chief will review the information provided by the member. The Chief will either affirm or alter the proposed discipline as he deems necessary to be in the best interest of the agency. The Chief's final decision shall be forwarded to the Human Resources Section Supervisor.
- 3) **Suspension of More Than 40 hours/Reduction in Rate of Pay/Demotion/ Dismissal:** When the discipline to be imposed is either a suspension of more than 40 hours for any independent conduct violation, a reduction in the rate of pay, a demotion or a dismissal, the Chief, or designee, may impose discipline as follows: [CFA 7.03]
- a) Once the discipline has been approved by the Chief the final report will be forwarded to the Human Resources. The Chief or designee will notify the member of the disciplinary action and refer them to the Human Resources Section. The Chief or designee will forward the final report to the Human Resources Section. The Chief, or designee, shall deliver to the member a *Notice of Proposed Disciplinary Action*.
 - b) Discipline shall be imposed in accordance with the procedures set forth in subsections j, k and l of this General Order.
 - c) The Chief shall forward a copy of the *Notice of Proposed Disciplinary Action* to the member's Lieutenant.
 - d) If the investigation is conducted by the member's supervisors, a copy of the investigative report and any disciplinary action shall be forwarded to the Lieutenant. The Chief or designee will forward the report and disciplinary action to Human Resources.
 - e) If the discipline that is imposed involves a suspension, reduction in the rate of pay, a demotion or a dismissal, the Human Resources Section/Payroll shall coordinate with the disciplined member's supervisor for proper salary amendments.
 - f) If the discipline results in dismissal of the member, Chief and Lieutenant will meet with the employee. The Chief or designee will make formal notification of the member's dismissal.

- 4) After arriving at a final decision to impose discipline, the Chief reserves the right to impose any such discipline which is fair and equitable and which is in the best interests of the agency.
- i. **Notice of Proposed Disciplinary Action:** The following procedures shall apply to disciplinary actions which consist of a suspension of more than 40 hours for any independent conduct violation, a reduction in pay, a demotion or a dismissal.
 - 1) Prior to imposing the discipline, the Chief or Designee shall provide the member with written notification of the proposed disciplinary action by hand delivery or by certified mail. The notice shall include:
 - a) The date the Clay County District Schools Police Department proposes to take final disciplinary action; [CFA 7.04B]
 - b) The specific charges or reasons for the disciplinary action; [CFA 7.04A]
 - c) The identification of any documents on which the charges are based;
 - d) A statement advising the member that he/she may, within two working days of receipt of the notice, submit a request in writing, to be placed in their personnel file, to the Human Resources Section for scheduling of a predetermination conference in order to make an oral or written statement or both to the Clay County District Schools Police Department to refute or explain the charges. The notice shall give the name, address, and telephone number of the Human Resources Section Supervisor. The notice shall advise the member that the predetermination conference will be held prior to the proposed effective date of the disciplinary action at a time and place determined by the Clay County District Schools Police Department; [CFA 7.04D] [CFA 7.06]
 - e) The member may waive all rights of appeal; and
 - f) The member may resign voluntarily, waiving rights of appeal. This option is presented only in certain cases as approved by the Chief;
 - 2) A member personally served with a *Notice of Proposed Disciplinary Action* shall promptly acknowledge the receipt by signing the notice. The signing of the notice by the member does not indicate that the member is admitting to the charges. By signing the notice, the member is only acknowledging that he/she has received notification of the proposed disciplinary action and the right to a predetermination conference. If the member refuses to sign, the deliverer shall sign and date the notice and shall indicate the member's refusal to do so. A mailed notice shall constitute full and complete notice, even if the mail is refused or ignored by the member.
 - 3) During the period between receipt of the notice of proposed disciplinary action and the effective date of the discipline, the member shall be placed on administrative leave with pay if the proposed disciplinary action is

dismissal. If the proposed disciplinary action is anything other than dismissal, the member may be expected, at the agency's discretion, to perform his/her usual duties without disruption.

j. Name Clearing Hearing: Members who have been dismissed from employment with this agency while the member is still in a probationary status (non-permanent status employee) are not entitled to a hearing pursuant to the Clay County District Schools Police Department and Clay County School Board Policy. The purpose of the Name Clearing Hearing will be to allow the member to have an opportunity to present information to be included in his/her Internal Affairs file concerning the incident that led to his/her dismissal.

k. Deduction of Leave: A member who has been summarily relieved of duty with pay or placed on administrative leave with pay pending the finding of an administrative investigation, shall have leave deducted for such period of time if the final disciplinary action is upheld.

l. Guidelines for Administering Disciplinary Action: The disciplinary standards established herein are to be applied in both a progressive and cumulative manner, including consideration of prior violations.

- 1) Considering the nature and severity of the member's violation, including concurrent and previous violations, and including prior violations of disciplinary standards, policies, orders or directives established by prior Clay County District Schools Police Department policy statements, the impact of the violation upon the ability of the member and/or his/her co-workers to perform their assigned duties, and the overall work record of the member.
- 2) For modifying or correcting the member's behavior in order to assist him/her to become a more valuable resource to the Clay County District Schools Police Department or, if necessary, to promote a positive working environment for all agency members.
- 3) To maintain the integrity of the Clay County District Schools Police Department in its efforts to fulfill its mission.

m. Extraordinary Disciplinary Action:

- 1) In extraordinary situations where the retention of a permanent status member would result in damage to property, would be detrimental to the best interest of the Clay County District Schools Police Department, or would result in injury to the member, a co-worker, or some other person, the Chief may immediately suspend without pay, or dismiss the member for cause, provided the member is given notice thereof and reasons therefore within twenty-four hours afterwards. Written notice of the action, the charges and supportive evidence necessitating the action, the effective date of the dismissal (if applicable) and an opportunity to explain or refute the charges (predetermination conference) shall be provided to the member as soon as

practicable following the member's suspension or dismissal. [CFA 7.04D]
[CFA 7.06] [CFA 2.07]

- 2) Nothing contained in this General Order shall prevent the Chief, or designee, from recommending or imposing the maximum penalty of dismissal based on just cause and circumstances.
 - n. **Recording Disciplinary Action:** The Human Resources Section shall have the responsibility to record all disciplinary action in the member's personnel file. The Custodian of Records for Internal Affairs shall have the responsibility to keep closed supervisory investigative reports case files in a secure location. [CFA 20.01F]
 - o. **Payroll:** In the case of suspension, demotion, or dismissal, the member's Lieutenant shall notify the Human Resources Section for payroll purposes. The Lieutenant shall also provide the Human Resources Section with the dates of suspension.
 - p. **Fringe and Retirement Benefits:** A member shall be provided with a statement of the status of fringe and retirement benefits after dismissal. [CFA 7.04C]
 - q. **Employment Record:** A member shall be provided with a statement as to the content of his/her employment record relating to the dismissal, if so requested.
7. **Disciplinary Standards:** The disciplinary standards established herein reflect the high ethical, moral, and professional standards deemed necessary to maintain public confidence in the integrity and ability of the Clay County District Schools Police Department to fulfill its mission. Violation of any of these Disciplinary Standards, any policies, orders or directives shall be considered misconduct and shall be grounds for disciplinary action pursuant to the agency's Disciplinary Procedures. Supervisors shall refer to and comply with the Clay County District Schools Police Department Disciplinary Procedures when administering disciplinary action. Members shall not commit any acts which constitute a violation of the Disciplinary Standards, policies, orders or directives. [CFA 7.01]
- a. **Improper Conduct Offenses:**
 - (002) **Home Address/Home Telephone Number Confidential:** Members shall treat the home address, all telephone numbers of co-workers and their family, as confidential. Such information shall be released only when authorized by supervisory authority, or with consent of the co-worker concerned .
 - (004) **Radio Transmissions:** Members shall use official radio channels in compliance with established policy. Members shall not use sarcasm, impertinent remarks, or other improper or inappropriate radio transmissions, and shall not knowingly allow unauthorized persons to utilize agency radios .
 - (005) **Neighborhood and/or Family Disputes:** Members shall avoid personal involvement in neighborhood controversies or family disputes. Such disputes

shall be processed by on-duty deputy Chiefs. Members shall not attempt to exercise authority or to make arrests in their own quarrels, but shall contact a superior officer who shall cause the matter to be investigated and action taken by impartial members having no personal interest in the dispute .

- (006) **Name to be Given Upon Request:** Members shall give their name and rank or position, if applicable, in a respectful and courteous manner to any person requesting such identification while on duty, or in uniform, or when otherwise recognized as a member of the agency, unless engaged in covert duties .
- (007) **Agency Motor Vehicle Crashes:** Members who are involved in a traffic crash resulting in injury or property damage, while on-duty or while operating an agency vehicle, shall not make any statements of liability, and shall not make any statements concerning the responsibility for such crashes, or inform the parties that the county or the agency will pay for damages even though the agency member may be at fault. Members shall comply with policy as set forth in the vehicle crash general order .
- (011) **Wearing of Uniforms While Under Disciplinary Suspension:** Members shall not wear the official uniform of the Clay County District Schools Police Department while under disciplinary suspension .
- (012) **Recommending Attorneys or Bail Bondsmen:** Members shall not recommend or suggest to any person arrested, or to any prisoner, or to any other person concerned with a prisoner in custody, the employment or hire of any specific attorney or bail bondsman .
- (013) **Acting as Surety or Guarantor:** Members shall not become surety or guarantor, or go on the bond of, or furnish bail for any person arrested and charged with a crime, except members of their immediate family .
- (014) **Use of Prescription Drugs While on Duty:** Members shall not report for duty, while taking lawfully-prescribed medications likely to impair normal physical and mental faculties without first obtaining the approval of their supervisor. Members shall not operate agency vehicles or duty equipment while under the influence of prescribed medications likely to impair normal physical or mental faculties .
- (016) **Use or Odor of Alcoholic Beverages While on Duty:** Members shall not consume, ingest, or partake of intoxicating liquors or alcoholic beverages of any kind while on-duty, except as authorized in the performance of official duties. Members shall not report for duty, be on-duty, or be on an on-call status with the odor of alcoholic beverages upon their breath (except when necessary in performance of covert duties), or while under the influence of alcohol or other drugs.
- (017) **Controlled Substance:** Members shall not consume, ingest, or partake of any controlled substance, nor shall any member unlawfully or without a lawfully obtained prescription possess or obtain any controlled substance as defined in Chapter 893, Florida Statutes. No member shall report for duty or be on duty

while taking any controlled substance unless approved by the member's immediate supervisor.

- (018) **Drinking Alcoholic Beverages/Misuse of Agency Identification While Drinking:** Members while off-duty and drinking alcoholic beverages and/or frequenting premises established primarily for consumption or sale of alcoholic beverages, shall do so only as private individuals and shall not bring discredit upon the agency nor shall the member or member voluntarily display agency identification, unless necessary to perform official duties.
- (019) **Abuse of Official Identification:** Members shall maintain the security of their official agency identification, and shall not lend their identification card or badge to another person, or permit it to be photographed or reproduced.
- (020) **Abuse of Agency Equipment:** Members shall not intentionally or by negligence, lose, abuse, misuse or damage agency equipment.
- (020-A) **Misuse of Agency Equipment:** Members shall properly maintain and utilize agency equipment, including computer equipment, for its intended purpose, in compliance with agency policy.
- (021) **Use and Handling of Weapons:** Members shall use or handle agency issued/authorized weapons, lethal or less lethal, in a careful and prudent manner, on or off-duty. Agency issued/authorized weapons shall only be used for their intended purpose. Weapons shall not be left unattended (knowingly or by neglect) where they are easily accessible to unauthorized persons and members shall not knowingly relinquish such weapon(s) without just cause or extenuating/exigent circumstances. Weapons shall be used in compliance with the law and agency policy.
- (021-A) **Gross Misuse or Mishandling of Weapons:** Members shall not intentionally or negligently misuse or mishandle a weapon so as to cause harm to another person.
- (022) **Improper Use of Official Position:** Members shall not use their official position or identification to gain free or reduced admission to any public event or place of amusement, and shall not allow their position to be used to gain favors, privileges, or unfair advantage for themselves or others that would not normally be due, except in the course of official duties or as authorized by the Chief. [CFA 7.01]
- (022-A) **Misuse of Official Position:** Members shall not use their official position to harass, threaten or coerce any person.
- (023) **Misdirected Action/Interfering with Official Investigations:** Members shall not interfere with cases being investigated by co-workers or other governmental agencies. Members shall not undertake any investigation or other official action not part of their regular duties, unless ordered to do so or approved by a supervisor, unless the intervening member reasonably believes that failure to

act would result in an injustice, or the exigencies of the situation require immediate action.

- (025) **Recognition and Exposure of Undercover Officers:** Members shall protect the identity of co-workers who are engaged in covert operations. Members shall not place a co-worker, or any covert operation, in jeopardy through public acknowledgment of the co-worker or the operation.
- (027) **Communicating Confidential Information:** Members shall maintain the security of confidential information, and shall not knowingly communicate or give confidential information to unauthorized third parties. Members shall not divulge the identity of informants, except as approved by a superior or as required by law. Members shall not divulge the details of an active criminal or internal investigation, except as authorized.
- (027-A) **Misuse of Criminal Justice Information:** Members shall not access and/ or disseminate information obtained through the Criminal Justice Network for purposes that are not authorized. Members shall only disseminate information to individuals authorized to obtain Personally Identifiable Information as defined in **Computer Systems, Electronic Mail, and Cellular Telephones CCDS Policy**. Agency members shall not violate FCIC/ NCIC or III rules, regulations, or operating procedures.
- (027-B) **Misuse of Driver and Vehicle Information Database (DAVID):** Members shall not access and/or disseminate information obtained through DAVID for personal use or non-official purposes Computer Systems, Electronic Mail, and Cellular Telephones. Misuse of DAVID includes accessing Emergency Contact Information (ECI) for purposes prohibited in the Memorandum of Understanding (MOU) with Department of Highway Safety and Motor Vehicles (DHSMV).
- (028) **Handling Monies and Property:** Members shall deliver money and other property coming into the possession of the member, which does not belong to such member, to the proper custodian and make a report of the transaction.
- (029) **Processing Property and Evidence:** Members shall process all property and evidence that has been received in connection with official agency duties in compliance with the law and agency policy.
- (030) **Misuse of Property and Evidence:** Members shall not appropriate/convert to their own use, manufacture, conceal, falsify, destroy, remove, tamper with or withhold either on a temporary or permanent basis any property or evidence found, stolen, or recovered in connection with an investigation.
- (032) **Interpersonal Relationships Among Agency Supervisors/ Subordinates:** Members who hold a supervisory position are precluded from pursuing or engaging in an interpersonal relationship with an agency member they directly supervise. A supervisor may however, be in the chain of command of another member with whom he/she has an interpersonal relationship as long as they do not work on the same shift and they are not in the same division, section, or unit.

- (032-A) **Sexual Relations with Victims and Witnesses:** Members shall not engage in a sexual relationship with a person who they either knew or should have known is a crime suspect, victim or witness, through their official capacity at the Clay County District Schools Police Department, as long as the criminal case is active. A case is considered "active" as long as it is related to an on-going investigation which is continuing with a reasonable, good faith anticipation of securing an arrest or prosecution in the foreseeable future, or it is directly related to pending prosecution or appeals. The case is considered "inactive" if the victim signs a request for non-prosecution. It shall be the responsibility of the member to affirmatively determine whether the case is still active. This not only applies to the member assigned the investigation; it applies to all members, even if the member isn't associated with the investigation. This does not apply to relationships that existed before the reported incident involving the victim or witness.
- (033) **Excessive or Unnecessary Force Not Resulting in Injury:** Members shall use only that level of force necessary to perform official duties; and shall not strike or use force on any person, except when necessary in self-defense, in defense of another, to overcome actual physical resistance to arrest, or to prevent escape in compliance with agency policy. Any use of force shall be reported in compliance with agency policy.
- (034) **Excessive Use of Force Requiring Medical Treatment:** Members shall only use that level of force necessary to perform official duties, and shall not strike or use physical force on any person to the extent that the person requires professional medical treatment, except when necessary in self-defense, in defense of another, to overcome actual physical resistance to arrest, or to prevent escape. Any use of force resulting in or need for medical treatment shall be reported in compliance with agency policy.
- (035) **Use of Lethal Force:** Members shall not use lethal force except in compliance with the law and agency policy.
- (036) **Untruthfulness Not in an Official Proceeding:** Members shall speak truthfully, and shall not knowingly make false or untrue statements.
- (037) **Untruthfulness in an Official Proceeding and in Official Reports:** Members shall speak truthfully in any official proceeding, including but not limited to, criminal or civil court proceeding, depositions, administrative hearings, and administrative investigations. Members shall not knowingly be untruthful in, or falsify, any official report, including but not limited to agency incident reports.
- (039) **Sexual Harassment:** Members shall not engage in any conduct defined as sexual harassment and shall comply with agency policy found in the *Sexual Harassment General Order*. [CFA 7.07]
- (040) **Harassment or Discrimination:** Members shall not engage in any conduct defined as racial, gender or any other harassment or discrimination. Members shall not make derogatory remarks concerning race, gender, age, or national

origin to any person, including co-workers and the public. Members shall comply with agency policy found in the *Harassment in the Workplace General Order (Level Four Violation)*. [CFA 7.07]

- (041) **Chain of Command:** Members shall adhere to the organizational chain of command in the conduct of regular duties, except where necessary to maintain the morale and/or integrity of the agency, or in case of justifiable personal need (*Level One Violation*).
- (042) **Standard of Conduct/Integrity:** Members shall not engage in any conduct that constitutes conduct unbecoming an officer, or any act that is likely to adversely affect the discipline, good order, or reputation of the agency, or that tends to compromise the integrity of the member, to include violating agency written directives. Members shall refrain from any conduct that detracts from or adversely affects public faith and trust in the agency. [CFA 7.01]
- (042-A) **Standard of Conduct/Integrity - Gross Violation:** Members shall not engage in any conduct that constitutes a gross violation regarding conduct unbecoming an officer, or any other act that is likely to severely affect the discipline, good order, or reputation of the agency, or that may compromise the integrity of the member, to include violating agency written directives. Members shall not participate in any conduct that may grossly detract from or severely affect public faith and trust in the agency, including but not limited to, being arrested for a felony, or a misdemeanor involving dishonesty, perjury, a false statement or an immoral act. [CFA 7.01]
- (043-A) **Respect toward Others:** Subordinates shall display respect toward superior officers. Supervisors shall treat subordinates with respect. Members shall treat co-workers and the public with respect and shall be polite and courteous in contacts with the public. Members shall address superior officers by proper rank or title when conducting official agency business or in the public.
- (044) **Unauthorized Practices Utilizing Public Mediums:** Members shall not depict themselves or another agency member through any public medium, to include but not limited to video web cams, personal web sites, interactive networks i.e. Myspace and Facebook, and/or blogs, in a way that identifies the member as being employed and/or affiliated with the agency and which displays or represents photos, wording or content which is unethical, slanderous, derogatory or is likely to adversely effect the discipline, good order, or reputation of the agency, or that tends to compromise the integrity of the member.
- (044-A) **Unauthorized Practices Utilizing Public Mediums - Gross Violation:** Members shall not depict themselves or another agency member through any public medium, to include but not limited to video web cams, personal web sites, interactive networks i.e. Myspace and Facebook, and/or blogs, in a way that identifies the member as being employed and/or affiliated with the agency and which displays or represents photos, wording or content which is grossly unethical, slanderous, criminal, pornographic by societal standards, derogatory or is likely to severely effect the discipline, good order, public faith and trust, or

reputation of the agency, or that tends to compromise the integrity of the member.

- (045-A) **Bullying and Threatening Others:** Members shall maintain self-control and self-discipline at all times and shall never bully others nor make threats to them. Members shall never argue with, or use abusive or threatening language or gestures toward others, including co-workers.
- (046) **Insubordination:** Members shall display respect toward superior officers, and/or shall not refuse to obey a lawful order given by a superior officer.
- (046-A) **Gross Insubordination:** Members shall not engage in mutinous conduct such as showing gross and direct disrespect toward a superior officer, and/or shall not knowingly and deliberately refuse to obey any lawful order given by a superior officer.
- (048) **Association with Criminals:** Members shall avoid regular or continuous associations with persons who the member knows, or should know, are persons under criminal investigation or indictment, or persons who are known to be involved in an ongoing criminal enterprise, except as necessary in the performance of official duties or with a family member.
- (049) **Use of Chewing Tobacco Products:** Members shall not use chewing tobacco, snuff, cigarettes or other such products while on duty and in public view.
- (052) **Unlawful Orders:** Supervisors shall not issue any order or command which he/she knows is contrary to any law, ordinance, or agency written directive (*Level Two Violation*).
- (054) **Associating with Inmates:** Members shall not fraternize with or perform favors for any person in custody within the Clay County Jail or any other jail.
- (055) **Custody/Treatment of Arrestees & Inmates:** Members shall treat arrestees and inmates humanely and shall not subject them to physical abuse (*Level Two Violation*).

b.

- (060) **Commission of a Crime:** Members shall not be charged with a felony, or a misdemeanor involving dishonesty, perjury, a false statement or an immoral act.
- (062) **Prompt Reporting:** Members arrested or charged with violation of any criminal law (regardless of jurisdiction), or who are aware that they are under criminal investigation, shall promptly notify his/her immediate supervisor and provide a copy of a written offense report and/or a written self-account to the Chief within three business days of the date of arrest describing all charges.

c. **Neglect of Duty Offenses:**

- (063) **Abuse of Rest Periods:** Members shall take only the specified amount of time for a meal or rest period in compliance with agency policy and school board policy.
- (064) **Tardiness:** Members shall report for duty, properly prepared, at the time and place required for assignments.
- (065) **Failure to Respond to Subpoena:** Members shall promptly respond to all subpoenas.
- (066) **Response to Radio Calls:** Members shall respond, without delay, to radio calls for service and shall perform their duties in a thorough manner. No member shall fail to answer any call directed to him/her (*Level Three Violation*).
- (067) **Monitoring Agency Radio:** Members shall monitor the active-voice radio frequency when operating an agency vehicle, while on or off duty and while working an extra duty assignment (*Level One Violation*).
- (068) **Completion of Reports and Documents:** Members, whose job assignment so requires, shall complete and submit all reports and documents and such shall be done in a timely manner. All members shall complete reports prior to concluding their tour of duty, except as authorized by a supervisor.
- (069) **Disregarding Job Duties by Neglect:** Members shall be attentive to their job duties and shall avoid any appearance of loafing, loitering, or otherwise neglecting work while on duty.
- (070) **Willful Neglect of Job Duties:** Members shall be attentive to their job duties, and shall not knowingly refrain or cause another to refrain from the performance of lawful duties. Members shall not, by intentional act or omission, knowingly refrain from the performance of lawful duties required for the safety of co-workers or for the public, even when such neglect could have, but does not, result in danger to life or property.
- (071) **Endangering Others Through Neglect of Job Duties:** Members shall be attentive to their job duties and shall take appropriate action in response to emergency situations where there is a known danger to the lives of others, and in response to serious crimes, particularly those of a violent nature, that come to their attention while on or off duty.
- (072) **Cowardice:** Members shall perform their required duties, and shall not avoid such duties because of fear or cowardice. Members shall not fail to come to the aid of a co-worker who is already engaged in an imminently hazardous situation.
- (075) **Failure to Work Overtime/Special Hours:** Members shall report for duty when assigned to work overtime, special hours (mandatory hours), special shifts, or special duty assignments.

- (076) **Avoiding Work by Failure to Contact Supervisor:** Members shall not avoid work assignments by failing to return a supervisor's telephone call, page or other such message.
- (077) **Failure to Report Injury:** Members shall immediately, or as soon as practicable, report all personal injuries sustained while on duty to their supervisor, in compliance with CCDS/agency policy.
- (078) **Failure to Report a Motor Vehicle Crash:** Members shall immediately report motor vehicle crashes involving agency vehicles, in compliance with CCDS/agency policy.
- (079) **Failure to Report Loss or Damage of Agency Issued Badge, ID Card or Equipment:** Members shall immediately, or as soon as practicable, report the loss or damage of an agency issued badge, identification card or equipment to a supervisor.
- (081) **Notification of Correct Address and Telephone Number:** Members shall keep the agency informed of their correct residence address in accordance with agency procedures for reporting change of address or status. Members are required to have current telephone service (which may include cell phone service) and are required to keep the agency informed of the correct telephone number, in compliance with agency policy for reporting change of address or status.
- (082) **Carrying Identification:** Members shall carry on their person their commission (Badge or Identification Card) at all times when carrying a concealed firearm, except during covert assignments.
- (084) **Court Attendance:** Members shall be punctual in court attendance, dressed appropriately, and properly prepared.
- (085) **Reporting Violations of General Orders:** Members knowing of other agency members violating general orders of the agency or conduct which warrants an internal investigation shall promptly report such violations to their supervisor.
- (085-A) **Reporting Violations of Laws or Ordinances:** Members knowing of other agency members violating laws or ordinances shall promptly report such violations to their supervisor.
- (086) **Sleeping on Duty:** Members shall not sleep on duty.

d. Attendance and Leave Offenses:

- (087) **Absence without Authorized Leave:** Members shall not be absent from work without first obtaining approval from their immediate supervisor in compliance with agency policy. In the case of an illness or emergency where a member must be absent prior to receiving approval from his/her immediate supervisor, the member shall notify his/her immediate supervisor and explain the circumstances necessitating the absence at least one hour prior to the

scheduled time for reporting for duty. Members shall state the circumstances or situation necessitating their absence from work in a truthful manner, and no member shall fail or refuse to report to work on any day which a member had requested authorized leave, but such request was denied.

- (088) **Misuse of Sick Leave:** Members shall not feign illness or injury, or falsely report themselves, or a co-worker, ill or injured, or otherwise deceive or attempt to deceive any supervisor as to the condition of their health, or their co-worker's health, for purposes of avoiding normal duties through use of accumulated sick leave. Sick leave is to be used only for a member's personal or allowed family illness in compliance with CCDS/agency policy. Sick leave shall not be used for absences for which annual or other types of leave should be used. A pattern of sick leave hours taken on the day preceding or following the member's regular days off or holidays, or taken on the same day of each week or month, shall be prima facie evidence of misuse of sick leave.
- (089) **Remaining at Home After Reporting Sick:** Members shall remain at their place of residence while on sick leave or to cause prompt notification of an on duty supervisor with a location where they may be reached. Members may, however, leave their place of residence for short durations as necessary for obtaining medical aids or assistance, food or sustenance, or to exercise the civil right to vote.
- (089-A) **Unauthorized Activity While on Sick Leave:** Members shall not work extra duty details and/or off duty employment within sixteen (16) hours after taking sick leave (or in situations where sick leave is exhausted, any other leave) due to the illness or injury of the member, or due to the illness or injury of a family member or other such person under the care of the member, without prior approval by the Chief or designee.
- (090) **Fraudulent Claim For Insurance:** Members shall not feign illness or injury, or falsely report themselves, or a co-worker, ill or injured, or otherwise deceive or attempt to deceive any supervisor as to the condition of their health, or their co-worker's health, for the purposes of making a fraudulent claim for insurance, Workers' Compensation, or disability retirement.
- (091) **Excessive Absenteeism:** Members shall not excessively be absent from their work assignment. Repeated absences on the day preceding or following the member's regular days off or holiday, repeated absences on the same day of each week or month, or that otherwise establish a pattern of absenteeism shall be considered excessive, regardless of whether such absences were authorized by an immediate supervisor. Nor shall a member deplete their accrued hours of leave or take in excess of their leave balance without approval.
- (091-A) **Failure to Attend Training:** Members shall attend scheduled in service training, unless they are excused. Members shall participate in and/or successfully complete remedial training after notice has been given of the requirement to participate in such training. [CFA 10.04D]

(092-A) **Abandonment of Position:** Any member who takes leave without authorization, who does not report for duty or contact his/her supervisor, shall after three days absence, be considered to have abandoned his/her position).

e. Outside Employment and Activities, Gifts, and Conflict of Interest Offenses: [CFA 7.01]

(093) **Endorsements/Testimonials/Lobbying Activity:** Members shall not participate in lobbying activity, endorse any commodity, service or commercial enterprise either verbally or by permitting the use of their name, photograph, or official title identifying the member as a member of the agency, including the use of the agency's uniform and/or patrol vehicle, in any testimonial, advertisement, or political campaign, without prior authorization from the Chief. [CFA 7.08; FCAC 1.09]

(093-A) **Campaigning and Political Practices:** Agency members shall not participate in campaigning, and political practices prohibited by Florida Statute 104.31. This includes campaigning for political office while on duty, and/or political activities involving coercion. [CFA 7.08; FCAC 1.09]

(094) **Misrepresentation/Speeches (With Adverse Effect):** Members shall obtain the prior approval of the Chief before making any formal public appearance or publishing any article, or releasing any official information that is not within their official duties when such speech, appearance, or publication has, or is likely to have, an adverse effect upon the agency.

(095) **Gifts and Favors:** Members shall not solicit or accept gifts, favors or gratuities, large or small, which can, in the public mind, be interpreted as capable of influencing their judgment in the discharge of their duties. Members shall not solicit or accept compensation for services performed in the line of duty, other than that which is paid to them by the agency. These limitations are not intended to prohibit the acceptance of gifts of negligible value which are distributed generally, or to prohibit the member from accepting social courtesies which promote good public relations.

f. Emergency Vehicle Operations and Motor Vehicle Pursuits:

(098) **Emergency Response or Motor Vehicle Pursuit - No Injury or Property Damage:** Members shall not violate the standards, policies, orders or directives found in the Emergency Vehicle Operations and Motor Vehicle Pursuits General Order. A violation which does not result in injury to any person or damage to any property

(099) **Emergency Response or Motor Vehicle Pursuit - Injury or Property Damage:** Members shall not violate the standards, policies, orders or directives found in the Emergency Vehicle Operations and Motor Vehicle Pursuits General Order. A violation which results in injury to any person or damage to any property.

(100) **Emergency Response or Motor Vehicle Pursuit - Gross Violation:** Members shall not violate the standards, policies, orders or directives found in the Emergency Vehicle Operations and Motor Vehicle Pursuits General Order. A violation which indicates a gross disregard by the member of any procedure found in the Emergency Vehicle Operations and Motor Vehicle Pursuits General Order, regardless of whether injury to any person or damage to any property results.

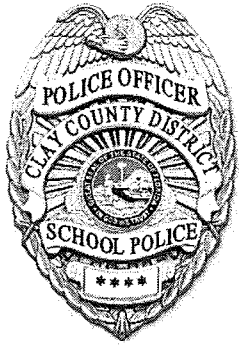
g. Agency vehicle crashes - Disciplinary action shall be decided and administered in accordance with CCDS POLICY.

h. Chief's Authority: No set of procedures can cover every situation which may occur in administering discipline; therefore, any situation shall be determined by the Chief on a case by case basis with recommendations from the member's supervision.

i. Disciplinary Probation: A disciplinary probation period may be imposed in addition to any other discipline.

j. Reduction in Rate of Pay/Demotion: A reduction in the rate of pay or a demotion may be imposed in addition to or in lieu of other discipline. A reduction in pay or a demotion may only be imposed by the Chief or the Clay County School Board.

k. Informal Disciplinary Action: Informal disciplinary action (i.e., counseling) may be imposed in addition to, or in lieu of, formal disciplinary action.



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.04 Fitness for Duty

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

A. PURPOSE: It is the intent of the Clay County District Schools Police Department that all members maintain a reasonable mental health status.

B. SCOPE: This order shall apply to all sworn Clay County District Schools Police Department members.

C. POLICY: It shall be the policy of the Clay County District Schools Police Department that a fitness for duty evaluation will be done in cases where a member's behavior suggests the possibility of emotional problems, difficulties handling stress, or the member may be unable to perform the demands of the position appointed/assigned, for these or other medical reasons.

D. PROCEDURE:

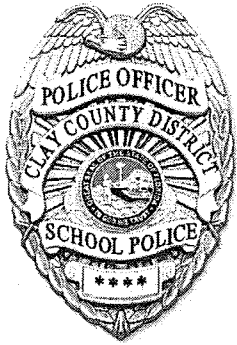
1. Fitness for Duty: A member may be referred for a Fitness for Duty Evaluation whenever there is reason to believe the member's behavior and/or conduct is such that the member's psychological fitness to perform his or her assigned duties is questioned. This also includes possible medical issues either identified by the member or the agency which may affect the member's ability to perform his/her assigned duties.

a. Only licensed mental health professionals, with experience in consulting with law enforcement, shall be used to conduct the evaluation.

b. A Fitness for Duty Evaluation will be conducted upon referral of a member's supervisor, and is not part of the Employee Assistance Program (EAP). The member's supervisor shall make such recommendation to the Lieutenant or higher authority; and provide written documentation detailing the reasons for the referral. The Lieutenant or higher authority shall approve or deny the referral based on a review of the referral and consultation with the Human Resources.

c. After approval, the supervisor making a referral should contact the Human Resources to coordinate scheduling of the evaluation.

- d. Upon referral, member participation in the evaluation is mandatory. The member will be expected to cooperate fully, including signing release forms for the evaluator to obtain any relevant records (including medical and mental health records). In addition, the member will cooperate with the evaluator in obtaining any relevant collateral information. Any member who refuses to participate or who fails to cooperate with the agency designated mental health or medical professional shall be subject to disciplinary action.
 - e. The member will be advised that the evaluation is at the request of the Clay County District Schools and the Clay County District Schools Police Department. Confidentiality applies only in the respect that it is a medical record; therefore, the evaluation shall be reviewed by the Chief, or designee, as is necessary to determine the member's fitness for duty.
2. **Evaluation:** Fitness for duty evaluations will include but are not limited to: clinical interviewing of the member, relevant psychological testing, physical examination and other recommended testing.
- a. The Clay County District Schools Police Department will provide the evaluator with relevant information from the member's personnel file.
 - b. In any fitness for duty evaluation, the following factors may be reviewed along with any other relevant issues to include but not limited to the following: The member's cognitive flexibility, emotional control, lawful behavior, ability to command respect, judgment, interpersonal skills, communication skills and the member's physical and/or mental ability to perform his/her assigned duties.
 - c. The evaluator shall retain the files of the evaluation. Release of any information in the files shall be at the discretion of the Clay County District Schools Police Department and in accordance with the Health Insurance Portability and Accountability Act (HIPAA). Any documentation received by the agency relating to a Fitness for Duty Evaluation shall be kept in the member's confidential medical file.
 - d. The agency designated mental health professional who evaluates a member pursuant to this section and who believes the member should participate in the EAP, should contact the Human Resources Section Manager and request that the member be referred to the EAP by the appropriate authority.
3. **Specialized Teams:** In recognition of the special stresses associated with some specialty teams within the Clay County District Schools Police Department, members assigned to these teams will have an as needed psychological assessment required by the Chief. These assessments will include, but not limited to, clinical interviewing and relevant psychological testing.



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.05 Forfeitures

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

A. PURPOSE: The purpose of this order is to standardize the procedures for seizing, maintaining and forfeiting contraband and personal property pursuant to the provisions of the Florida Contraband Forfeiture Act (FCFA), Section 932.701 – 932.707, Florida Statutes.

B. SCOPE: This order shall apply to all Clay County District Schools Police Department sworn law enforcement members, herein referred to as member.

C. DISCUSSION:
N/A

D. POLICY: It shall be the policy of the Clay County District Schools Police Department to enforce the provisions of the FCFA to the fullest extent possible to deter and prevent the continued use of contraband articles for criminal purposes while protecting the proprietary interests of innocent owners and lien holders and to use the proceeds collected as supplemental funding for authorized purposes. The potential for obtaining revenues from forfeitures must not override fundamental considerations such as public safety, the safety of law enforcement officers, or the investigation and prosecution of criminal activity. In all seizures made under the FCFA, members must adhere to federal and state constitutional limitations regarding an individual's right to be free from unreasonable searches and seizures, including but not limited to, the illegal use of stops based on a pretext, coercive-consent searches, or a search based solely upon an individual's race or ethnicity. [CFA 30.01]

E. DEFINITIONS: N/A

F. PROCEDURE:

1. Property Subject to Seizure: [CFA 30.02]

- a. Any contraband article, vessel, motor vehicle, aircraft, currency, other personal property, or real property used in violation of any provision of the FCFA, or in, upon, or by means of which any violation of the FCFA has taken or is taking place, may be seized and shall be forfeited subject to the provisions of the FCFA.

b. Contraband article includes, but is not limited to:

- 1) Any controlled substance as defined in Chapter 893 or any substance, device, paraphernalia, or currency or other means of exchange that was used, was attempted to be used, or was intended to be used in violation of any provision of Chapter 893, if the totality of the facts presented by the state is clearly sufficient to meet the state's burden of establishing probable cause to believe that a nexus exists between the article seized and the narcotics activity, whether or not the use of the contraband article can be traced to a specific narcotics transaction;
- 2) Any gambling paraphernalia, lottery tickets, money, currency, or other means of exchange which was used, was attempted, or intended to be used in violation of the gambling laws of the state;
- 3) Any equipment, liquid or solid, which was being used, is being used, was attempted to be used, or intended to be used in violation of the beverage or tobacco laws of the state;
- 4) Any motor fuel upon which the motor fuel tax has not been paid as required by law;
- 5) Any personal property including, but not limited to, any vessel, aircraft, item, object, tool, substance, device, weapon, machine, vehicle of any kind, money, securities, books, records, research, negotiable instruments, or currency, which was used or was attempted to be used as an instrumentality in the commission of, or in aiding or abetting in the commission of, any felony, whether or not comprising an element of the felony, or which is acquired by proceeds obtained as a result of a violation of the Florida Contraband Forfeiture Act;
- 6) Any real property, including any right, title, leasehold, or other interest in the whole of any lot or tract of land, which was used, is being used, or was attempted to be used as an instrumentality in the commission of, or in aiding or abetting in the commission of any felony, or which is acquired by proceeds obtained as a result of a violation of the Florida Contraband Forfeiture Act;
- 7) Any personal property, including, but not limited to, equipment, money, securities, books, records, research, negotiable instruments, currency, or any vessel, aircraft, item, object, tool, substance, device, weapon, machine, or vehicle of any kind in the possession of or belonging to any person who takes aquaculture products in violation of Section 812.014(2)(c) Florida Statutes;
- 8) Any motor vehicle offered for sale in violation of Section 320.28 Florida Statutes;

- 9) Any motor vehicle used during the course of committing an offense in violation of Section 322.34(9) (a) Florida Statutes;
- 10) Any photograph, film, or other recorded image, including an image recorded on videotape, a compact disc, digital tape, or fixed disk, that is recorded in violation of Section 810.145 Florida Statutes and is possessed for the purpose of amusement, entertainment, sexual arousal, gratification, or profit, or for the purpose of degrading or abusing another person; and
- 11) Any real property, including any right, title, leasehold, or other interest in the whole of any lot or tract of land, which is acquired by proceeds obtained as a result of Medicaid fraud under Section 409.920 or Section 409.9201 Florida Statutes; any personal property, including, but not limited to, equipment, money, securities, books, records, research, negotiable instruments, or currency, or any vessel, aircraft, item, object, tool, substance, device, weapon, machine, or vehicle of any kind in the possession of or belonging to any person which is acquired by proceeds obtained as a result of Medicaid fraud under Section 409.920 or Section 409.9201 Florida Statutes.

2. Seizing Property – Legal Authority:

- a. A member, after review of the facts and circumstances and approval by the General Counsel, may seize contraband articles (personal and/or real property) for forfeiture under the FCFA if they determine there is proof beyond a reasonable doubt to believe that:
 - 1) The item subject to seizure has been used, is being used, was intended to be used or was acquired with proceeds in violation of any provision of the FCFA; or
 - 2) Any violation of the FCFA has taken place or is taking place in, upon, or by means of the seized property; or
 - 3) The item subject to seizure is a *Contraband Article*, as defined in Section 932.701, Florida Statutes, or other provisions of the Florida Statutes specifically authorizing forfeiture in accordance with the FCFA; and
 - 4) The owner of the contraband article or currency has been arrested for a criminal offense that forms the basis for determining that the article or currency is contraband as defined in Section 932.701 Florida Statutes, or one of the exceptions to the arrest requirement as set forth in Section 932.703 Florida Statutes are present (see section 5. below).
- 5) Exceptions to the owner arrest requirement for seizure:
 - a) The owner of the property cannot be identified after a diligent search, or the person in possession of the property denies ownership and the

owner of the property cannot be identified by means that are available to the employee or agent at the time of the seizure;

- b) The owner of the property is a fugitive from justice or is deceased;
 - c) An individual who does not own the property is arrested for a criminal offense that forms the basis for determining that the property is a contraband article under Section 932.701 Florida Statutes and the owner of the property had actual knowledge of the criminal activity. Evidence that an owner received written notification from a law enforcement agency and acknowledged receipt of the notification in writing, that the seized article had been used in violation of the FCFA on a prior occasion by the arrested person, may be used to establish actual knowledge;
 - d) The owner of the property agrees to be a confidential informant as defined in Section 914.28 Florida Statutes ; or
 - e) The article is a monetary instrument.
- b. It is a violation of the FCFA and unlawful:
- 1) To transport, carry, or convey any contraband article in, upon, or by means of any vessel, motor vehicle, or aircraft; or
 - 2) To conceal or possess any contraband article: or
 - 3) To use any vessel, motor vehicle, aircraft, other personal property, or real property to facilitate the transportation, carriage, conveyance, concealment, receipt, possession, purchase, sale, barter, exchange, or giving away of any contraband article; or
 - 4) To conceal, or possess, or use any contraband article as an instrumentality in the commission of or in aiding or abetting in the commission of any felony or violation of the FCFA.

3. Seizing Property – Criteria:

- a. There must be proof beyond a reasonable doubt that the article to be seized is a contraband article.
- b. The seizing member shall notify his or her immediate supervisor and obtain approval from the General Counsel prior to any decision to seize property or prior to the actual seizure.
- c. A clear connection (nexus) between the property and the criminal act (felony) shall exist before any seizure occurs. For example, a motor vehicle or money is not by itself considered to be a contraband article. Such property becomes a contraband article when it is used in violation of the FCFA.

- d. Seizures taking place at the time of the FCFA violation may be made without a court order.
- e. Property not seized at the time of the criminal offense and later located on private premises shall not be seized without a court order, unless otherwise authorized by law. However, property may be seized if the property is later moved to a public place, as permitted by law. The seizing member shall consult with the agency's General Counsel to approve the seizure and assist in obtaining a court order prior to seizure.
- e. A vehicle shall have a minimum value of \$5,000.00 and shall not be more than five years old.
- f. Money shall have a minimum value of \$5,000.00. Lesser amounts may be considered when seized in conjunction with a vehicle or other property.
- g. Other property seized shall have a minimum value of \$5,000.00 in the aggregate.
- h. Property which does not meet the value criteria must be approved by the requesting member's Chief and the CCDS General Counsel via a supervisor, prior to seizure.
- i. All reports and approved seizures shall be referred to the agency's CCDS General Counsel on the next business day.
 - 1) A copy of the Notice of Seizure and Right to an Adversarial Preliminary Hearing form, and a copy of the probable cause/arrest affidavit shall be provided to the agency's CCDS General Counsel; and
 - 2) Upon receipt of the Notice of Seizure and Right to an Adversarial Preliminary Hearing form and the probable cause/arrest affidavit, the agency's CCDS General Counsel will evaluate the seizure and determine whether the case will be handled in-house or be referred to an out-side attorney.

4. Seizing Property – Procedures: [CFA 30.02]

- a. Property that meets the criteria for seizure as established in the section above may be seized at the time of the violation or subsequent to the violation.
- b. If the property is seized at the time of the violation and the owner/person claiming an interest in the property is present:
 - 1) The seizing member shall provide to any known, apparent or possible owner of the property seized a completely filled out Notice of Seizure and Right to Preliminary Hearing, utilizing the notice form provided by the agency, and at the same time, advising such owner(s) of the fact that the property is

being seized pursuant to the act, and that such owner(s) has the rights and responsibilities as set forth in the notice; and

- 2) The owner shall be requested to sign the Notice of Seizure and Right to Preliminary Hearing form acknowledging receipt of the notice. In the event of a refusal to sign, the seizing member who signs as a witness shall make clear and concise notations on the form that the notice was given and the owner refused acknowledgment. In all circumstances, such owners need to be orally advised of the seizure.
- c. If the property is seized at the time of the violation and the owner is either unknown or is not present, or if the property is seized subsequent to the violation:
 - 1) The seizing member shall provide a Notice of Seizure and Right to Preliminary Hearing form to any known, apparent or possible owner by certified mail, return receipt requested, within 5 working days after the seizure. A copy of such notice shall be made a part of the member's forfeiture file and a copy shall be forwarded to the agency's General Counsel.
 - d. It is the responsibility of the seizing member to make reasonable and diligent efforts to ascertain such owner(s) of the property seized in order to provide timely notice.
 - e. Exact copies of the document mailed or delivered will be retained by the seizing member.
 - f. Completed copies of the Notice of Seizure and Right to Preliminary Hearing form, along with the arrest and probable cause affidavit, if applicable, shall be provided to the agency's General Counsel by at least the following business day, excluding holidays, following the seizure.
 - g. The seizing member shall make a diligent effort to determine the identification of any registered owner(s), title holder(s), and bona fide lien holder(s), if any.
 - h. The seizing member shall give notice to the bona fide lien holders of record, if any, within the same time frame, by certified mail, return receipt requested. In the event that there are lien holders, the agency's General Counsel shall be promptly advised. It is the responsibility of the assigned member to promptly conduct a title/lien search on any property which may be subject to liens, and to provide the results of such search to the agency's General Counsel in order that true ownership interest can be verified promptly before proceeding further.
 - i. As soon as practicable after the seizure of property, but no later than five days following the seizure, the assigned member shall complete an arrest packet describing the circumstances particularly attendant to the seizure, if an arrest has been made. This packet shall include all documentation, including but not limited to, reports, search warrants, interview forms, etc. The arrest packet

shall be forwarded to the agency's General Counsel who will make a determination on proceeding with the forfeiture action.

- j. Following a determination not to proceed with the forfeiture, base upon innocent owner considerations, the seizing member shall release the seized property to the lawful owner or legally authorized designee. If a determination is made not to proceed with the forfeiture based on considerations other than that of an *innocent owner*; the agency's General Counsel shall first be consulted, in the event that the execution of a formal release by the owner may be appropriate.
- k. Members shall refrain from seizing personal items such as jewelry, household goods, etc., unless they contact the agency's General Counsel prior to such a seizure.
- l. It shall be the responsibility of the seizing member and their immediate supervisor to follow through on all seized property until final disposition is reached and the forfeiture case is concluded.

5. Innocent Owner Defense:

- a. Property Jointly Titled or Registered between Husband and Wife – Property titled or registered between husband and wife jointly by the use of the conjunctives “and”, “and/or”, or “or”, prior to the seizure, may not be forfeited unless the seizing member can establish by a preponderance of the evidence that the co-owner spouse either knew or had reason to know, after reasonable inquiry, that such property was employed or was likely to be employed in criminal activity.
- b. Rented Vehicles – A vehicle that is rented or leased from a company engaged in the business of renting or leasing vehicles, which was rented or leased prior to the seizure, may not be forfeited unless the seizing member can establish by a preponderance of the evidence that the renter or leaser had actual knowledge, at the time the vehicle was rented or leased, that it was being employed or was likely to be employed in criminal activity.
 - 1) When a vehicle that is rented or leased is seized under the FCFA and a decision is made by the seizing member not to proceed with forfeiture, upon learning the address or phone number of the company, the seizing member shall, as soon as practicable, inform the company that the vehicle has been seized and is available for the company to take possession upon payment of the reasonable and customary charges for towing and storage.
- c. Co-Owner Jointly Titled or Registered other than between Husband and Wife – Any interest in, title to, or right to property titled or registered jointly by the use of the conjunctives “and”, “and/or”, or “or” held by a co-owner, other than property held jointly between husband and wife, may not be forfeited unless the seizing member can establish by a preponderance of the evidence that the co-

owner either knew, or had reason to know after reasonable inquiry, that the property was employed or was likely to be employed in criminal activity.

6. Special Considerations for Seizing Real Property:

- a. Florida law provides for the seizure and forfeiture of non-homestead real property or any interest in real property, including books, records, research, negotiable instruments, promissory notes, or mortgages, which have been or are being used as an instrumentality in the commission of, or in the aiding or abetting in the commission of any felony. It is unlawful to obtain or to acquire real property with the proceeds of criminal activity or the proceeds of drugs or other contraband. Therefore, proceeds from such activity may also be forfeited.
- b. Any real property acquired by the proceeds obtained as a result of a violation of the FCFA may be seized and forfeited as derivative property.
- c. Because real property may not be moved and stored, special procedures must be undertaken to constructively seize such real property. The agency's General Counsel shall be promptly notified whenever real property is suspected as having been utilized in violation of the FCFA in order that determination can be made as to whether such property may be exempt from seizure, and in order to allow the commencement of necessary steps through the courts, which are required when real property may be seized. In no event, will any occupants of the real property be evicted or restricted there from (unless otherwise allowed by law) without direction from the court or the agency's General Counsel.
- d. Considerations for seizing real property:
 - 1) The value and the equity in the property which is subject to forfeiture and the amount of income generated by any business located on the property, and the value of any inventory or contents;
 - 2) Prior mortgages, liens, taxes or judgments on any real property, as well as on the owners of record. Determinations shall be made as to monthly payments or other existing debts on the property;
 - 3) Unrecorded instruments of title or encumbrance;
 - 4) Letters of commitment or title insurance or an owner's encumbrance;
 - 5) Whether the occupants will be permitted to occupy the premises pending the final disposition of the forfeiture. If occupancy is to be permitted, an occupancy agreement shall be prepared by the agency's General Counsel. If occupancy will not be permitted, notification to the appropriate social service agency shall be made regarding any dependent persons who may need assistance;
 - 6) The estimated expenses involved in maintaining and managing the real property pending final disposition;

7) Applicable Homestead Exemption claims; or

8) Other consideration shall include, but not be limited to, the condition of the property, the local real estate market, property location, environmental violations, endangered lands, hazards, maintenance costs, cost of business operation, length and cost of litigation, funds available to proceed with forfeiture and respective impact on agency budgets.

- e. In those instances where it is determined that a search warrant is necessary for the action in forfeiture, an order from the court shall be obtained prior to entry into the property.
- f. At the time of seizure, if entry into the property is necessary, steps shall be taken to ensure proper documentation of the condition of the property at the time of seizure and to record any and all other items of property on the seized property. This may be accomplished via photographs, video recording, detailed reports and/or a combination thereof.
- g. It is the responsibility of the seizing member and/or their supervisor to ensure that a copy of the Notice of Seizure is filed with the Clerk of the Court's Office.

7. Storage of Property:

- a. Upon seizing an item, the seizing member will have the responsibility of filling out a *Property Receipt*.
- b. The member seizing the item will have the responsibility of ensuring that the item is secured and inventoried if warranted.
- c. If the item is anything other than a motor vehicle, aircraft, or boat, it shall be submitted to the property storage facility just as any evidence would be for storage.
- d. If the item is a motor vehicle or a boat, it shall be towed by a contract wrecker and secured at the wrecker company until it can be moved to an appropriate law enforcement storage facility.
- e. If the item is a motor vehicle or a large-size boat that is too large to fit it shall be towed by a contract wrecker and secured in the wrecker company's enclosed compound.
- f. Aircraft seized shall be appropriately incapacitated to prevent future flight, and stored at the airport of seizure when possible.
- g. The seizing member shall consult with an Aviation Section from a surrounding agency for storage space availability and advice on incapacitation.

- h. A complete inventory of the seized property and all containers, open or closed, found herein shall be completed at the time of the seizure. As soon as practicable after the seizure, the seizing member shall make a good faith attempt to release to the lawful owner all personal property (e.g. clothing) seized with items impounded pursuant to the FCFA and not being retained as evidence or for forfeiture. If the owner is unknown, has been arrested, or is otherwise unavailable to take possession of the property, it shall be placed in a secure location to be released to the owner at a later date in accordance with policy, or handled pursuant to the provisions of Sections 705.103 through 705.105, Florida Statutes.
 - i. Any personal property seized as evidence shall be handled, packaged and stored separately, in accordance with established procedures for processing evidence outlined in policy.
8. **Maintenance of Property:** Upon seizure, all rights, interest in, and title to seized assets vest immediately in the seizing agency. Reasonable efforts shall be made to maintain property in a "time of seizure" condition.
- a. Seized items shall not be used for any purpose until the rights, interest in and title to them are perfected pursuant to the FCFA, excluding use or operation necessary for reasonable maintenance of seized personal property.
 - 1) The law requires the seizing agency to protect the seized property against disposal, waste, or continued illegal use pending disposition of the forfeiture proceedings; and
 - 2) It shall be the responsibility of the seizing member and their supervisor to ensure that the seized property, that is not stored in the agency's impound lot, is maintained in the "time-of-seizure" condition and is protected against disposal, waste, or continued illegal use from the time of seizure to the final disposition of the forfeiture proceedings.
 - 3) The CCDSPD Detective shall be responsible for ensuring that seized property, stored in the agency impound lot, is maintained in the "time of seizure" condition.
 - a) The CCDSPD Detective will assign a CID member to oversee the care of seized property in the agency's impound lot. This care will include all service and maintenance required to maintain the property in the "time of seizure" condition; and
 - b) All service and maintenance performed on the seized property shall be documented on the agency's *Seized Vehicle Maintenance Log*.
 - b. If special maintenance is required to maintain seized personal property in "time-of-seizure" condition, as may be necessary with aircraft, vessels, and vehicles, it shall be the responsibility of the seizing officer and/or their supervisor request

that the Fleet Maintenance supervisor provide such maintenance within a reasonable time after notice.

9. Release of Property:

a. Claimant Prevails:

- 1) If, at the conclusion of the civil forfeiture judicial proceedings the claimant prevails, the seized property shall be released immediately to the person entitled to possession of the property as determined by the court. Under such circumstances, the Clay County District Schools Police Department shall not assess any towing charges, storage fees, administrative costs, or maintenance costs against the claimant with respect to the seized property or the forfeiture proceeding; and
- 2) Prior to release, the seizing member or their supervisor shall determine whether a "hold" has been placed on the property as evidence. If such a hold has been placed on the property, the member or supervisor shall notify the agency's General Counsel to determine whether the property shall be released.

b. All Other Instances:

- 1) If a seized vessel, vehicle, aircraft, etc. is to be released to the lawful owner, the Clay County District Schools Police Department may assess against the owner the actual costs of towing, storage, and maintenance of the seized property; and
- 2) Absent settlement, administrative costs that do not reflect actual expenses shall not be assessed.

10. Settlement Agreements:

- a. Any decision to enter into a Settlement Agreement with a claimant shall be made by the agency's General Counsel in consultation with the seizing member.
- b. Settlement Agreements shall be made in accordance with Section 932.704(7), Florida Statutes.

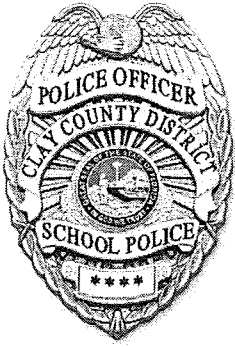
11. Training:

- a. The Clay County District Schools Police Department shall ensure that members involved in seizing property for forfeiture under the FCFA receive periodic training as required by the FCFA. A portion of the training must address legal aspects of forfeiture, including search and seizure or other constitutional considerations.

12. Disposition of Forfeited Property:

- a. When the Clay County District Schools Police Department obtains a final judgment granting forfeiture of property, it may elect to dispose of the property in any of the ways as granted in Section 932.7055, Florida Statutes.

DRAFT



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.06 Internal Affairs Investigations

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

- A. PURPOSE:** The purpose of this order is to establish guidelines and procedures for conducting the Clay County District Schools Police Department internal affairs investigations.
- B. SCOPE:** This order shall apply to all Clay County District Schools Police Department members.
- C. DISCUSSION:** A system to receive, review and investigate all complaints and allegations of misconduct by Clay County District Schools Police Department members is essential to establish and maintain the confidence of the citizens of Leon County, as well as to protect the integrity/rights of agency members.
- D. POLICY:** It shall be the policy of the Clay County District Schools Police Department to investigate all misconduct complaints involving the agency and its members and to maintain the Internal Affairs Investigations that shall thoroughly, expeditiously and impartially investigate all complaints or cases involving the agency's integrity.
- E. DEFINITIONS:**

ALLEGATION - A statement offered without proof; an assertion made by a party that must be proved or supported with evidence.

COMPLAINT - An allegation of misconduct made involving the agency or member(s). Violations of criminal offenses punishable under the laws of the United States, the State of Florida, Clay County, any municipality, or any agency directive or lawful command.

DIRECTIVE - Any administrative rules, orders, directives and procedures of the agency.

DISCIPLINE - Administrative action taken involving a member for violation of agency rules and regulations.

DISSEMINATE - To distribute; to promulgate.

INTERNAL AFFAIRS INVESTIGATION - The systematic, objective and impartial method of investigating certain complaints of inappropriate behavior resulting in a violation of Clay County District Schools Police Department directives by members.

MEMBER- For the purposes of this directive, a member is a sworn employee (full time, part time or volunteer) of the Chief (Clay County District Schools Police Department).

PROPONDERANCE OF THE EVIDENCE- The greater weight of the evidence, not necessarily established by the number of witnesses testifying to a fact but by evidence that has the most convincing force; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to incline a fair and impartial mind to one side of the issue rather than the other.

F. PROCEDURE:

1. The Clay County District Schools Police Department's Criminal Investigative Unit shall be responsible for recording, registering, controlling all alleged or suspected misconduct complaints involving the agency and its members, as well as maintaining the confidentiality and security of the internal investigation files, in accordance with Florida Statutes. [CFA 20.01D] [CFA 20.01E] [CFA 20.01F]
 - a. The Clay County District Schools Police Department's Administrative Lieutenant shall be directly responsible for the internal affairs function. The Clay County District Schools Police Department's Administrative Lieutenant shall submit all reports and investigations to the Clay County District Schools Police Department's Chief of Police to ensure they are in accordance with statutes, court opinions and case law.
 - 1) Clay County District Schools Police Department's Criminal Investigative Detective(s) shall be responsible for the internal affairs investigation of complaints and will have full authority to discharge this responsibility.
 - 2) Clay County District Schools Police Department's Criminal Investigative Unit Detective(s) shall be given access, for the purpose of internal affairs investigations, to appropriate agency facilities, equipment, and records.
 - 3) Members shall cooperate with and assist Clay County District Schools Police Department's Criminal Investigative Unit Detective(s) recognizing that internal affairs investigations are conducted under the immediate authority of the Clay County District Schools Police Department's Chief of Police
 - b. Clay County District Schools Police Department's Criminal Investigative Unit Detective(s) shall conduct internal affairs investigations. In the event of an allegation regarding criminal violations, the investigation will be referred to the Clay County District Schools Police Department's Criminal Investigative Detective(s) and the Internal Investigation will be referred to another Clay County District Schools Police Department's law enforcement member.

- c. The Internal Affairs Commander shall maintain all records pursuant to open internal investigations in a secure area of IA. The Internal Affairs Commander shall ensure the security and confidentiality of records to comply with Section 112.533, F.S., and Chapter 119 of the Public Records Law. [CFA 20.01E] [CFA 20.01F]
- d. All complaints received involving the Clay County District Schools Police Department or one of its members, shall be assigned an internal affairs investigation case number. The Administrative Lieutenant assigns internal affairs investigation case numbers and enters them into a master control log. The master control log shall be updated to reflect the administrative finding and disposition. [CFA 20.01D]
- e. Internal Affairs/Criminal Investigative Detective(s) shall maintain a file for every open investigation assigned, unless the investigation is assigned to the member's supervisor. The file shall contain investigative documents and materials. [CFA 20.01D]
 - 1) All audio recordings of internal affairs investigations will be maintained in secure storage. These recordings will be clearly marked with the corresponding IA case number. [CFA 20.01E] [CFA 20.01F]
 - 2) Folders shall be filed numerically by control number and kept secure while in the custody and control of IA. [CFA 20.01F]
 - 3) No IA file shall be copied or reproduced, in part or in whole, by any person other than IAU members until the case has been closed. [CFA 20.01E]
- f. **Investigations:** IA shall conduct internal affairs investigations into: [CFA 20.01C]
 - 1) Prisoner Deaths
 - 2) Prisoner Escapes
 - 3) Allegations of corruption and perjury;
 - 4) Gross misconduct;
 - 5) Allegations of the use of excessive force or brutality;
 - 6) Use of lethal force, or force which is likely to result in serious bodily injury to a person;
 - 7) Violations of civil rights;
 - 8) Sexual harassment;

- 9) Member's use of their firearm (police shootings), for purposes other than training or recreation, including accidental discharges. The on-scene supervisor shall notify the Administrative Lieutenant and Internal Affairs without any unnecessary delay of any officer involved shooting, including any accidental discharge. Upon notification, the Administrative Lieutenant shall notify the Chief of Police or designee without any unnecessary delay;
 - 10) Vehicle pursuits resulting in traffic crashes involving extensive property damage, personal injury, or death;
 - 11) Incidents requiring complex investigations which will require an extended length of time to conclude when other investigative resources are unavailable.
 - 12) Any matter assigned by the Chief of Police or designee;
- g. Supervisors are authorized to investigate complaints involving: [CFA 20.01A]
- 1) Minor violations of agency policy and/or procedure;
 - 2) Allegations of member conduct unbecoming toward citizens;
 - 3) Insubordination; and
 - 4) Any act of misconduct.
- h. Citizen complaint investigations completed by supervisory members shall be forwarded to the Administrative Lieutenant, or designee for review. [CFA 20.01B]
- i. When a member is under investigation and subject to a formal interrogation, it shall be conducted according to the provisions of the Police Officer Bill of Rights, Florida Statutes Chapter 112.
- j. Members pursuant to an administrative investigation are required to answer all questions completely, truthfully, and without omission. Failure to answer questions asked pursuant to an IA investigation may result in disciplinary action, to include Gross Insubordination regardless of the rank of the person conducting the investigation.
- k. **Proof required:** A violation of policy may be sustained if there is preponderance of the evidence. An administrative investigation for a violation of policy shall not be precluded pursuant a final judicial disposition issued by any court. However, any evidence obtained during a criminal investigation may be considered during the administrative investigation.
- l. Suspension from duty, by administrative leave, pending the conclusion of an internal affairs investigation is governed by *Clay County District Schools Policy*

2. Receiving/Investigating Complaints: The following shall be observed for any member who is subject to investigation and discipline pursuant to this general order:

- a. Supervisory Preliminary Review: Whenever a supervisor receives a complaint regarding a member, the supervisor is authorized to conduct a preliminary review of the facts to determine whether a formal investigation should be initiated. Recognizing not all complaints will result in a formal investigation, supervisors are not required to obtain an IA case number or formally document the complaint unless the supervisor determines during the preliminary review that a member may be subject to receive disciplinary action of a written reprimand or greater after a formal investigation is completed. [CFA 20.01A]
- b. A supervisor may initiate an administrative investigation upon conclusion of a preliminary review of facts revealed, suggests probable cause that a violation of policy is likely to have occurred. [CFA 20.01A]
 - 1) A preliminary review will be concluded and an administrative investigation commenced at the time facts or evidence are discovered or revealed that a violation of policy occurred and disciplinary action may result from the findings.
- c. Complaints of violation of policy, which after a preliminary review is determined to become a formal investigation, shall be forwarded to either the Administrative Lieutenant or to IA for review. Once the complaint is received by the Administrative Lieutenant or by IA, the Administrative Lieutenant shall determine the assignment of the complaint for formal investigation. The Chief of Police shall be notified and direct the initiation of any investigation not conducted by the IA. [CFA 20.01B]
 - 1) Administrative Lieutenant, Chief of Police, or designee may direct the IA to conduct an investigation involving a violation of policy.
- d. A member who is the subject of a formal investigation shall be notified that a complaint has been received and of the general allegations contained within the complaint. A *Notification of Internal Affairs Investigation* form shall be completed. A copy will be given to the member and used to notify the member of the formal investigation. The form shall be made a part of the investigative file. [CFA 20.02]
- e. Interviewing the Member - Whenever a member is under investigation, subject to interview by a supervisor or by IA, and could result in disciplinary action, the interview shall be conducted in accordance with and pursuant to Section 112.532, Florida Statutes. The IA Detective, or investigating supervisor, shall provide to the member, in writing the names of all complainants and any Complaint and/or Citizen Statement forms which contains the nature of the investigation/allegations and information on the member's rights and responsibilities relative to the investigation by completing a *Notification Prior to*

Interview and Employee Rights Prior to Interview form and give them to the member prior to the start of the interview. The two forms shall be made part of the investigative file. [CFA 20.02] Where confidentiality is deemed necessary because of the sensitivity of the investigation, the member will not be notified of the investigation until prior to the initial interrogation.

- f. Interviewing a Witness - A *Confidentiality Notice* form shall be given to the witness prior to the start of the interview. The witness shall sign the form indicating that the witness has read the notice and understands its provisions and the interviewer or other person present shall also sign the form in the appropriate place. This form shall be made part of the investigative file.
- g. In the event charges are to be prepared involving a member as a result of a sustained finding of misconduct, an investigative report shall be documented in writing. The investigative report shall include all facts supporting the finding and it shall list the appropriate disciplinary standard or standards which were violated. An *Investigative Finding* form shall be completed upon a finding by the person conducting the investigation and shall be made a part of the investigative report.

3. Complaint Processing:

- a. Any complaint, including anonymous complaints, involving the agency or any member having merit will be documented and investigated. Every effort shall be made to facilitate the convenient, courteous, and prompt processing of citizen complaints. Members who are notified of a possible violation of policy will notify a supervisor or the Administrative Lieutenant without unnecessary delay.
- b. All agency members will courteously receive any complaint made involving the agency or any member thereof, whether made in person, by mail, media, e-mail, anonymously, by proxy or telephone, regardless of nature. Complaints will be received any time of the day or night. Attempts will be made to accommodate languages other than English.
- c. Persons making complaints by mail or telephone will subsequently be interviewed and a complaint form prepared and processed as with any other complaint.
- d. A juvenile may make a complaint involving the agency or any of its members. Juveniles who wish to file a sworn complaint must be accompanied by a parent or legal guardian, and the sworn complaint should be signed by the parent or legal guardian, as well as the complainant. A parent or guardian will be notified prior to an administrative interview of any juvenile complainant by a supervisor, IA detective, or any person authorized to conduct such investigations.
- e. Any non-ranking or non-supervisory member of the agency receiving a complaint from a citizen that may constitute misconduct, or the violation of agency orders, directives or procedures concerning another member, shall

immediately notify their respective supervisor. In the absence of the immediate supervisor, the next ranking supervisor within the chain of command, up to and including the Chief of Police, shall be notified. Supervisors receiving a complaint from a citizen shall process the complaint in the following manner:

- 1) The supervisor or member processing the complaint will ensure the pertinent information concerning the complaint is recorded on the *Citizen Statement* form and make a preliminary determination as to responsibility for follow-up on the complaint.
- 2) When appropriate, the supervisor shall conduct a preliminary investigation, including interviewing the complainant and any witnesses readily available.
- 3) The complaint shall be documented and an internal affairs investigation case number assigned by IA.
 - a) The original *Citizen Statement* form will be forwarded to Administrative Lieutenant without any unnecessary delay after receipt.
 - b) Following the assignment of the control/case number, the IA Detective or immediate supervisor shall contact the complainant to notify them of the complaint.
- 4) Whenever practical, supervisors shall take corrective action to resolve minor complaints resulting from a misunderstanding, or that need little or no investigation to resolve the issue.
- 5) The investigator assigned to an internal investigation shall maintain contact with the complainant periodically during the investigation. At its conclusion, the Administrative Lieutenant will provide written notification to both the complainant and the affected member of the disposition concerning the allegation of misconduct, including the conclusion of fact. [CFA 20.04]
- 6) Complaints investigated by IA should be completed within one hundred and eighty (180) days from receiving the complaint. Within forty-five (45) days from receiving the complaint, the IA complaint becomes public record unless the Chief of Police grants a continuance. The impact of cases that reflect on the integrity of the agency and member morale necessitates an expeditious resolution.
 - a) If a complaint is made by a member of the agency, the 180 day completion date may be extended by the Chief of Police or designee.
 - b) The complainant and member will be notified in writing of any extension.
- 7) The Administrative Lieutenant shall periodically report the status of ongoing investigations and all complaints involving the agency and members to the Chief of Police or designee.

- 8) The Chief of Police shall be notified promptly when the following complaints are received involving the agency or its members:
 - a) Civil liability suits involving members of the agency.
 - b) Allegations of corruption.
 - c) Allegations of the use of excessive force.
 - d) Use of lethal force.
 - e) Violations of civil rights.
 - f) Allegations of criminal misconduct.
 - g) Sexual Harassment.
- f. Members and supervisors initiating a complaint involving another member shall adhere to the following procedures:
 - 1) A typewritten memo or e-mail will be prepared and directed to the attention of the Administrative Lieutenant via the chain of command.
 - 2) The memo or e-mail will state the member's name, rank, department and division assignment; date, time and location of the alleged violation; and full details concerning the allegation. It shall be signed by the member or supervisor reporting the alleged violation and include their rank.
 - 3) Upon receipt of the allegation, the Administrative Lieutenant may:
 - a) Dispose of the matter, and report the disposition to the Chief of Police or designee;
 - b) Document the case and assign it to a member of the department for disposition; and
 - c) Recommend the IA conduct the investigation.
 - 4) The original copy shall be forwarded to the involved member's Lieutenant. A copy shall be forwarded to IA for review and assignment of an internal affairs investigation case number.
 - 5) Upon completion, if the member is subject to disciplinary action, all investigative results and a final disposition will be forwarded to IA.

4. Sustained Findings:

- a. A true and correct copy of the investigative report, including any discipline to be imposed, shall be delivered to the member, except in extraordinary

circumstances, when the investigation is closed and final approval has been made by the Chief of Police. In the event of an extraordinary situation, a copy of the investigative report will be served as soon as practical.

- b. The report shall be provided to the member by the Administrative Lieutenant.
- c. Each member whose case is sustained for committing a policy violation shall be served with a true copy of the investigative report at least forty-eight hours prior to any hearing, exclusive of weekends and legal holidays.
- d. Service of the investigative report shall be made upon the member by personal delivery. If personal delivery cannot be made because the member cannot be located, a copy may be mailed to the home address of record by certified mail, with return receipt requested. A mailed notice shall constitute full and complete notice, even if the mail is refused or ignored by the member.
- e. Members personally served with a copy of the investigative report shall promptly acknowledge the service by signing the appropriate copies. The signing of the investigative report by the member does not indicate that the member is admitting to the violations. By signing the investigative report, the member is only acknowledging that he/she has received notification of the violations and the proposed discipline. If the member refuses to sign, the deliverer shall sign and date the investigative report and shall indicate the member's refusal to do so.
- f. The member who is making service shall attest to such service by affixing their signature, rank, identification number, and date and time of service on all copies.

5. Investigative Techniques:

- a. Prior to submitting to any investigative techniques an *Employee Rights Prior to Interview* form will be issued and explained to the member. Evidence pertaining to formal administrative investigations of agency members shall be obtained in accordance with the following guidelines:
 - 1) Members are subject and may be required to submit to medical or laboratory procedures or testing pursuant to internal affairs investigations for misconduct and reasonable suspicion exists that any chemical substance had been used. [CFA 20.03A]
 - 2) A member shall be required to be photographed or participate in a lineup if it is material to an internal affairs investigation. [CFA 20.03B] [CFA 20.03C]
 - 3) Members may be required to submit financial disclosure statements if the investigation involves questions of a financial nature relating to an internal affairs investigation. [CFA 20.03D]

- 4) The member's immediate family shall not be required to give statements in internal affairs investigations, but may volunteer such statements.
- 5) Agency-issued or assigned property shall be subject to a warrantless search based on reasonable suspicion.
- 6) No member shall be required to submit to a device designed to detect deception during questioning. However, there shall be no restriction on the right of a member to submit to such device on a voluntary basis. [CFA 20.03E]

6. Investigative Finding/Conclusion of fact: [CFA 20.04]

- a. Upon conclusion of an internal affairs investigation, the investigator shall forward a written report including all facts and evidence via Administrative Lieutenant, to the Chief of Police.
- b. The IA detective, or members supervisor, shall recommend one of the following dispositions and shall forward the recommendation through the Administrative Lieutenant to the Chief of Police.

- 1) **Exonerated (Proper conduct):** An incident occurred as described, but the member was found **not** to be negligent or at fault.
- 2) **Unfounded:** The investigation revealed sufficient facts to indicate that the incident did not occur.
- 3) **Sustained (Improper conduct):** The investigation revealed sufficient facts that the allegation(s) were found to be true.
- 4) **Not Sustained:** The investigation discloses insufficient evidence to clearly prove or disprove the allegation.
- 5) **Policy Failure:** The allegation has been sustained, but the investigation reveals that policy or procedural changes are necessary to prohibit any future violations.

7. Retention: All closed IA records shall be turned over to the Custodian of Records for secure storage. IA investigative records shall be retained according to current rules set forth by the State of Florida Bureau of Archives and Records Management, Records Retention Schedule. [CFA 20.01F]

8. Records Requests: Closed IA investigative records will be provided, upon request, in accordance with Section 112.533, F.S., and Chapter 119 of the Florida Public Records law. [CFA 20.01G]



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.07 Juvenile Procedures

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

- A. PURPOSE:** The purpose of this order is to establish guidelines for the processing and handling of juveniles. It is intended to establish uniform procedures for the custodial interrogation and arrest of juveniles, as well as to promote communication between all agencies involved.
- B. SCOPE:** This order shall apply to all Clay County District Schools Police Department sworn members.
- C. DISCUSSION:** Any contact with juveniles may be their first, and sometimes only, contact with law enforcement. The manner in which members handle situations involving juveniles will have a lasting effect on such juveniles and on the ability to build trust and legitimacy in the community. It is important to create a favorable impression upon all juveniles, whether they are offenders, dependents, victims, or witnesses. Favorable partnerships between the Leon County Clay County District Schools Police Department, Leon County Schools, and other agencies or organizations with a direct interest in matters pertaining to juveniles are also desirable.
- D. POLICY:** It shall be the policy of the Clay County District Schools Police Department to treat juvenile offenders, victims, and witnesses in accordance with the guidelines set forth in this directive and in such a way as to promote cooperation and respect for the criminal justice system.

E. DEFINITIONS:

CHILD/JUVENILE - Any unmarried person under the age of 18 alleged to be dependent or any married or unmarried person who is charged with violation of law occurring prior to the time that person reached the age of 18 years. (Reference Chapters 984 and 985 Florida Statutes.)

DELINQUENT CHILD - A child who commits a violation of law regardless of where the violation occurs, except a child who commits a juvenile traffic offense and whose case is not transferred to the Circuit Court by the court having jurisdiction.

DEPENDENT CHILD - A child who: Has been abandoned by his/her parents or custodian; for any reason, is destitute or homeless; has no proper parental support, maintenance, care of guardianship; because of neglect by parents or guardian is

deprived of education as required by law, or of medical psychiatric, psychological, or other care necessary for well-being; is living in conditions or in an environment that may injure or endanger his/her welfare; is living in a home that is unfit by reason of neglect, cruelty, depravity, or other adverse condition of a parent or other person in whose care the child may be; is surrendered to the Department of Children and Family Services or a licensed child-placing agency for the purpose of adoption; being subject to compulsory school attendance, is truant from school; and/or has persistently run away from his parents or legal custodian.

JUVENILE COURT - The Juvenile and Domestic Relations Division of the Circuit Court of the Second Judicial Circuit of the State of Florida.

S.R.O. - School Resource Officer- A sworn law enforcement officer, employed by the Clay County District Schools Police Department assigned in Clay County District Schools.

VIOLATION OF LAW - A violation of any law of the United States or the State of Florida that is a misdemeanor or a felony. Violation of law also means a violation of a county or municipal ordinance that would be punishable by incarceration if the violation were committed by an adult.

F. PROCEDURE: Guidelines for contacts with juveniles, including but not limited to juvenile parties, when a juvenile may be taken into custody, parental notification, as well as transportation and processing procedures should be handled as follows:

1. Taking a Child into Custody:

a. A Child may be taken into custody:

- 1) Pursuant to an order of the Circuit Court; [CFA 16.01A]
- 2) For a Delinquent Act, pursuant to the laws of arrest; [CFA 16.01A]
- 3) By a law enforcement officer when he/she has reasonable grounds to believe the child has been abandoned, abused or neglected, is suffering from illness or injury, or is in immediate danger from his/her surroundings, and the removal of the child is necessary for his/her protection; [CFA 16.02B]
 - a) Agency members taking a child into custody, alleged to be dependent, as a result of being abandoned, abused or neglected, shall notify the Florida Abuse Registry (800-96-ABUSE) and handle the case in accordance with Chapter 39, Florida Statutes. The Criminal Investigative Detective shall be contacted, if additional investigation or assistance is needed. [CFA 16.02B]
- 4) By a law enforcement officer when he/she has reasonable grounds to believe the custodian of a child under protective supervision has violated,

in a material way, a condition of the placement imposed by the court; [CFA 16.02B]

- 5) By a law enforcement officer when he/she has reasonable grounds to believe the child is absent from school without authorization, for the purpose of delivering the child, without unreasonable delay, to the school system. For the purpose of this paragraph, school systems includes, but is not limited to, a center approved by the superintendent of schools for the purpose of counseling students and referring them back to the school system; or [CFA 16.02A]
 - a) Agency members taking a child into custody, who is a runaway or absent/suspended/expelled from school and not in the presence of his/her parent/legal guardian, shall handle the case in accordance with Chapter 984, Florida Statutes. [CFA 16.02A]
- 6) By a law enforcement officer when he/she has reasonable grounds to believe the child has engaged in non-criminal behavior, to include running away from his/her parents, guardian or other legal custodian. [CFA 16.02A]
- b. In some instances, the Clay County District Schools Police Department may take a juvenile into custody if he/she is alleged to have been harmed or is in danger of harm. The term "take into custody" encompasses the concept of protective custody, to include meeting the criteria for a Baker Act/Marchman Act. [CFA 16.02B]
- c. When taking a child into custody pursuant to a criminal act:**
 - 1) The Officer must make a reasonable effort to contact the child's parent(s) or guardian and document those efforts. [CFA 16.03B] The Officer will read the child the Miranda Warning in the same manner as if the child were an adult. A Miranda waiver form should be utilized. The child shall fully understand his/her rights and understand he/she may have his/her parents/legal guardian(s) present. [CFA 16.03A]
 - 2) Parents or legal guardians should be conferred with and provided information regarding the circumstances involving their child. The cooperation and assistance of parents or legal guardians should be sought and any information shared that is not confidential to the investigation. [CFA 16.04A]
 - 3) If the child requests, parents, legal guardians, or attorneys of juveniles in custody should be present at any interrogation. [CFA 16.03A]
 - 4) Juveniles may be interrogated at any Clay County District School or Police Department Facility for a reasonable period of time. [CFA 16.04B]
 - a) Supervisors shall be advised of complicated investigations and the need

for lengthy interrogations of juvenile suspects. They shall monitor the activity. [CFA 16.04B]

- b) Sufficient time shall be allowed during interviews/ interrogations for rest, food, etc. Personal needs of the interviewee should be constantly considered.
 - c) Juvenile arrestees/detainees shall not be left unattended and should be separated from adult prisoners, both by sight and sound unless the juvenile has been adjudicated as an adult by a competent authority. [CFA 16.03E]
 - d) Juveniles should not be interviewed by more than two agency members, at a time, unless authorized by a supervisor. [CFA 16.04C]
 - e) Should any juvenile being interrogated show signs of illness, injury, or emotional disorder other than stress, as might normally be associated with custodial interrogation, the interrogation shall cease until such time as medical assistance or other appropriate treatment is obtained.
- 5) In the case of a non-felony traffic offense and conditions make it advisable, a traffic citation may be issued in lieu of taking the juvenile into custody, as per Sections 316.635, 316.90, and 903.06, Florida Statutes. [CFA 16.01B]
- 6) A minor who is arrested for a violation of Section 316.193, Florida Statutes, may not be released from custody until the latter of the following events occur:
- a) He/she is no longer under the influence of alcoholic beverages, any chemical substance set forth in Section 877.111, or any substance controlled under Chapter 893, and affected to the extent that his normal faculties are impaired.
 - b) His/her blood alcohol level is less than .05 percent.
 - c) Eight hours have elapsed from the time the subject was arrested.
 - d) Parental contact is made to seek medical attention
- 7) Felony traffic offenses are cause for arrest. A probable cause affidavit, along with a *Florida Uniform Citation* shall be completed in every case. The citation shall be turned in with the regular paperwork. The citation number shall be referred to on the *Offense Report*.

2. Transporting Juveniles:

- a. Juveniles shall not be transported in an agency vehicle or other vehicle which,

at the same time, contains an arrested adult, unless the adult is involved in the same offense or incident as the child. [CFA 16.03E]

- b. When transporting juveniles, an Officer shall radio their beginning and ending mileage.
- c. When transporting juveniles under arrest or facing criminal charges, the guidelines set forth for the transportation of arrestees/detainees, shall be adhered to.
- d. When detention is requested, the arresting Officer should transport the juvenile to the JAC in Duval County and articulate in writing (by completing a probable cause affidavit) his/her reasoning for recommending the child's detention.
- e. A juvenile will be transported to JAC, the Detention Facility if by Court Order, or other appropriate location without undue delay, unless the juvenile is in need of medical attention. A juvenile should not be transported if he/she is injured. The arresting Officer should ensure prompt medical attention is obtained for the juvenile. [CFA 16.03D]

3. Disposition of non-felony offenses: [CFA 16.01B]

- a. Officers investigating a non-felony offense, committed by a juvenile, may elect to release the child, without charges, after evaluating all circumstances involved in the offense. Factors to be considered in diversion decisions relating to juvenile offenders include:
 - 1) The nature of the alleged offense;
 - 2) The age and circumstances of the alleged offender and the offense;
 - 3) The alleged offender(s) record, if any;
 - 4) The availability of community-based rehabilitation programs; and
 - 5) Whether the offender meets the criteria for a civil citation.
- b. The Clay County District Schools Police Department shall consider whether the recommendation for diversion is or was made by the victim.
- c. There are several procedures for release of juveniles or adjustment of juvenile cases by the Clay County District Schools Police Department, including, but not limited to: [CFA 16.01B]
 - 1) Warnings;
 - 2) Informal referral to outside agencies;
 - 3) Consulting with and arranging for corrective action by the parents/legal

guardian(s);

4) Dropping charge(s);

5) Civil Citations; or

6) **Notice to Appear:** The Officer will give the juvenile a Notice to Appear (NTA). The juvenile and parent will be given a court date, time and location to appear, on a Clay County District Schools Police Department Notice to Appear/Probable Cause Affidavit Form, which will be signed by the parent and the juvenile. The corresponding copy of the form will be given to the parent. The issuing Officer will contact the Juvenile Assessment Center, to ensure the juvenile is eligible for the NTA and does not have any outstanding pickup orders.

7) Filing the case with the State Attorney's Office and opening an "At-Large" file.

d. Guidelines when detention is not required:

1) Juveniles found truant, shall be transported back to school or released to a parent, legal guardian, or responsible adult relative.

2) A delinquent child who is not arrested/charged with a criminal offense must be turned over to their parent(s), guardian(s), adult relative, school personnel, or other adult approved by the court.

3) Florida Statutes grant no arrest authority to an officer when a child is only alleged to be ungovernable, beyond the control of his/her parents, or a runaway. The complainants in these cases should be referred for services through the appropriate youth services agency, i.e. Youth Crisis Center in Jacksonville, FL.

4. **Student Contact by Law Enforcement Officers on Campus or School Sponsored Activities:**

a. **Student Interviews by Law Enforcement Officers:** While there is no statutory requirement for a law enforcement officer to automatically notify a parent or legal guardian when interviewing a student on a campus or at a school sponsored event, unless requested by the student, it is a recommended practice. In the event the parent or guardian cannot be contacted, an interview may be permitted, but the presence of the school principal or a member of the faculty, designated by the principal, is also recommended. [16.03B]

b. **Law Enforcement Officer Taking Students from School:**

1) No student shall be taken from school by a law enforcement officer unless the student meets the criteria in section F.1.a, or with the consent of the student's parent or guardian. Officers shall notify an administrative school

official when an arrest is made and removal is necessary.

- 2) Officers are responsible and shall make concerted efforts to notify the parents of a child's removal from the school by them.

5. Juveniles in Relation to the Press:

- a. Any inquiry in relation to any juvenile case by the press shall be directed to the Public Information Officer or to the investigator.
- b. Chapter 119, Florida Statutes, specifically prohibits releasing personal information of sexual battery victims or child abuse victims.
- c. Chapter 39, Florida Statutes, requires confidentiality of most juvenile criminal proceedings, but allows, under certain circumstances, publication of the name and address of a child who violates the law.

6. Fingerprinting Juveniles: Juveniles who have been taken into custody on criminal charges, with the exception of when they are issued a civil citation, shall be fingerprinted in accordance with Florida Statutes. [CFA 16.03C]

a. Felonies:

- 1) Juveniles taken into custody for an act that would constitute a felony shall be photographed and fingerprinted with a full set of palm prints and plainly marked "Juvenile".
- 2) Disposition of these fingerprints and photographs is defined in Chapter 985, Florida Statutes.

- b. Misdemeanors:** The guidelines in Chapter 985, Florida Statutes, will be followed in regard to the acquisition and disposition of the fingerprints and photographs.

7. Guidelines for Juvenile Offense Reports/ Notification of SRO(s) Concerning Runaways/Missing Juveniles:

- a. Juvenile Offense Reports:** All *Offense Reports* concerning a juvenile will contain:

- 1) Name, address, date of birth, school attending or last attended, phone number, and parent/guardian information. This information will be provided on all victims, suspects, and witnesses who are juveniles.
- 2) All Juvenile offense reports may be forward to Youth Services for review upon request.

- b. Classification of Missing/Runaway Juvenile Offense Reports:** Officers will classify all missing/runaway juvenile offense reports as, "Missing

Person/Runaway in the electronic report system.

c. Missing/Endangered Juveniles:

- 1) Responsibilities: The detective from the CCSDPD Detective(s) shall be responsible for follow-up investigations of missing/endangered juveniles or those missing under suspicious circumstances. All reports concerning missing/endangered juveniles shall be forwarded to the CCSDPD Detective(s).
- 2) Detectives shall be responsible for forwarding all closed/ cleared cases to the CCSDPD Records upon their completion of the investigation.

e. Recovery of Runaway/Missing Juveniles: When a juvenile is recovered by a non-law enforcement entity, prior to the removal of Runaway/Missing Juvenile's information from NCIC/FCIC, an Officer will respond to check on the welfare of the child. If the recovery occurs outside Clay County, a request to a law enforcement agency having jurisdiction will be made to check on the child's welfare.

8. Pickup and Detention Orders: Officers who take a juvenile into custody at the direction of a pickup order, shall enforce the terms of the order in accordance with Florida Statutes. An arrest report must be filled out for all arrests on warrants and juvenile pick-up orders from jurisdictions inside and outside of Clay County, Florida. The probable cause section of the report shall cite the warrant information as probable cause for arrest. [CFA 16.01A]

9. Civil Citations: [CFA 2.02] [CFA 16.01B]

a. Clay County District Schools Police Department members shall follow the guidelines set forth in this order under Chapter 985 Florida Statutes, which establishes a Juvenile Civil Citation process for the purpose of providing an efficient and innovative alternative to custody by the Department of Juvenile Justice, for children who commit non-serious, delinquent acts, and to ensure swift and appropriate consequences. Any law enforcement officer may issue a civil citation to a juvenile who has committed a non-serious crime, as long as the juvenile:

- 1) Admits having committed a misdemeanor, requiring no restitution;
- 2) Has no prior arrests;
- 3) Has been issued no more than two prior civil citations; and
- 4) The juvenile's parents agree to a civil citation.

Note: refer the State Attorney's Office, 4th Judicial Circuit, Memorandum

of Understanding (MOU), for the guidelines for issuing civil citations.

b. Procedures for Issuing Civil Citations: [CFA 16.01B]

- 1) The Officer shall determine if the offender and the offense qualify for a civil citation.
- 2) The Officer shall call the Juvenile Assessment Center (JAC) to determine the offender's prior history.
- 3) The Officer shall obtain a right thumb print of the juvenile in the appropriate block on the **Civil Citation Form** located next to the juvenile's signature to confirm the identity of the offender.
- 4) The Officer shall obtain agreements from the juvenile and his/her parents at the time the citation is issued. The Officer shall advise the offender of the option to refuse the citation and be referred to the JAC or State Attorney's Office.

c. Handling/processing citations:

- 1) If a citation is issued at the scene and the juvenile is released to the parents, the yellow copy of the citation is to be given to the offender.
 - 2) The original, the green copy and the pink copy of the citation shall be turned in at the end of the Officer's tour of duty, along with his/her report.
- d. It is the responsibility of the School Resource Officer to close the case, "Juvenile No Custody". If the case is closed by arrest, an Arrest report must be completed and the offender taken to the JAC. Continuation Reports, reflecting the arrest, are necessary.
- e. If the offender commits another offense prior to completing the civil citation sanctions, the offender shall be charged with the new offense, after conferencing with the JAC, by the arresting Officer. Notification of the arrest shall be made to the SRO who originally issued the Civil Citation for follow-up disposition in the original case, if any.
- f. Civil citations are not considered arrests under Section 985.101, Florida Statutes.

- 10. Juvenile Arrest Data:** Juvenile arrest information for those who would qualify for a civil citation is required to be submitted to the Florida Department of Juvenile Justice (DJJ) pursuant to Section 985.126, Florida Statutes. The DJJ is required to receive information indicating why an arrest was made in lieu of issuing a civil citation. The information is tracked statewide by DJJ. The following reasons, if they apply, must be documented in the arrest affidavit or notice to appear and forwarded to DJJ for tracking purposes:

- a. The Officer suspects the offender has a gang association;
- b. The offense includes cruelty to animals;
- c. The offense involved weapons or firearms;
- d. The parent of the offender declined/refused to participate;
- e. The offender declined/refused to participate;
- f. The offender refused to admit guilt;
- g. A civil citation or alternative diversion program is not available;
- h. The offender is not eligible based on local civil citation policy;
 - 1) The offender committed a misdemeanor requiring restitution;
 - 2) The offender has a prior arrest;
 - 3) The offender has been issued more than two civil citations;
- i. A reason was not available or provided by the arresting Officer;

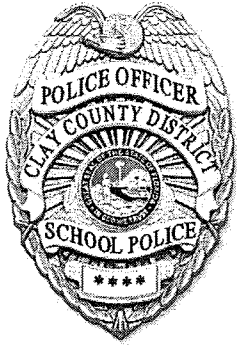
11. Juvenile Parties:

- a. Clay County District Schools Police Department members shall follow the guidelines set forth in this order under Section 562.111, Florida Statutes. Any law enforcement officer may issue a civil citation to a juvenile found in unlawful possession of alcoholic beverages. [CFA 16.01B]
- b. In any case involving unlawful possession of alcoholic beverages by an underage person or a juvenile, appropriate law enforcement action will be taken.
- c. If there is insufficient probable cause to arrest a juvenile, the parents will be notified from the location, advised of the circumstances, and asked to pick-up their child.
- d. In cases where there is sufficient probable cause for an arrest, the juvenile will be taken to the Juvenile Assessment Center (JAC) for processing. However, every effort to contact the parents must be made as soon as possible to advise them of the charges and the location to pick up their child.
- e. In situations where an adult is hosting a party where alcoholic beverages are being served/provided/consumed, or is allowing such a party to take place on their property, a complete investigation will take place and applicable charges

should be made as allowed by Florida Statutes.

12. Juvenile Mental Health Plan:

- a. All CCDSPD sworn members will receive Critical Incident Training (CIT). This training will assist sworn members when interacting with citizens, including juveniles, who are psychologically distressed.
- b. Members will report immediate or potential threats involving students and/or schools to the appropriate School Resource Officer, On-Call SRO, or SRO supervisor.
- c. SROs will assist Clay County District School staff with completion of the Threat Assessment packet and/or the Suicide Prevention Assessment packet identified in the Clay County District School Mental Health Plan. SROs will provide information obtained from law enforcement reports.
- d. SROs will serve as members on behavioral/threat assessment teams for each Clay County District School.
 - 1) The behavioral/threat assessment team will share information and identify students and staff with mental health issues, particularly those that could result in violence.
 - 2) SROs will meet with the behavioral/threat assessment team as needed to discuss issues or concerns with specific students.
 - 3) SROs will have immediate access to the Clay County District School's student database & records.
 - 4) SROs will make contact with the school's administrator or behavioral/ threat assessment team and share information from reported domestic violence, mental health, and traumatic incidents, respectively.
 - a) SROs will document contacts and follow-up as required.



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.08 Marchman Act

<i>EFFECTIVE:</i>	<i>REVISED:</i>	<i>RESCINDS:</i>
August 1, 2019		

- A. PURPOSE:** The purpose of this order is to ensure the uniform procedure for involuntary admission for substance abuse under the Marchman Act.
- B. SCOPE:** This order shall apply to all sworn Clay County District Schools Police Department members.
- C. DISCUSSION:** N/A
- D. POLICY:** It shall be the policy of the Clay County District Schools Police Department to establish guidelines relating to involuntary admissions under the Marchman Act.
- E. DEFINITIONS:**

ADDICTION RECEIVING FACILITY – a secure, acute care facility that provides, at a minimum, detoxification and stabilization services; is operated 24 hours a day, 7 days a week; and is designated by the Department of Children and Families (DCF) to serve individuals found to be substance abuse impaired as described in Section 397.675, Florida Statutes, who meet the placement criteria. In Clay County, Gateway Community Services (Also used for Exparte Detox) 555 Stockton Street Jacksonville, FL 32204

EX PARTE ORDER FOR INVOLUNTARY EXAMINATION – an order from a circuit or county court ordering a person to be examined at a designated receiving facility.

INCOMPETENT TO CONSENT TO TREATMENT – a state in which a person's judgment is so affected by a substance abuse impairment, the person lacks the capacity to make a well-reasoned, willful, and knowing decision concerning their medical health, mental health, or substance abuse treatment.

INVOLUNTARY SERVICES – an array of behavioral health services which may be ordered by the court for persons with substance abuse impairment and mental health disorders.

MARCHMAN ACT - The procedures set forth under Chapter 397, Florida Statutes, for involuntary admission of persons due to substance abuse impairment.

SUBSTANCE ABUSE IMPAIRMENT – a condition involving the use of alcoholic beverages or any psychoactive or mood-altering substance in such a manner as to induce mental, emotional, or physical problems and cause socially dysfunctional behavior.

QUALIFIED PROFESSIONAL – a physician, physician's assistant, or a professional licensed under Chapter 490 or 491, Florida Statutes, (psychologist; clinical social worker; marriage and family therapist; and mental health counselor); an advanced registered nurse practitioner (ARNP) licensed under Chapter 464, Florida Statutes ; and a person certified through DCF for substance abuse treatment services.

F. PROCEDURE:

1. Marchman Act Criteria. A person meets the criteria for involuntary admission if there is a good faith reason to believe that the person is substance abuse impaired or has a co-occurring mental health disorder and, because of such impairment or disorder:

- a. Has lost the power of self-control with respect to substance abuse; and
- b. Is in need of substance abuse services and, by reason of substance abuse impairment, their judgment has been so impaired that the person is incapable of appreciating their need for such services and of making a rational decision in that regard, although mere refusal to receive such services does not constitute evidence of lack of judgment with respect to their need for such services, or
- c. Without care or treatment, is likely suffer from neglect or refuse to care for oneself; that such neglect or refusal poses a real and present threat of substantial harm to their well-being; and it is not apparent such harm may be avoided through the help of willing family members or friends or the provision of other services, or there is a substantial likelihood the person has inflicted, or threatened to or attempted to inflict, or, unless admitted, is likely to inflict, physical harm on oneself or another.

2. Initiation of Involuntary Admission Under the Marchman Act. An involuntary admission may be initiated by any one of the following means:

- a. A circuit or county court may enter an order stating that a person appears to meet the criteria for involuntary admission and direct that the person be taken to the addiction receiving facility for evaluation and/or treatment.
- b. A law enforcement officer may implement protective custody measures when a minor or an adult who appears to meet the criteria for involuntary admission is brought to the attention of law enforcement or is in a public place, Section 397.677, Florida Statutes.
- c. A qualified professional may execute a professional's certificate for an emergency involuntary admission for emergency assessment and stabilization.

In such case, a law enforcement officer may transport the patient named in the emergency certificate to the addiction receiving facility.

3. Execution of Court Ordered Marchman Acts:

- a. Upon receipt of a court order directing law enforcement to initiate an involuntary admission for evaluation and/or treatment, officer(s) will go to the address listed on the information sheet, if within and upon any Clay County District School property (owned or leased) and attempt contact with the individual listed on the order. The action to be taken is to be explained to the individual and a copy of the order is to be served to the individual. The individual shall be handled in accordance with the documents presented. When transporting mentally disturbed, violent, handicapped or sick persons due care is required for the safety of the individual as well as the officer. When transporting such persons, discretion shall be employed on the use and degree of restraints, due to the physical condition and/or behavior of the individual. A restraining device shall not be used on such an individual if it would create more physical harm or impair medical assistance.
- b. An order from the court for involuntary admission will specify the time of day and the days of the week that the order may be executed. The order from the court will specify whether or not the law enforcement officer is authorized to use reasonable physical force necessary to gain entry to the premises, and any dwellings, buildings, or other structures located on the premises, and take custody of the person who is the subject of the order if upon any Clay County District School property (owned or leased).

4. Law Enforcement Officer Initiated Involuntary Admission for Protective Custody

- a. **Protective Custody with Consent:** A person in circumstances which justify protective custody may consent to be assisted by a law enforcement officer to their home, to a medical facility, or to a licensed detoxification or addiction receiving facility, whichever the officer determines is appropriate, Section 397.6771, Florida Statutes.
- b. **Protective Custody Without Consent:** If a person in circumstances which justify protective custody fails or refuses to consent to assistance and a law enforcement officer has determined an addiction receiving facility is the most appropriate place for the person, the law enforcement officer may take the person to the addiction receiving facility against the person's will using reasonable force if necessary. The law enforcement officer will use the Marchman Act form for reporting protective custody to detail the circumstances under which the person was taken into protective custody. The completed form will become part of the person's clinical record.

5. Emergency Involuntary Admission Initiated by Qualified Professionals

- a. A qualified professional may execute a certificate for emergency admission, stating they have examined the person within the preceding 5 days and the person requires emergency admission to an addiction receiving facility.
- b. A law enforcement officer shall take the person into custody and deliver the person to the receiving facility.
- c. The law enforcement officer shall execute a written report detailing the circumstances under which the person was taken into custody. That report, as well as the certificate provided by the authorized person shall become part of the person's clinical record.

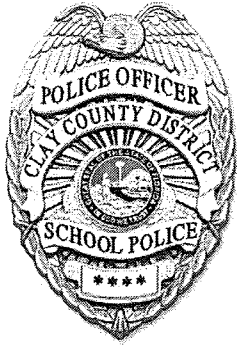
6. Transports:

- a. Only with supervisory approval, subjects desiring to be transported to a receiving facility for a voluntary examination or admission, shall be accommodated.

7. Medical Treatment: If the individual requires medical treatment, emergency medical services (EMS) will be summoned to the scene to treat the individual. If medical transportation is required, the patient will be turned over to EMS to be transported to the nearest medical facility. An Officer shall escort EMS to the medical facility and complete the proper commitment paper work.

8. Minors – Parent or Guardian Notification.

- a. Notification to the parent or guardian of taking a minor into custody for an involuntary admission should be made as soon as practicable.



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.09 *Off Duty/Secondary Employment*

<i>EFFECTIVE:</i>	<i>REVISED:</i>	<i>RESCINDS:</i>
August 1, 2019		

- A. **PURPOSE:** The purpose of this order is to establish guidelines for facilitating off-duty employment of sworn and non-sworn members in non-law enforcement roles.
- B. **SCOPE:** This order applies to all Clay County District Schools Police Department members.
- C. **DISCUSSION:** The procedures in this General Order are intended to establish and ensure that members working in non-law enforcement roles of an off-duty nature adhere to agency policies, and abide by the standards of conduct expected of members of the Clay County District Schools Police Department. Members who engage in off-duty employment shall recognize that their primary duty, obligation, and responsibility are to the Sheriff's Office.
- D. **POLICY:** It is the policy of the Clay County District Schools Police Department to allow employees to work and/or be involved in business ventures independent of their duties as a member with the agency.

E. **DEFINITIONS:**

OFF-DUTY EMPLOYMENT - The employment of any Clay County District Schools Police Department member by a governmental or private entity in a non-law enforcement or non-law enforcement implied capacity.

EMPLOYMENT - Salaried or voluntary services provided, businesses owned, or any interest in any business by any employee.

F. **PROCEDURE:**

1. **Requests to Work Off-Duty:**

- a. All members of the Clay County District Schools Police Department, sworn or civilian, who intend to engage in off-duty, non-law enforcement employment, shall submit an *Off-Duty Employment Authorization Request* to the Human Resources Section, via the chain-of-command, for placement in their personnel file.

- b. Members must receive approval from the Chief, via their chain-of-command, prior to engaging in actual off-duty employment. Approval is based on the restrictions contained in this General Order.

2. Rate of Pay:

- a. The Clay County District Schools Police Department does not regulate salary for private, non-law enforcement employment off-duty.
- b. Members are responsible for appropriate notification of outside wages to the Internal Revenue Service.

3. Injuries:

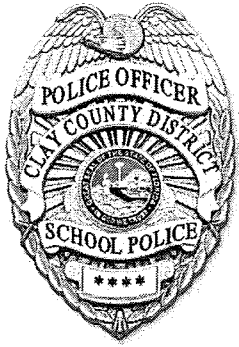
- a. Clay County District Schools Police Department Worker's Compensation shall not apply to members working off-duty.
- b. Members injured while working off-duty should notify their agency supervisor in the event that the injury will affect Clay County District Schools Police Department duties.

4. Restrictions: The following restrictions shall apply to any requests for permission to perform off-duty employment: [CFA 2.10]

- a. Any conflicts of interest with the goals and mission of the Clay County District Schools Police Department.
- b. When it appears that the member's attendance record, performance evaluation, or any other evidence the off-duty employment might impair his/her health or ability to discharge the Clay County District Schools Police Department obligation.
- c. When the off-duty work, or place it is performed, may bring the agency or member disrespect or disfavor, or involve any businesses that serve alcohol as its primary function, or engage in any violation of law or ordinance.
- d. When the employment involves the towing of vehicles other than at the owner's request for repair services.
- e. When the employment involves the use of Clay County District Schools Police Department records or equipment, the investigation of civil or criminal activity or suspected activity, the collection of debt, repossession of property, or non-law enforcement work in a pawn shop.
- f. No member may work for, or have any vested interest in, any business or firm that is contracted by or does business with, the Clay County District Schools Police Department.

- g.** Private security other than extra-duty employment through the Extra-Duty Employment Office.
- h.** Off-duty employment that interferes with the recovery of members who are on restricted duty with the Clay County District Schools Police Department.

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CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.10 ***Professional Traffic Stops and Citizen Contacts***

<i>EFFECTIVE:</i>	<i>REVISED:</i>	<i>RESCINDS:</i>
August 1, 2019		

- A. PURPOSE:** The purpose of this policy is to unequivocally state that bias based profiling in law enforcement is unacceptable, to provide guidelines for officers to prevent such occurrences, and to protect officers when they act within the dictates of the law and policy from unwarranted accusations. Bias-based profiling is prohibited in enforcement efforts to include but not limited to traffic contacts, field contacts, asset seizure and forfeiture efforts.
- B. SCOPE:** This order shall apply to all Clay County District Schools Police Department sworn law enforcement members.
- C. DISCUSSION:** A fundamental right guaranteed by the Constitution of the United States to all who live in this nation, is equal protection under the law. Along with this right to equal protection is the fundamental right to be free from unreasonable searches and seizures by government agents. Citizens are free to walk and drive our streets, highways, and other public places without police interference so long as they obey the law. They also are entitled to be free from crime, and from the depredations of criminals, and to drive and walk wherever the public has a right to travel, safe from the actions of reckless and careless drivers. The law enforcement agency is charged with protecting these rights, for all citizens.
- D. POLICY:** It is the policy of the Clay County District Schools Police Department to patrol in a proactive manner, to aggressively investigate suspicious persons and circumstances, and to actively enforce the motor vehicle laws in and upon owned or leased property of the Clay County School District, while insisting that citizens will only be stopped or detained when there exists reasonable suspicion to believe they have committed, are committing, or are about to commit, a violation of the law. Absent specific BOLO or investigative information, bias based profiling of an individual(s) shall not be a motivating factor in determining the existence of probable cause, to place in custody or to arrest a person(s), or to justify the detention of an individual(s) or the investigatory stop of a motor vehicle. Traffic stops will be based solely on specific BOLO or investigative information, or the violation observed.

E. DEFINITIONS:

BIAS BASED PROFILING - The selection of an individual based solely on a trait common to a group for enforcement action. This includes, but is not limited to: race, ethnic background, gender, sexual orientation, religion, economic status, age, cultural group, or any other identifiable group. [CFA 2.06C]

REASONABLE SUSPICION - Also known as articulable suspicion. Suspicion that is more than a mere hunch, but is based on a set of articulable facts and circumstances that would warrant a person of reasonable caution in believing that an infraction of the law has been committed, is about to be committed, or is in the process of being committed, by the person or persons under suspicion. This can be based on the observations of a deputy combined with his or her training and experience, and/or reliable information received from credible outside sources. [CFA 2.06C]

F. PROCEDURE:

1. Training Procedure:

- a. Officers will receive training in proactive enforcement tactics, including training in officer safety, courtesy, cultural diversity, laws governing search and seizure, and interpersonal communication skills. [CFA 2.06A]
- a. Training programs, including legal aspects, will emphasize the need to respect the right of all citizens to be free from unreasonable government intrusion or police action and will be administered in accordance with CJSTC guidelines. [CFA 2.06A]

2. Proactive Control:

- a. Traffic enforcement and other investigative enforcement will be accompanied by consistent, ongoing supervisory oversight to ensure that officers do not go beyond the parameters of reasonableness in conducting such activities.
- b. Motorists and pedestrians shall only be subjected to stops, seizures or detentions upon reasonable suspicion that they have committed, are committing, or are about to commit a violation of the law or if they have committed a traffic infraction.

1. Traffic Stop Procedures:

- a. The agency recognizes that with experience, individual officers may develop individualized approaches that they find works best for them in minimizing conflict during officer/violator contacts. Given some better approach, the following is recommended, in order specified below:
 - 1) Give a greeting, such as "Good morning, ma'am, Good evening, sir, etc."
 - 2) Identify yourself. Ex: "I am Officer Smith of the Clay County District School Police."

- 3) State the reason why the person is being stopped or detained. Ex: "I stopped you because I saw your vehicle come through the stop sign at that last intersection without coming to a complete stop." (Describing the actions of the vehicle rather than personalizing the action to the driver tends to reduce tension.)
- 4) It may defuse tension to ask a motorist if there was some reason for the violation. This gives them the opportunity to "have their say", often leads to an admission that the violator realized they were in violation, and precludes a defendant from offering a different excuse at trial. If you choose not to ask, but the motorist wishes to give a reason or excuse, listen politely and give ample opportunity to tell their story.
- 5) Politely ask for identification and any required documents. Ex: "May I please see your license, registration, and proof of insurance?"
- 6) After completing any necessary paperwork, inform the driver as to what action is being taken and what, if any, the person must do as a result, such as how to pay any fine involved, obtain a traffic court hearing, etc.
- 7) Give a courteous closing appropriate for the situation.
- 8) Attempt to assist the driver merge safely back into the traffic stream.

2. Appropriate Enforcement Action:

- a. Appropriate enforcement action may consist of any of the following:
 - 1) Warning, either written or verbal. Not all stops will result in the violator receiving a traffic citation or being arrested. Officers should always consider issuing a warning when the circumstances justify such enforcement action.
 - 2) Uniform Traffic Citation.
 - 3) Arrest.
- b. No motorist, once cited or warned, shall be detained beyond the point where there exists no reasonable suspicion of further criminal activity, and no person or vehicle shall be searched in the absence of a warrant, a legally recognized exception to the warrant requirement, or the person's voluntary consent. It is strongly recommended that consent searches only be conducted with written consent, using the proper agency form. If the individual indicates that they will consent to a search but are refusing to sign the form, fill out the form anyway and indicate "consented to search but refused to sign", inserting initials and the signature of any witness in the signature block.
- c. If the agency vehicle is equipped with a video camera, the video and sound should be activated prior to the stop, to record the behavior of the vehicle or

person, and should remain activated until the person is released and resumes their journey.

- d. In the absence of a specific, credible report containing a physical description, a person's race, ethnicity, gender or any combination of these shall not be a factor in determining probable cause for an arrest or reasonable suspicion for a stop, whether it be a traffic contact or field contact.
- e. The deliberate recording of any misleading information related to the actual or perceived race, ethnicity, or gender of a person stopped for investigative or an enforcement purpose is prohibited and a cause for disciplinary action, up to and including dismissal.

5. Complaints of Bias Based Profiling: [CFA 2.06F]

- a. Any person may file a complaint with the agency if they feel they have been stopped or searched based on bias based profiling, and no person shall be discouraged, intimidated, or coerced from filing such a complaint, or discriminated against because they have filed such a complaint.
- b. Any member contacted by a person who wishes to file such a complaint shall apprise his/her supervisor and handle in accordance with Internal Affairs Investigations.
- c. Disciplinary action or changes in policy, training, or tactics which are determined to be needed as a result of an investigation of this nature will be handled in accordance with current disciplinary procedures and/or an identifiable training need/action plan coordinated by the training unit. [CFA 2.06B]

6. Administrative Review:

- a. On an annual basis, the agency shall conduct an administrative review of agency traffic stop procedures and citizen concerns related to bias-based profiling, by preparing a statistical summary of all profiling complaints for the year, including the findings as to whether they were sustained, not sustained, or exonerated. Such summary shall be prepared by Internal Affairs and the Training Lieutenant. The data will be used by the Training Unit and used for suggestions in changes in policy or training. [CFA 2.06E]
- b. During January of each year, the Training Lieutenant will prepare an annual review of traffic stop statistics and forward it to the Chief of Police. The report will include data from the previous calendar year providing details and analysis of information acquired from agency records.
- c. Supervisors should:
 - 1) Periodically review a sampling of in car video recordings of stops 9if available); and

2) Respond randomly to back up officers on vehicle stops.

d. Supervisors shall:

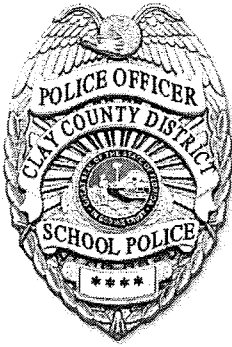
- 1) Review profiling complaints,
- 2) Review reports filed regarding stops made by officers; and
- 3) Take appropriate action whenever it appears this policy is being violated, being particularly alert to any pattern or practice of possible discriminatory treatment by individual officer or squads. [CFA 2.06B]

7. Asset Seizure and Forfeiture Efforts:

- a. The Clay County District Schools Police Department prohibits the seizure of assets or the furtherance of forfeiture efforts of any citizen, based on bias-based profiling.

8. Community Education and Awareness Efforts:

- a. The Clay County District Schools Police Department is charged with protecting all citizens against bias-based profiling. Community education and awareness efforts will be made available by various means to include: the agency website, printed publications, public forums (i.e. media interviews, citizens' academy courses, etc.), or news releases. [CFA 2.06D]



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.11 Response to Resistance

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

- A. PURPOSE:** It is the policy of the Clay County District Schools Police Department that administrative guidelines on the response to resistance should be clearly developed, presented, understood and enforced. This General Order will reflect a critical balance of "self-protection" for the member, the value of all human life, and the right of every citizen to be safe in his/her person and property.
- B. SCOPE:** This order shall apply to all Clay County District Schools Police Department sworn members.
- C. DISCUSSION:** The value of human life is immeasurable in our society. Certified officers have been delegated the responsibility to protect life and property, to apprehend criminal offenders and to enforce all laws in a fair and impartial manner. The responsibility for protecting life must include his/her own. In any situation, members will use only the force necessary to affect lawful objectives. Only members demonstrating proficiency through agency qualifications in the use of agency-authorized weapons are approved to carry such weapons. Only members demonstrating proficiency through agency qualifications in the use of agency-authorized weapons are approved to carry such weapons. [CFA 4.03M/4.05M, b 4.01M]
- D. DEFINITIONS:**
- a. Verbal Resistance – A subject verbally refuses to comply with a officer's request or attempts to control the situation. The subject threatens the officer with further resistance. The subject does not respond to the officer.
 - b. Passive Physical Resistance – A subject physically refuses to comply or respond. The subject does not make any attempt to physically defeat the actions of the officer, but forces the officer to employ physical maneuvers to establish control. The act of running away from a law enforcement officer would constitute passive physical resistance.

- c. Active Physical Resistance - A subject's use of physically evasive movements directed toward the officer such as bracing, tensing, pushing, or pulling to prevent the officer from establishing control over the subject. The mere act of running away from a law enforcement officer does not constitute active physical resistance.
- d. Aggressive Physical Resistance - A subject's attacking movements toward a officer that may cause injury but are not likely to cause death or great bodily harm to the officer or others.
- e. Aggravated Physical Resistance - A subject's hostile, attacking movement with or without a weapon that creates a reasonable perception by the officer that the subject intends to cause and has the capability of causing death or great bodily harm to the officer or others.
- f. Physical Force - The force required to physically apprehend, subdue, restrain or incarcerate a subject who is resisting the efforts of the member.
- g. Deadly Force Resistance - A subject's hostile, attacking movements with or without a weapon that creates a reasonable perception by the officer that the subject intends to cause and has the capability of causing death or great bodily harm to the officer or others.
- h. Deadly Force - That force which is likely to cause death or serious physical injury and includes, but is not limited to, the following:
 - 1) The discharging of a firearm in the direction of the person to be arrested, even though no intent exists to kill or inflict great bodily harm.
 - 2) The discharging of a firearm at a vehicle in which the person to be arrested is riding.
 - 3) Intentional ramming of the vehicle, in which the person to be arrested is riding, with a vehicle or vessel (boat).
 - 4) Use of impact weapons for strikes above shoulder level.
- i. Less-Lethal Weapon - A weapon that is not fundamentally designed to cause death or great bodily harm. Some examples of less-lethal weapons include: electronic control devices (ECD), dart firing stun guns, such as a TASER®, expandable batons, flashlights, chemical agent sprays, and impact munitions.
- j. Non-Deadly Force - Unarmed physical force, includes holding techniques, take down techniques, unarmed strikes to a non-vital area,

and any other type of restraining or submission techniques, without the use of a weapon.

- k. **Armed Non-Deadly Force** - Is force applied to non-vital areas using weapons that include but not limited to, "Taser" conductive energy weapon, straight batons, collapsible baton, flash light or illumination device, chemical or impact munitions or any other objects used for the purpose of responding to resistance.
- l. **Physical Control** - Achieving compliance or custody through the use of empty-hand or leverage-enhanced techniques, such as pain compliance, transporters, restraint devices, takedowns and striking techniques.
- m. **Serious Physical Injury** - An injury, which results in great bodily harm, permanent disability or permanent disfigurement.
- n. **Substantial Risk** - A clear and imminent danger whether from an attack or as the result of an attack which may cause death, great bodily harm, permanent disfigurement, or permanent disability.
- o. **Totality of Circumstances** - A term the court uses to refer to all facts and circumstances known to the officer at the time or reasonably perceived by the officer as the basis for a response to resistance decision. The courts will look at the totality of circumstances in determining whether the decision was objectively reasonable and, therefore, legally justified. The totality of circumstances includes consideration of the subject's form of resistance, all reasonably perceived factors that may have an effect on the situation, and the response options available to the officer.
- p. **Response to Resistance Matrix** - Adopted CCDSPD Matrix based on the recommendations set forth by F.D.L.E./C.J.S.T.C. (see attachment)

E. WRITTEN REPORTS ON RESPONSE TO RESISTANCE

The following applies to certified members:

- a. All members involved in the use of force must document their involvement either as a primary officer in an incident report or as a secondary officer in a supplement report. Any member who is witness to a use of force by an agency member, will document the event in a supplemental report to the primary officers incident report.
- b. An incident report will be submitted and approved by the member's immediate supervisor as soon as practical on accidental firearm discharges and discharges in the line of duty for other than training or recreational purposes. All accidental or negligent discharges will be

reviewed by the Chief of Police or designee and Clay County District Schools Police Department Internal Affairs [CFA 4.08M, a]

- c. An incident report and a Response to Resistance report will be submitted whenever a member takes an action that results in or uses physical force which results in, or is alleged to have resulted in injury or death. Use of physical control techniques, or use of physical force which does not result in injury, will be documented in the incident report or arrest and booking report. If force is used that requires the completion of a Response to Resistance report it must be included with the in the Incident report [CFA 4.08M, b & d]
- d. A incident report and a Response to Resistance report will be submitted whenever a member applies force through the use of lethal or less lethal weapons. If force is used that requires the completion of a Response to Resistance report it must be indicated in the RMS Law Incident report on page two in the "Forced Used" Category. (CFA 4.08M, c)
- e. The member's immediate supervisor will review the "Response to Resistance" information in the incident report and sign. The original will be filed with the Records Section as with any other original report. A copy of the incident report and the Response to Resistance report will be forwarded via chain of command to the division chief. The division staff assistant will forward copies to the Training Section.
- f. All response to resistance incidents will be analyzed annually by the Training Lieutenant to reveal patterns or trends that could indicate training needs and/or policy changes.

The annual analysis will be forwarded to the Chief covering incidents for the previous year [CFA 4.10M/4.12M]

F. USE OF DEADLY FORCE (CFA 4.01M)

a. Criteria

- 1) Protection of self or the life of another human being in imminent danger of death or great bodily harm. A certified member may use deadly force only when the member reasonably believes that the action is in defense of human life, including his/her own, or in defense of any person in immediate danger of serious physical injury. (Reference Section III for specific definition of reasonable belief, serious physical injury and other similar terms)
- 2) Prevention of a forcible felony: A certified member is justified in using deadly force whenever he/she believes that there is a substantial risk that the suspect in question will cause death or

serious bodily harm to another unless the suspect is stopped and the use of such force presents no substantial risk of injury to innocent persons. The felonies include, but are not limited to, the following:

Per F.S.S. 776.08 Forcible Felonies are:

- a. Treason
- b. Murder/manslaughter
- c. Sexual battery
- d. Carjacking
- e. Home-invasion robbery
- f. Robbery
- g. Burglary
- h. Arson
- i. Kidnapping
- j. Aggravated assault
- k. Aggravated battery
- l. Aggravated stalking
- m. Aircraft piracy
- n. Unlawful throwing, placing, or discharging of a destructive device or bomb
- o. Any other felony that involves the use or threat of physical force or violence against any individual.

3) Prevention of escape from custody

Sworn members who have an arrested person in custody are justified in the use of any force which is reasonably believed to be necessary to prevent the escape of the arrested person from custody, when he/she believes there is a substantial risk that the arrested person will cause death or serious bodily harm if his/her apprehension is delayed.

- 4) The person affecting the arrest must be authorized to act as a certified officer or is assisting a person whom he/she believes to be authorized to act as a certified member.
- 5) The member believes the crime for which the arrest is made involved conduct including the use, or threatened use, of deadly force by the suspect, and the member believes there is a substantial risk that the person to be arrested/recaptured will cause death or serious bodily harm if his/her apprehension is delayed.
- 6) Self-defense and imminent threat will be the only policy guidelines for employing deadly force.

b. Prohibitions

- 1) Firing at, or from, a moving vehicle: Discharging a firearm at a suspect's vehicle or from a member's moving vehicle is prohibited with the following exceptions:
 - a. When the occupant of the vehicle is utilizing deadly force against another and as a last resort to prevent death or great bodily harm, and the member believes that there is no substantial danger to innocent persons.
 - b. As a last resort to apprehend a felon who has committed a felony resulting in death or great bodily harm to another person and the officer believes that there is no substantial danger to innocent persons.
- 2) In addition to moving vehicles, firearms will not be discharged under the following conditions [CFA 4.04M]:
 - a. As a warning shot.
 - b. To affect the arrest or prevent the escape of any person known to be charged with, or convicted of, a misdemeanor, county ordinance or traffic infractions.
 - c. Against a fleeing felon, or suspected felon, known to be unarmed or non-dangerous.
 - d. When the circumstances do not provide a high probability of striking the intended target, or when there is a substantial risk to the safety of an innocent bystander or himself/herself.
- 3) Display of firearms/weapons: Officers will not unnecessarily draw or display their firearms or other weapons in a public place, or at the Clay County District Schools owned or leased property, on or off

duty with the exception of use in a training mode and/or special events as appropriate.

c. Responsibility:

The decision to resort to deadly force is the most serious decision a member can make, for once the trigger is pulled, the action is irreversible and it is too late to ponder upon the legality or morality of the act. On the other hand, indecisiveness resulting from the inability to determine when the member may justifiably resort to deadly force may be just as self-defeating as impulsiveness. The consequences of hesitating or inaction because of inadequate training and a positive sense of direction are devastating. Not only does failure to respond to a situation endanger the member's life, but it may also cause a citizen to be wounded and/or killed, because the member failed to carry out his/her responsibilities.

d. Duties of Affected Member:

- 1) If a member becomes involved in the application of force in which a suspect is seriously injured or killed or in a shooting incident with a suspect regardless of injuries or death, the member will do the following:
 - a. Make safe and secure the weapon as soon as the threat of danger no longer exists.
 - b. Request a rescue unit and render medical aid to the level in which the member is trained. In cases of minor injuries, where the subject will be arrested, the subject will be transported to the appropriate medical facility prior to incarceration.
 - c. Immediately notify his/her supervisor.
 - d. Secure the scene(s) and request any necessary assistance.
- 2) After a shooting incident and after the scene has been secured and/or there is no longer a threat to the involved member, the member will not reload his/her weapon nor in any way tamper with or change the sequence of expended rounds in the weapon. Not every shooting incident will require the removal of the member's weapon. The supervisor will use his/her discretion regarding this. However, if it is required that the weapon be surrendered, it will be that:
 - a. The member(s), once removed from the scene, should surrender his/her weapon to his/her supervisor.

- b. The member will not be disarmed at the scene.
 - c. A replacement weapon will be issued by the Armorer or other responding member of the Training Unit.
- e. Duties of Initial Responding Officers

All initial responding officers will assist with the following:

 - 1. Rendering first aid and if necessary request a rescue unit.
 - 2. Securing the scene.
 - 3. Identifying and separating witnesses.
- f. Duties of the Immediate Supervisor
 - 1. Respond to the scene to verify the incident.
 - 2. Ensure that the watch commander is notified to respond.
 - 3. Ensure that medical treatment has been administered and requested.
- g. Duties of the Watch Commander
 - 1) Notify the Chief of Police
 - a. In cases of serious injury or death, notify the Detective(s).
 - b. Notify the affected member's spouse or other immediate family. If there is death or serious injury of the member, notify the spouse or immediate family in person.
 - 2) Notify the Clay County District Schools Public Information Officer, who will coordinate with the Chief of Police and the Superintendent of Schools. Also, a chaplain will be notified.
 - 3) Establish a check-in post near, but not at, the scene that all responding members will be directed to report to. Any member responding to the scene will be required to report to the post before receiving their respective assignments.
 - 4) Assign an uninvolved member to act as a log-in-officer at the post to keep a list of who responds to the scene and the law enforcement member's assignments. Any E.M.S. personnel will also be logged.

- 5) Notify the Training Unit or the armorer to respond if the incident involves the member's weapon.

h. Duties of the Training Unit or Armorer

- 1) When the Training Unit or Armorer responds to the scene of an officer involved shooting to replace the weapon for a member where the weapon is turned over to another investigating agency, the armorer will complete the transfer paperwork transferring the weapon to the possession of the receiving agency and the person taking possession of the weapon.
- 2) When the armorer does not respond to the scene of an officer involved shooting, the member's direct supervisor at the time of the incident will submit a memorandum to the armorer documenting the transfer of the weapon to include the investigator's name, agency, case number, along with the make, model, and serial number of the weapon(s) relinquished and to whom received the weapon. Upon receipt, the armorer will then complete the transfer paperwork notating this information and attach the memorandum to the transfer paperwork and update this information in the inventory software.

i. Duties of the Chief of Police

- 1) After reviewing the circumstances, the Chief of Police will determine whether the Clay County Sheriff's Office, the State Attorney's Office, or the Florida Department of Law Enforcement should be the lead investigative agency.
- 2) If another law enforcement agency is the lead investigative body, all assisting members will be subordinate to the Clay County Sheriff's Office, State Attorney's Office, or the Florida Department of Law Enforcement assigned detectives.
- 3) If the Florida Department of Law Enforcement or the State Attorney's Office or Clay County Sheriff's Office is the lead agency, members of the Clay County District Schools Police Department will assist in any way.
- 4) Notify the Director of Personnel and Professional Standards so that a preliminary administrative review may be initiated.
- 5) When the response to resistance by the member results in a death or serious physical injury to another person, and pending administrative review, provide written notification to the member involved that he/she will be temporarily reassigned to a non-law enforcement function or be placed on administrative leave for an appropriate amount of time as determined appropriate by the Chief

of Police. The reassignment or administrative leave status is subject to review or modification at any time by Chief of Police (CFA 18.17M).

j. Animals

Only approved firearms will be used to dispose of seriously injured or dangerous animals when other dispositions are impractical or other means have failed and it is safe to do so. Animals suspected of rabies must be disposed of by the guidelines set forth by the Clay County Department of Health. An Incident Report will be completed detailing the circumstances surrounding the disposal of the animal.

k. Psychological Intervention, Post-Application of Deadly Force

- 1) A member who used deadly force that resulted in serious bodily injury or death to another person will be removed from the line of duty and placed on administrative leave for a minimum of three (3) days following the incident to participate in psychological intervention. This administrative leave is routine procedure and is not a disciplinary procedure. A member who is placed on administrative leave will be available for agency interviews and will be subject to recall if necessary. The notice of administrative leave and conditions of that leave will be communicated to the member in writing.
- 2) During the initial three (3) day administrative leave period following an incident involving deadly force, the member will participate in a psychological intervention with a licensed mental health professional selected by Clay county District Schools. The Chief of Police or designee will schedule the psychological intervention session.
- 3) The purpose of the psychological intervention session is to assist the member in dealing with the incident and provide education regarding stress and self-care. The session is a confidential and legally privileged communication between the licensed mental health professional and the member, and nothing discussed in the session will be reported to the agency without the member's written authorization. The session will not be related to any investigation of the incident.
4. At the conclusion of the psychological intervention session, the licensed mental health professional will advise the agency in writing whether the member should return to duty. A member may be placed in a temporary position upon return to duty according to the current staffing needs of the agency and any recommendation(s) provided by the licensed mental health

professional. The Chief of Police or designee is responsible for notifying the member of his or her duty status and work assignment.

5. The Chief of Police or designee will schedule the member for a mandatory follow-up session within sixty (60) days of the member's return to regular duty.
6. The psychological intervention is separate and distinct from any fitness for duty assessments, or any administrative or investigative procedures that may follow an incident. A member's fitness for duty is not automatically brought into question by virtue of their involvement in a deadly force incident. Upon a member's return to duty, if a separate fitness for duty evaluation is requested by a member's supervisor, it will be conducted by a different licensed mental health professional than the one who participated in the initial psychological intervention [CFA 4.08, a]

G. USE OF NON-DEADLY FORCE

[CFA4.05M/4.07M] [FCAC 10.08M]

- a. Sworn members will use acceptable techniques or approved special equipment (i.e., physical restraints) when the use of force is necessary. When the officer is deprived of their equipment (i.e., taken by suspect(s) or malfunction) the officer may use readily available resources to protect themselves and/or others from harm. Officers that find themselves in this situation shall exercise good judgment and apply only the appropriate force necessary to control the threat.
- b. Authorized less lethal weapons by the Clay County District Schools Police Department are the straight baton, flashlight (2 to 5 cell capacity), expandable baton, chemical munitions, impact munitions and the "Taser"/Electronic Control Devices (ECD), if issued.

All sworn law enforcement officers will be certified with one or more of the following: O.C. spray, E.C.D. (if issued), expandable/straight baton and flashlight.

All sworn law enforcement officers holding the rank of sergeant and below will carry a minimum of one (1) of the following less lethal options on duty and in uniform: O.C. spray, flashlight, E.C.D., baton (straight or expandable).

The Training Section is responsible for testing and evaluating less lethal weapons and maintaining specific types and specifications authorized for use by the Chief of Police.

- 1) Impact weapons will not be less than seven (7) inches nor more than forty-eight (48) inches in length.
 - 2) The police baton will be utilized with no alterations, modifications or changes that would deviate from factory specifications.
 - 3) Oleoresin Capsicum (O.C.) will be the issued chemical spray of the Clay County District Schools Police Department. Sworn members, who have been properly trained and certified, will only, carry the equipment issued by the Clay County District Schools Police Department. The training will outline the proper sequence of the O.C. use within the Clay County District Schools Police Department "Response to Resistance Matrix".
- c. Prior to carrying any Clay County District Schools Police Department approved less lethal weapons, each member will be issued and instructed on the Clay County District Schools Police Department Response to Resistance policy and complete a specific certification course taught by a qualified instructor, and thereafter is re-qualified annually. This also will be documented and maintained by the Training Unit. [CFA 4.02M][FCAC 9.07M]
- d. Training in the Use of O.C. Spray and Treatment of Exposed Individuals
- All sworn members may elect to carry O.C. spray. O.C. spray issued by the Clay County District Schools Police Department is the only spray authorized for use. Sworn members will receive initial and annual training in deployment, decontamination and the treatment of affected individuals from a certified instructor.
- At the time of re-training, an instructor certified in the use of O.C. spray will inspect the O.C. spray unit, and if deemed unsafe for use, the member will be re-issued a new O.C. spray unit. All re-training and/or proficiency will be documented and kept as part of the member's training file. If a member fails to demonstrate proficiency, they will not be allowed to carry O.C. spray until they attend and successfully pass a remedial training course offered by the Training Section. [FCAC 9.11M]
- 1) O.C. spray will be used to:
 - a. Protect one's self, the safety of citizens or other officer's.
 - b. Prevent, suppress escalating disturbances.
 - 2) Limitations:

- a. Do not spray a person in water.
 - b. Do not spray the driver of a motor vehicle in motion.
 - c. Do not spray O.C. in hospitals, public transit vehicles (planes, trains, buses, etc.), senior citizens housing or child care facilities unless absolutely necessary.
 - d. When other officers are near and when possible, give the verbal warning "O.C. Spray, O.C. Spray", loudly and clearly before dispensing O.C.
 - e. Officers hearing this should immediately break contact with the intended target and create distance from him while spray is dispensed.
- e. O.C. Effectiveness - Officers will use caution and the utmost discretion when using O.C. spray in conditions of wind/rain. Rain may dilute the strength of the spray; wind may cause the spray to contact the spraying officer and other persons nearby.
- 1) Methods of use: When preparing to spray a suspect who is offering active physical resistance with other officers, the O.C. deploying officer with the O.C. spray will verbalize a warning by yelling, "O.C. Spray, O.C. Spray!" then "Get Back!" officers attempting to apprehend the suspect will immediately disengage from the struggle. This warning is not required when the suspect's resistance is to the point that discharge must be immediate and there is no time to issue a warning.
 - 2) Officers will take every precaution to ensure that innocent bystanders are not in the line of the spray zone prior to discharge.
 - 3) Officers must be careful not to spray into a strong wind or breeze which would force the spray back onto themselves.
 - 4) Point the nozzle towards the subject.
 - 5) Press the nozzle to produce a short spray to the face of the subject.
 - 6) While most persons will exhibit an inability to function normally after being sprayed, officers must nevertheless use caution in approaching the person sprayed. Officers will use caution when attempting to handcuff a sprayed person.
 - 7) When the subject becomes incapacitated, wait a period of at least 5-10 seconds for any mist to dissipate and then give specific and distinct verbal commands to the subject. Generally, this should include an instruction to stop resisting, remain still and calm.

- 8) Apply restraints, and remove the subject from the area where the incident occurred and into the fresh air.
 - 9) Subjects will be monitored closely and told to breathe normally. If normal breathing does not resume immediately request Emergency Medical Services (E.M.S.).
 - 10) Due to the potential for some chemical spray to ignite, it should never be sprayed into an open flame of any kind or in the proximity of any electrical device which could be a source of ignition such as an, electronic control device (E.C.D.) or a source of ignition such as a lighted cigarette/cigar.
 - 11) Unless absolutely necessary (hostile crowds, violent situations) officers should not transport a sprayed subject in a Clay County District Schools Police Department vehicle for fifteen to twenty minutes after spraying, thus allowing the chemical time to dissipate. (The spray residue can affect the transporting officer, particularly in closed vehicles). Vehicle's equipped with rear window bars may crack open the rear windows to allow in fresh air to dissipate the O.C. spray.
 - 12) After spraying and handcuffing a suspect, officers will not place him/her on their stomach or back with any unnecessary pressure on the back, or any part of the body that will cause additional breathing difficulty. To do so may prevent breathing and cause positional asphyxia. Subjects will be monitored while transported in an upright position and seat belted.
 - 13) Anytime O.C. spray is used on a subject and that subject is arrested, the member transporting the arrestees will notify Clay County Sheriff's Office Detention members.
- f. Decontamination and medical aid after response to resistance and the application of oleoresin capicum spray (O.C.) (FCAC 9.07M)
- 1) Relief measures for individuals who have been sprayed with O.C. spray will be given as soon as possible after the subject has complied.
 - a. Remove the subject from the area of exposure and place him/her in the fresh air. Determine if the subject has respiratory problems such as asthma, bronchitis or emphysema.

- b. If contact lenses are worn, have the subject or qualified medical staff remove them. Contacts may be contaminated and require discarding.
- c. If the subject has apparent respiratory problems, hyperventilates, loses consciousness, stops breathing, suddenly becomes incoherent or turns pale, contact Emergency Medical Services (E.M.S.) immediately.
- d. Reassure the subject that the effects are temporary and that the discomfort will diminish.
- e. Flush the subject's face with cool water or apply a wet paper towel to expedite recovery. If needed relocate to a source where cool water is available. DO NOT rub contaminated area or apply creams, salves, oils, lotions or burn cream as they may trap the O.C. on the skin.
- f. During transportation monitor the subject for breathing difficulty, nausea or unconsciousness.
- g. When turning the subject over to detention members, advise the intake officer that the subject has recently been sprayed with O.C. spray. The member should have the arrested subject sit in close proximity to a well-ventilated area to provide some relief.
- h. Never leave the subject unattended until they have completely recovered from the effects of the O.C. spray.
- i. Individuals having difficulty in recovering should receive medical attention if symptoms have not disappeared in a reasonable amount of time (45 minutes to one hour), i.e. apparent respiratory problems, hyperventilates, loses consciousness, stops breathing, suddenly becomes incoherent or turns pale.
- j. If an officer becomes contaminated with O.C. spray, they should remove contaminated clothing and avoid touching their eyes, nose, mouth and other sensitive skin areas until after washing their hands.
- k. If transportation to a medical facility is required, Emergency Medical Services (EMS) or the arresting officer may do so as circumstances dictate. An officer must accompany or follow the E.M.S. vehicle if the subject is under arrest.
- l. If transporting an individual who has been O.C. sprayed to a hospital, officers will call ahead to the emergency room to see

if they want to decontaminate the individual prior to bringing them inside the hospital, the telephone number to the O.P.M.C. Emergency Room Nurse's Station is (904) 639-3971.

m. These persons will be closely monitored after being sprayed with O.C. spray.

- 1) Elderly persons.
- 2) Those breathing very rapidly, sweating excessively or having pale skin.
- 3) Those substantially impaired by alcohol or drugs. (4)

Obese persons with known medical condition, e.g., Diabetes, heart trouble.

- 2) Reporting the use of non-lethal physical force/non-lethal weapon alternatives - Every use of non-lethal physical force and/or the use of non-lethal weapons will be reported utilizing the incident report and response to resistance report to document the use of the O.C. spray.
- 3) A spit hood or mask will NOT be placed on a person who has been sprayed with O.C. spray unless the person has been first properly decontaminated as set forth in the above protocol.

g. Electronic Control Device (if issued)

Florida Statutes section 943.1717(1): a decision by a law enforcement officer, correctional officer, or correctional probation officer to use a dart-firing stun gun must involve an arrest or a custodial situation during which the person who is the subject of the arrest or custody escalates resistance to the officer from passive physical resistance to active physical resistance, and the person:

- 1) Has the apparent ability to physically threaten the officer or others.
- 2) Is preparing or attempting to flee or escape.

Electronic Control Device (E.C.D.) – An electrical incapacitation device designed to temporarily incapacitate a potentially violent person with minimal potential for causing serious injury or death. The device is designated to deliver an electrical charge intended to override the central nervous system causing an involuntary incapacitation.

- 3) General Overview

The E.C.D. is classified as a less-lethal weapon in the Response to Resistance policy in accordance with the sheriff's office guidelines pertaining to the response to resistance.

Members should keep in mind that they must be able to articulate what actions were taken by the person who caused them to reasonably believe the situation had escalated to the degree that deploying the E.C.D. was necessary.

Nothing in the General Order is intended to discourage members from using a higher level of force when such force is reasonably necessary and justified.

4) Authorized Possession of Electronic Control Device

- a. Only members who have completed the required training for ECD by a certified instructor from this agency shall be authorized to possess, or discharge the E.C.D.
- b. Only agency approved E.C.D. systems are authorized. Any E.C.D. not purchased by this agency must be checked out by the armorer before its use.
- c. The E.C.D. will be distributed by the Training Section. The certified instructors at the initial training will issue cartridges for the E.C.D. E.C.D. issuance records will be kept by the Training Section.
- d. The Personnel and Professional Standards Director will designate a training supervisor(s) to issue replacement E.C.D. cartridges. Records shall be created whenever a replacement occurs.
- e. Members shall receive annual training on the agency's Response to Resistance policies and re-certified in the use of the E.C.D. The Training Section shall maintain a record of training. A certified E.C.D instructor shall monitor this training. If a member fails to demonstrate proficiency, they will no longer be allowed to carry E.C.D. until they attend and successfully pass a remedial training course offered by the Training Section. (FCAC 9.11M)

5) Carry of the Electronic Control Device

- a. The E.C.D. is intended to be carried in a position to be accessible to the member, yet does not interfere with the ability to use the primary weapon or reload the primary weapon.

- b. The E.C.D. shall be carried on the officer's weak hand side in a cross-draw holster behind the magazine pouch while in regular duty uniform. The only exception is when the officer is wearing a tactical vest then the E.C.D. may be worn in the front pouch.
- c. The member will test the E.C.D. without a cartridge attached, regularly to ensure functionality.
- d. It is the assigned member's responsibility to ensure that the batteries are fresh and properly installed. Only manufacturer recommended batteries are approved for the E.C.D.
- e. It is the responsibility of the member's immediate supervisor to ensure that all aspects of E.C.D. use are adhered to according to policy.

6) Discharging the Electronic Control Device

In all cases when less lethal weapons are used, backup lethal weapons will be available and ready. Situations which justify the use of E.C.D. may include, but are not limited to:

- a. Subjects who display active physical resistance toward officers, and have the apparent ability to physically threaten the officer or others, or who display active physical resistance toward the officer and are preparing or attempting to flee or escape.
- b. Subjects, who are armed with a potentially deadly weapon and who through their words or actions, cause an officer to believe he/she or others may be injured or killed.
- c. Subjects whom through words or actions demonstrate active physical resistance and cause an officer to believe that a physical confrontation is imminent.
- d. Deterring an animal from attacking a person.
- e. Discharging E.C.D. provides the best alternative under the circumstances to prevent personal injury caused by a person who is engaged in active physical resistance.
- f. Subjects who through their actions are attempting to cause bodily injury or death to themselves or others.

The E.C.D. is aimed by a projected laser. The aiming point should be in the upper torso area.

7) Restrictions to use of Electronic Control Device

- a. The E.C.D. effective range is a maximum of twenty-one (21) feet. The wires attached to the probe will not extend past that point.
- b. The E.C.D. can be fired at point blank range safely; however it needs approximately 1 inch to allow the blast doors to open allowing the escape of the probes. The E.C.D. can be touch activated without a cartridge attached, and is effective. However it is not the recommended method of application because it is not optimally effective; since the area of use is isolated to one muscle group. The E.C.D. touch activation can be used after a cartridge has been deployed and prior to replacing a cartridge if there is an immediate need to follow through with the initial activation.
- c. It is recommended that members should avoid discharging an E.C.D. at women who are known to be pregnant unless all other means have failed and using an E.C.D. is the best option.
- d. Discharging an E.C.D. in the known presence of flammable liquids should be avoided.
- e. Members should avoid touching the subject between the probes while the unit is activated.
- f. Intentional aiming at the head, neck, or groin area should be avoided if possible.
- g. The E.C.D. will be discharged only the minimal number of times and duration necessary to obtain compliance of the subject.

8) Medical Response and Monitoring

- a. After being placed in a police car for transportation a prisoner will not be left unattended. The arresting officer shall provide constant observation on a recently tased subject until the transfer of custody to detention department officers. The arresting officer shall not leave a recently tased subject unattended until relieved by another officer. The arresting officer shall record the time the E.C.D. was used on a subject on the booking sheet in the narrative portion.

- b. When a member utilizes E.C.D. on a subject, medical attention will be provided as soon as practical by E.M.S. or at the detention facility by medical staff and the exam will be noted on the Response to Resistance report.
- c. If the subject displays signs of distress (i.e. excessive bleeding, breathing difficulties, etc.) members shall notify detention medical staff and/or EMS immediately.
- d. After the utilization of the E.C.D., the subject will be transported to the Clay County detention facility as soon as possible and Clay County detention members will be notified, via radio, the subject is in route.
- e. When the subject is released into the custody of a detention member the name and ID# of the receiving Clay County Detention member will be documented on the incident report.

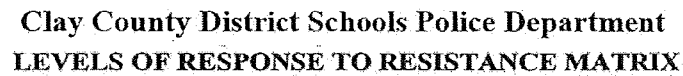
9) Reporting Deployment of Electronic Control Device

- a. Officers must report the deployment of E.C.D. whether on or off duty, except those connected with agency training functions involving the use of E.C.D.
- b. An incident report and an officer Response to Resistance Report must be completed when reporting the deployment of all E.C.D., if the subject has been identified. The normal procedures for filing response to resistance reports will be used in the case of discharging an E.C.D. The cartridge serial number will be documented in the reports.
- c. When an E.C.D. is deployed, officers shall follow the guidelines for supervisory notification and completion of offense report and arrest/injury reports. Photographs will be taken and submitted into evidence.
- d. In the event of serious physical injury or death occurs the reporting procedures, use of deadly force and the administrative relief from duty shall apply.
- e. When an E.C.D. is deployed on an animal, an on-duty supervisor must be notified as soon as possible. The circumstances of the deployment must be documented in an incident/offense report prior to the member's end of tour-of-duty unless otherwise directed by a supervisor.

- f. The discharging of an E.C.D. will result in most cases of the probes attaching themselves to the subject, which must be removed. In all cases, the probes will be handled as biohazard and stored into evidence along with the spent cartridge.
 - g. The carrying of and/or the use of any other non-approved less lethal weapons, (such as, but not limited to, blackjacks, saps, nun chucks, etc.), are prohibited.
- h. Responsibility

In the event of the use of non-deadly force, less lethal weapons or physical force, the following will occur:

1. The member will immediately notify his/her supervisor.
2. The member will render appropriate medical aid to the level in which he/she has been trained and, if needed, request a rescue unit. In case of minor injuries where the subject will be arrested, the member will transport the subject to the appropriate medical facility prior to incarceration.

[illegible]



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.12 *Search Warrants*

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

A. PURPOSE: The purpose of this order is to outline specific procedures and guidelines in regard to the preparation and execution of Search Warrants.

B. SCOPE: This order is applicable to all Clay County District Schools Police Department sworn law enforcement members. This order also applies to those members from agencies that may be officially assisting the agency in an investigation during which a Search Warrant is prepared and subsequently executed.

C. DISCUSSION: N/A

D. POLICY: It shall be the policy of the Clay County District Schools Police Department to prepare and execute Search Warrants, in furtherance of criminal investigations, when applicable.

E. DEFINITIONS:

SUPERVISOR - A sworn member of the Clay County District Schools Police Department, with the rank of sergeant or above.

F. PROCEDURE:

1. Search Warrant Drafting and Approval Process: [CFA 15.08A] [CFA 15.08B]

NOTE: Search Warrants must be served by Deputy Sheriffs, unless the warrant specifically directs to the Clay County District Schools Police Department Officers in the Search Warrant

a. Upon approval of a member's supervisor, the case member will draft an affidavit and two copies of a Search Warrant containing all pertinent information to justify a search to include but not limited to:

1) The place to be searched which is specifically described so that there can be no question as to its whereabouts.

2) The property to be seized as specifically described as possible.

- 3) The certain crime(s) which has been or is being committed on the premises to be searched.
 - 4) The name of the person or persons who occupy or control the premises shall be stated, if known to the affiant, but such name is not required.
- b. An *Inventory and Return* Form and a copy shall also be attached to the Search Warrant.
 - c. Prior to submitting the affidavit and Search Warrant for approval, the case member will research as much information as possible, to include but not limited to:
 - 1) Information pertaining to the suspect;
 - 2) Location of the search;
 - 3) Type of crime involved and
 - 4) Any known associates that could possibly be at the location of the search warrant when the warrant is being served.
 - d. A supervisor will also physically check the legal description on the Search Warrant to ensure that it is correct.
 - e. If it is discovered that there are any conflicts or other investigations relevant to the impending Search Warrant, the other agency involved or other members involved, will be notified by the case member's supervisor.
 - f. Upon completion of the affidavit and Search Warrant, it shall be reviewed by at least two of the member's supervisors for any errors or omissions. The case member's Lieutenant will also review and give final approval of the Search Warrant. Search Warrants for articles, such as computers, only require review and final approval by the case member's Lieutenant or designee. The Department of Investigations Chief will be notified when a search warrant is prepared to be executed.
 - g. Once the affidavit and Search Warrant have been approved by the supervisors, the case member will present the affidavit and Search Warrant to a designated Assistant State Attorney for review and approval. There are occasions when members will need to secure a Search Warrant after normal working hours. In these instances, the case member is not required to contact an Assistant State Attorney for review and approval.
 - h. Upon approval of the Assistant State Attorney, the affidavit and the two copies of the Search Warrant will be presented to a Judge for approval and signature. As a general rule, the County Court Judges shall be used to sign Search Warrants, unless unavailable; if a County Court Judge is not available a Circuit Court Judge shall be contacted.

2. Operational Plan: To ensure close supervision, prior to the execution of the search warrant, the supervisor shall ensure that an operational plan has been developed and all members involved have been appropriately briefed.

a. An operational plan shall include but not limited to the following provisions, if applicable:

- 1) Designating a single member as incident commander;
- 2) Establishing means for routine and emergency communication;
- 3) Determining operational procedures for arrest;
- 4) Confirming target location;
- 5) Developing strategies for approaching, entering, securing, and leaving the target area;
- 6) Searching for and seizing evidence and/or contraband;
- 7) Equipment assignment and selection;
- 8) Advising on use of force restrictions;
- 9) Requesting medical assistance, if necessary;
- 10) Assignments made for proper documentation;
- 11) Criminal history of suspects and people known to frequent the location;
- 12) Any known firearms or weapons at the location; and
- 13) Any known children at the location.

b. An operational plan checklist will be completed and made a part of the investigative file.

3. Planning and Team Development: Execution planning and team development of the Search Warrant shall be carefully planned out by the supervisor in charge of the operation or designee.

a. A sufficient number of sworn members shall be utilized in the execution to ensure a proper service.

b. In searches of dwellings and structures, a Search Warrant team shall consist, at a minimum, of six (6) sworn members; one of which shall be a supervisor. A typical makeup of a Search Warrant team will consist of the following: One (1) Supervisor; one (1) Case Member; one (1) Evidence Custodian; one (1) Photographer; two (2) Search Members. Any deviation from this criterion must

be specifically authorized by the case member's Division Captain or higher authority.

c. The duties of each Search Warrant Team may include but not be limited to the following:

- 1) **Supervisor:** Shall oversee the Search Warrant operation and be responsible for all logistics from probable cause to obtaining the Search Warrant through the return of the warrant and proper disposition of seized property and case reports. The supervisor is responsible for selecting and communicating with specialized support units.
- 2) **Case Member:** Shall coordinate the case reports and be responsible for obtaining and serving the Search Warrant, completing an operational plan and ensure all evidence and property seized are removed from the location and turned over to the Crime Scene Unit or the appropriate law enforcement agency. The case member is also responsible for completing a property receipt to maintain the chain of custody of the evidence and property.
- 3) **Evidence Custodian:** Shall be responsible for the collection all items seized and ensure each item is properly marked, packaged and documented. The evidence custodian shall note on the inventory the location the items were found and the seizing member. The evidence custodian is responsible for turning all evidence over to the case member. The evidence custodian is also responsible for diagramming the premises that was searched, if applicable.
- 4) **Photographer:** Shall be responsible for videoing the place to be searched, including the exterior and interior before and after the search. The photographer shall photograph all items seized before it is moved from its original position. The photographer shall also assist the Evidence Custodian in the documentation and collection of evidence.
- 5) **Search Members:** Shall be responsible for searching, pursuant to the Search Warrant. They shall supplement the original report, indicating the property and evidence they locate, where it was located as specifically as possible, and who takes it into evidence.

d. In the event of a Search Warrant of a person, vehicle, contained structures (such as a tool shed), or of items (such as a briefcase), a Search Warrant team shall consist of at least a supervisor and case member.

e. The supervisor shall ensure that specific search members have the proper equipment, if applicable, to include but not limited to:

- 1) Search Warrant kit;
- 2) Recording equipment consisting of two digital cameras, (one to use as a backup), a video camera, and digital media equipment;

- 3) Latex gloves;
 - 4) Entry tools such as the ram and hooligan; and
 - 5) Fire extinguisher.
- f. All Search Warrants; excluding those for devices, containers, persons, and vehicles; must have a *Threat Assessment Form (230-16)* completed prior to service of the warrant unless exigent circumstances exist for immediate service. Any pre-planned operation involving a felony arrest warrant should have a *Threat Assessment Form* completed prior to warrant service whenever possible. Any Threat Assessment with a score of "17" or higher requires consultation with the SWAT Commander or his designee. Documentation of all completed *Threat Assessment Forms* shall be forwarded to and reviewed by the SWAT Commander or his designee. Documents should include the actual warrant (or hit confirmation), CCH on the suspect, and any other pertinent information used in completing the *Threat Assessment Form* for the case.
4. **Execution:** [CFA 15.08C] There is a ten-day period to execute a Search Warrant (Florida Statute 933.05); however, the warrant shall be executed as soon as practicable after its issuance.
- a. The member executing the Search Warrant must be of the class directed in the warrant; however, other persons may act in aid of a member who is of the class to whom the warrant is directed. A warrant may be directed to any law enforcement officer who has the capacity to serve it. (*Note: The affiant on the Search Warrant must be present at the location of the search and actively participate in the execution of the warrant.*)
 - b. The on scene supervisor shall be responsible for requesting medical assistance if needed, once a situation has been stabilized.
 - c. All members on the team shall wear their protective vests until all danger has been neutralized. All members on the entry team shall also wear clothing which clearly identifies them as deputy sheriffs or other law enforcement agents.
 - d. Tactically, the premises shall be entered in a manner which creates the least risk to the Search Warrant team members, the destruction of evidence, and other persons at the search location.
 - e. If undercover or plain clothes members are utilized in securing the premises, at least one uniform member shall be utilized to secure the premises and shall be visible at the entry location.
 - f. Members serving a Search Warrant are required to knock and announce their authority and presence (Florida Statute 933.09), except as noted in F.4.g. Generally, a reasonable knock followed by a verbal "Clay County District Schools Police Department Search Warrant" is sufficient. In most cases, this announcement must be made before members cross the threshold. If members are refused admittance to the house, they may break in any inner door, outer

door, or any part of the house or thing therein in order to gain entry (Florida Statute 933.09).

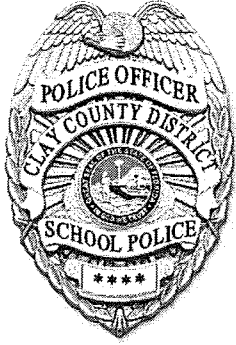
- g. Although Florida has no provision for "no-knock" warrants a Florida Supreme Court case has given law enforcement officers serving a Search Warrant four "no-knock" exceptions. Members need not knock and announce their presences if any of the following four exceptions exist:

- 1) The persons within already know of the member's presence, purpose, and authority; or
- 2) The member justifiably believes that persons within are in danger of immediate bodily harm; or
- 3) Where the member's life would be greatly endangered by knock and announce procedures; or
- 4) Where those within are made aware of the presence of someone outside and are then engaged in activities which justify the member's belief that an escape or destruction of evidence is being attempted.

- h. Pursuant to entry, the location shall be secured and all persons found therein will be brought to a predetermined location in the place to be searched.
- i. Persons on the premises shall be searched (thoroughly) where there are reasonable grounds to suspect that such persons are engaged in, or connected with the unlawful activities that are the subject matter of the search.
- j. A member shall read the Search Warrant to the person being served and a duplicate copy of same shall be given to the person being served.
- k. Members shall search only in areas wherein the property described in the warrant could be hidden. [CFA 15.08D] Any evidence of another crime uncovered while searching for the items named in the warrant is admissible. Anyone found violating the law in connection with the contraband may be arrested.
- l. While searching, the supervisor shall ensure that the place searched is left in the similar manner as it was prior to the execution of the warrant. No unnecessary disturbance of property is permitted.
- m. When the search is completed, two inventories of all items taken shall be made, one to be given to the persons named in the warrant or to a person in control of, or living on the premises, and the other to be returned promptly to the Clerk of the Courts in accordance with Florida Statutes. Prior to returning the inventory, a copy will be made for the case file. [CFA 15.08E] [CFA 15.08F]
- 1) **The executed warrant must be returned to the issuing Judge by the executing Officer for the filing in the Clerks Office within 3 days of executing said warrant.**

- n. If no one is present at the premises when the warrant is served, the duplicate warrant, together with the signed and completed inventory of all things taken, shall be left in a conspicuous place on the premises.
- o. Any items of evidentiary value/contraband discovered and not listed on the Search Warrant as items to be searched for shall be seized and handled in accordance with agency policy and Florida Statutes.

DRAFT



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.13 Special Operations

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

A. PURPOSE: The purpose of this order is to establish procedures and define specific responsibilities for agency members engaged in special events, dignitary protection, and search and rescue operations.

B. SCOPE: This order shall apply to all Clay County Districts Schools Police Department sworn members.

C. DISCUSSION: N/A

D. POLICY: It shall be the policy of the Clay County Districts Schools Police Department to plan and coordinate activities related to special events, dignitary protection and search and rescue operations, in order to provide the community with high standards of safety and security.

E. DEFINITIONS:

SPECIAL EVENT - Anticipated events that entail logistical requirements in addition to the normal operational requirements of the agency

F. PROCEDURE: The Chief of Police or designee shall be responsible for the coordination and planning of all the agency's resources utilized during special events, dignitary protection and search and rescue operations.

1. Special Events: The Chief of Police or designee shall coordinate intra-agency, inter-agency, and concurrent jurisdictional functions, and the procurement, distribution and equipment member's use during special events. Prior to each special event an operational plan shall be submitted through the chain of command for approval. The operational plan shall include but not be limited to the following provisions, if applicable [CFA 17.09A]:

a. A designated chain of command for the operation to include the designation of a single person as the supervisor/coordinator for the event. [CFA 17.09A]

- b. A designated talk group for communications during the operation. The Consolidated Dispatch Agency will be given 72 hour notice if a designated talk group monitored by a dispatcher is required for a preplanned event. If circumstances do not permit advanced notice, the Chief of Police or designee will contact the Consolidated Dispatch Agency Supervisor to provide staffing for the operation.
- c. Estimate of traffic, crowd control, and crime problems expected for any given event;
- d. Logistical requirements; [CFA 17.09B]
- e. Coordination inside and outside of the agency; [CFA 17.09C]
- e. Strategic and tactical objectives;
- f. Proposed mutual aid agreements with concurrent jurisdictions;
- g. Projected expenditures; and
- h. Utilization of specialized units;

2. Special Event Traffic and Crowd Control

- a. All requests for traffic control and direction during a special event shall be forwarded to the Chief of Police or designee, for approval.
- b. It shall be the responsibility of the Chief of Police or designee, to evaluate the resources needed to accomplish the assignment. This decision shall be based on evaluation of ingress and egress requirements of vehicles and pedestrians, parking, spectator control, public transportation, provisions for relief of members, temporary traffic routes, temporary traffic control devices, and access for emergency vehicles.
- c. If the event is a parade, the route shall be determined and coordinated with other public service and transportation agencies, to provide an opportunity to adjust the normal schedules for their services.
- d. The perimeter streets of the special event shall be used to maximum advantage by eliminating or increasing parking space, making temporary one way streets, and assigning members to key intersections for control.
- e. Adequate emergency service access for fire and ambulance services and other first responders shall be provided to the scene of the event.
- f. The agency shall provide for adequate crowd control. If the event is a parade, ropes or other appropriate barriers may be used along the parade route with members stationed at intervals as needed.

- g. The agency should publicly advertise changes or alterations in street utilization, parking availability, public transportation services, and the location of the event or parade route.
 - h. Provisions will be made to identify and assist those persons working directly with the event who are authorized to enter restricted areas. This includes promoters of the event, vendors, and press members.
 - i. Consistent with the scheduled or anticipated duration of the need for traffic direction and control services, provisions will be made for scheduling adequate breaks for members providing these services.
 - j. If traffic direction and control services are to be provided in support of the event by private sources, the agency shall review the services and duty assignments prior to the event, to ensure adequacy.
3. **Dignitary Protection:** [CFA 17.03] The Clay County Districts Schools Police Department shall cooperate and coordinate operations with other law enforcement agencies involved in dignitary protection. The agency shall provide increased security to those persons in need of special protective security. All agency resources, including personnel, will be under the supervision of the Chief of Police or designee, during any dignitary protection operation. If the Clay County District Schools Police Department is the primary agency coordinating dignitary protection, an operational plan will be submitted to the Chief of Police and will include provisions for the following:
- a. Designation of a single person or position as supervisor/coordinator of the security detail;
 - b. Equipment requirements, which include consideration of vehicles, body armor for dignitaries and security members, and weapons for members;
 - c. Planning and reconnoitering travel routes and alternates;
 - d. Advance inspection of sites and facilities;
 - e. Arrangements for the gathering of intelligence information;
 - f. Coordination of operations within the agency and with outside agencies;
 - g. Identification of emergency first aid, ambulance, and medical facilities;
 - h. Communications;
 - i. Identification by designation (e.g., lapel pins, badges); and
 - j. Coordination with the local SWAT Team Commander, when applicable.

4. If the Clay County Districts Schools Police Department is serving in an assist capacity to another agency during a dignitary protection operation, the Chief of Police or designee, will be responsible for attending all planning and coordinating meetings. A copy of the operational plan will be submitted to the Chief of Police for review and approval.
5. **Search and Rescue Operations:** The Chief of Police or designee shall be responsible for coordinating and supervising any search and rescue operations conducted. Request for the utilizing agency resources, including personnel, shall be made to the Chief of Police having control over the resources.

DRAFT



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.14 Training

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

- A. PURPOSE:** The purpose of this order is to establish the authority, duties, and responsibilities for the development, explanation, and coordination of all agency training programs.
- B. SCOPE:** This order shall apply to all Clay County District Schools Police Department members.
- C. DISCUSSION:** The diverse and complex tasks and responsibilities within the agency require that training presented to agency members be centralized and coordinated within a designated centralized unit.
- D. POLICY:** It shall be the policy of the Clay County District Schools Police Department to maintain a Training Unit that shall direct efforts toward the development of new skills, specialized skills, improving and updating old skills, recertification of performance in high liability areas and creating an awareness of new techniques and technologies for all members.
- E. DEFINITIONS:**

ADVANCED TRAINING - Training often held outside the agency, and is designed to impart higher level supervisory and management skills to participants. Participants who are most often chosen for such training possess above average leadership skills. Examples of Advanced Training Programs are those provided by the FBI Academy, the Southern Police Institute, and IPTM

COMPREHENSIVE REMEDIAL TRAINING – Any training which occurs after a member has failed to qualify or show proficiency subsequent to making the maximum number of qualification attempts allowed during a training course.

CHECK-ON TRAINING - Training or informational sessions of short duration administered to law enforcement officers just prior to, or after, their tour of duty.

IN-SERVICE TRAINING - Training in addition to recruit training that may include periodic retraining or refresher training, specialized training, Career Development, Promotional Training, Advanced Training, and Check-On Training.

JOB TASK ANALYSIS - A systematic examination of functions and objectives of each job-related task to be performed as it relates to the skills, knowledge, and abilities required to perform the task or duties of the job.

LESSON PLAN - A detailed guide from which an instructor teaches. The plan includes the goals, specific subject matter, performance objectives, references, resources, and method of evaluating or testing students.

ON-THE-JOB TRAINING - Instruction or training provided to a member by another member or members on a tutorial basis during a tour of duty, while the trainee performs normal activities of employment.

ON-SITE ASSESSMENT - Accreditation assessors examine proofs of compliance to verify that the agency complies with applicable standards.

PERFORMANCE OBJECTIVES - Statements of operational behavior required for satisfactory performance of a task, the condition under which the behavior is usually performed, and the criteria for satisfactory performance.

PROFICIENCY- A demonstration of proper firearm operation according to CJSTC minimum recruit standards, to include: care and maintenance; disassembly and assembly; loading and unloading; method(s) to clear malfunctions; drawing and holstering of the firearm; and firearms safety. Officers will not use or handle firearms in an imprudent manner.

QUALIFICATION- Demonstrating proficiency and obtaining a passing score on an agency approved course of fire.

REMEDIAL TRAINING - Personalized training to correct a specific deficiency usually identified either by testing or other evaluation during training, or supervisory evaluation during routine job performance.

SPECIALIZED TRAINING - Training to enhance skills, knowledge, and abilities beyond the level taught in either recruit or other in-service programs.

TRAVEL EXPENSE VOUCHER - A prescribed state form formally referred to as a *Voucher for Reimbursement of Travel Expenses*.

F. PROCEDURE:

1. **Organization:** The Training Unit function shall be the responsibility of the Training Lieutenant.
2. **Responsibilities:** The function of the Training Unit includes the following responsibilities:
 - a. The Training Unit shall plan, develop, and coordinate training programs and presentations affecting the agency.

- b. The Training Unit shall make available to agency members information regarding upcoming training programs to be presented by the agency or approved outside sources.
 - c. Implementation of training programs.
 - d. Selection of qualified instructors.
 - e. Development and maintenance of training records for each member.
 - f. Annually the Training Unit Supervisor shall be responsible for providing the Chief of Police a written report evaluating and providing recommendations for updating the agency's comprehensive training program. The report shall be submitted in a format approved by the Chief of Police
 - 1) A review of new laws, court decisions, and agency general orders;
 - 2) An evaluation of the training programs;
 - 3) The identification of problems associated with physical facilities, materials, or scheduling;
 - 4) Consultation with Lieutenants and Sergeants, Criminal Justice Standards and Training Commission (CJSTC) approved training center heads, and/or the Sheriff; and
 - 5) A review of the number of persons trained and the extent of the training provided.
 - g. The Training Unit shall coordinate training with the Law Enforcement Training Academy, CJSTC and/or any other training entity, when applicable.
3. **Attendance:** Members shall attend required training sessions. The instructor shall document attendance and forward attendance records to the Training Unit within ten (10) working days. The Training Unit Supervisor shall ensure records of attendance are maintained. [CFA 10.01]
- a. Members shall be excused from training for court appearances, depositions, recognized emergencies, illnesses, or any other reason approved by a supervisor. [CFA 10.01]
 - b. Members shall be required to make up training that is missed due to an excused or unexcused absence from training. [CFA 10.01]
 - c. Members who fail to attend scheduled training without being excused may be subject to disciplinary action. If a member does not attend scheduled training and fails to notify their supervisor prior to the training, the instructor or a Training Supervisor will notify the member's supervisor for proper handling. [CFA 10.01]

4. **Recognition:** Members should be recognized for the successful completion of a particular training program. This may be accomplished by a certificate of completion being issued.
5. **Performance Objectives:** The Training Unit shall establish performance objectives for all training programs to acquaint training participants with the information they are required to know, the skills that must be demonstrated, and the circumstances under which the skills will be used. In addition to using job task analyses in developing the agency training curricula, the performance objectives should: [CFA 10.02A]
 - a. Provide clear statements of what is to be learned;
 - b. Provide the basis for evaluating the participants; and
 - c. Provide a basis for evaluating the effectiveness of the training program.
6. **Lesson Plans:** Lesson plans will be completed prior to any training courses administered by the agency. [CFA 10.02]
 - a. Lesson plans will be in a format prescribed by the Training Unit. The approved lesson plan format is located in the CCDSPD Forms folder on the Intranet page. [CFA 10.02D]
 - b. The Training Unit Supervisor or designee shall assign agency instructors to complete lesson plans for training topics.
 - c. The Training Unit Supervisor or designee shall review and approve all lesson plans, ensuring that the plans are consistent with agency guidelines, state requirements, and other agency policies; and [CFA 10.02E]
 - d. The lesson plan will contain the following;
 - 1) Student Performance Objectives; [CFA 10.02A]
 - 2) The content of the training; [CFA 10.02B]
 - 3) Specification of the appropriate instructional technique references, to include but not limited to: [CFA 10.02C]
 - a) Conferences;
 - b) Field experiences;
 - c) Presentations;
 - d) Case reviews; and
 - e) Simulations.

- 4) Training material and instructional aids; and
 - 5) Test identification/documentation. [CFA 10.02F]
7. **Records:** The Training Unit shall maintain records of each recognized in-service training class, to include the following:
- a. Course content (lesson plans); [CFA 10.06A]
 - b. Names of attendees; [CFA 10.06B]
 - c. Performance of individual attendees if applicable; and [CFA 10.06C]
 - d. The instructor(s). [CFA 10.06D]
 - e. The Training Unit shall update member training records in a timely manner, following a member's satisfactory completion of a training program. The Training Unit shall also maintain a copy of all training certificates for all training courses completed by a member. [CFA 10.05]
 - 1) The member shall notify the Training Unit of all outside entity course completions and shall provide the Training Unit with a copy of the appropriate certificate or other proof of satisfactory completion within ten (10) working days after course completion. [CFA 10.05]
 - 2) When applicable, the Training Unit will notify the CJSTC of any course work that is eligible for credit under the salary incentive program.
 - 3) Training records are public records and shall only be released in accordance with Chapter 119, Florida Statutes.
 - f. Any units or agency components conducting firearms qualifications or any mandatory training required in section (E.15) shall forward the results/rosters to the Training Unit within ten (10) working days.
8. **Remedial Training:** Remedial and additional training is available to members when performance deficiencies are identified through evaluation or observation. This may be determined by a member failing to demonstrate proficiency or by not achieving a minimum standard as set forth in a test or performance based method. Minor deficiencies can be corrected through informal training or counseling sessions. Serious deficiencies should be reported to the member's Division Captain and addressed as follows: [CFA 10.04A]
- a. Remedial training shall be initiated upon discovery of the deficiency, but must be within 90 days, unless specified otherwise. [CFA 10.04C] Extenuating

circumstances do not preclude the Training Unit Supervisor or their Section Commander from extending this time constraint.

- b. If the required training is of an operational nature, the Training Unit will plan, administer and document the training.
 - c. Training hours accumulated during remedial training will not be credited as training time necessary to complete the in-service training requirement.
 - d. Failure to participate in, or successfully complete a remedial training program may be considered failure to do a job function and be handled according to provisions outlined in *Disciplinary Procedures and Disciplinary Standards* and/or *Firearms*. [CFA 10.04D]
 - e. Remedial training will be initiated for, but not limited to, the following job performance deficiencies: [CFA 10.04A] [CFA 10.04B]
 - 1) **Vehicle Driving Skills** - Members who demonstrate poor driving habits, or are found 'at fault' in crashes while operating Clay County District Schools Police Department vehicles, may attend the next scheduled remedial driving course. Members must demonstrate proficiency in driving skills. This is accomplished during the scheduled in-service training period. Failure to demonstrate proficiency in these areas will result in further training. All driving training will be conducted by a certified driving instructor.
 - 2) **Firearms Qualification and Proficiency** – Full-Time Police Officers must demonstrate proficiency and qualify with their issued and authorized personal firearms to be carried. This is accomplished during the annual in-service qualification period. Failure to show proficiency will result in further training under the direction of a certified firearms instructor. Provisions for remedial firearms training are outlined in *G.O. Firearms*.
 - 3) **Defensive Tactics/Less Lethal Weapon Proficiency** - Full-Time Police Officers must demonstrate proficiency in use of force, use of defensive tactics and their assigned less lethal weapons. This is accomplished during the scheduled in-service training period. Failure to demonstrate proficiency in these areas will result in further training under the direction of a certified defensive tactics instructor.
 - f. **Comprehensive Remedial Training** – Members will only be eligible to participate in the comprehensive remedial training process a maximum of two times within any 5 year period.
9. **Training Committee:** A Training Committee shall be established for the purpose of developing and evaluating training needs throughout the agency, and for providing additional resources and support to the existing training element.

- a. The Training Committee staff includes two officers, two sergeants, one investigator and two lieutenants.
- b. The Training Committee shall be chaired by the Chief of Police or his designee.
- c. The committee shall meet at least once each calendar year or more frequently as deemed necessary to implement and maintain the agency's comprehensive training program.
- d. The Training Committee shall be given specific authority to assist the Training Unit in developing and evaluating training needs as well as making recommendations from input gathered from those representing different agency elements.

10. Training Reimbursement: Reimbursement of travel expenses for members attending approved training courses shall be paid at the established state rate in accordance with *Travel*. The cost of the training course will be paid by the agency.

11. Training Requests:

- a. All requests to attend career development courses, mandatory retraining courses, seminars and all other training programs shall be submitted on the *Request for Travel/Training/Conference* form, to the Training Unit via the chain of command. All requests shall be submitted a minimum of thirty (30) days prior to class date to allow sufficient time for processing by the Training Unit, if possible.
- b. The *Request for Travel/Training/Conference* form shall be completed as prescribed. The course registration form, along with all relevant data concerning the training program shall accompany and be attached to the completed request form.
- c. The submitting member's respective supervisory chain of command shall review and approve each request as prescribed with regard to agency needs, justification, and member qualification(s) for the requested training course/program.
- d. If a member is requesting to attend a salary incentive course, the member will submit a *Request for Salary Incentive* form with the request for training. The *Request for Salary Incentive* form will be signed by the Chief of Police or designee approving the salary incentive. The member attending the training will provide a signed copy of the *Request for Salary Incentive* form to the training facility where the training is being provided. The training facility will be responsible for forwarding the *Request for Salary Incentive* form to the CJSTC.
- e. Attendance of training programs requiring the expenditure of funds must have Chief of Police approval, as well as the Department of Administrative Services Chief. If no expenditure of funds is necessary, only approval by a Division

Captain is required. Approved requests will be forwarded to the Training Unit for processing.

- f. Disapproved training requests shall be returned to the requester by the denying supervisor with a written explanation of the denial.
- g. All arrangements for attendance in classes at the Law Enforcement Training Academy shall be made by the Training Unit. Arrangements for attendance in out of town classes shall be made by the member who requests the training.
- h. For notification purposes, the Training Unit will forward a copy of the approved *Request for Travel/Training/Conference* form to the member who requested the training.
- G. i. For Travel Advances and Reimbursements, see – *Travel Advance and Reimbursements*.
- j. Upon completion of the course, the member shall forward a copy of the course certificate to the Training Unit within ten (10) working days. When the course of instruction is not specific (such as a conference or seminar), the course syllabus, agenda or other documentation detailing the training or curriculum shall be submitted with the certificate.

12. Agency Instructors: There are requisite skills, knowledge, abilities, and criteria for all agency instructors utilized in agency operated training programs which will be in accordance with CJSTC guidelines. [CFA 10.08]

- a. Agency members will be selected as instructors based on the desire to instruct, subject matter knowledge, education, experience, and instructional ability. Qualified members, desiring to conduct instruction for the agency are subject to the approval of the Training Lieutenant. [CFA 10.08]
- b. Agency instructors, who teach high liability topics, as identified by CJSTC will, at a minimum, meet CJSTC requirements for high liability instructors. Internships will be conducted by an agency instructor and the member shall be affiliated with the agency after satisfying all requirements. [CFA 10.09] Other agency instructors are encouraged to also complete this course, but may be utilized as instructors if they are designated as *Subject Matter Experts* by the Special Services Section Commander. [CFA 10.08]
- c. Agency instructors shall receive periodic retraining and updating to meet any specific instructional requirements of the agency.
- d. Instructors from the Clay County District Schools Police Department are assigned/ detached to the Training Unit to assist with instruction in their area of expertise.
 - 1) These instructors shall continue to perform their normal job tasks until instruction in their area of expertise is required.

- 2) The Training Unit Supervisor shall be responsible for notifying instructors' supervisors in advance of when their services are needed.
- 3) Instructors shall remain available to the Training Unit during their employment with the Police Department, unless removed from their instructor position by the Chief, or designee.

13. Outside Instructors:

- a. When necessary and appropriate, instructors who are not employed by the agency may be utilized.
- b. Outside instructors shall be required to provide lesson plans and copies of all handouts.
- c. Outside instructors shall be certified CJSTC instructors, or be properly documented as *Subject Matter Experts* in their field.
- d. Outside instructors will be selected based upon a review of their skills, knowledge, ability, and educational credentials.
- e. The program will be evaluated and submitted to the Training Unit supervisor for final approval.

14. Notification of Clay County District Schools Police Department Training Programs and Use of Clay County District Schools Police Department Instructors by Outside Agencies:

- a. It shall be the responsibility of the Training Unit to notify other criminal justice agencies of training programs offered by the Clay County District Schools Police Department that would benefit their members.
- b. The Training Unit may request other criminal justice agencies to train Clay County District Schools Police Department members on an as-needed basis.
- c. A written request must be submitted to the Training Unit for use of CCDSPD instructors by outside agencies. Final approval must be given by the Chief, or designee.

15. Mandatory Training:

- a. Every newly appointed member of the agency shall receive training to meet the requirements of the job responsibilities, including the following:
 - 1) Orientation to the agency's role, purpose, goals, policies and procedures.
 - 2) Working conditions and regulations.

- 3) The responsibilities and rights of a member.
 - 4) Accreditation standards and process. [CFA 10.03]
- b. All full-time Police Officers shall receive in-service training which includes but not limited to:
- 1) Mandatory training classes as required by CJSTC;
 - 2) Annual demonstration of proficiency and qualification with firearms authorized to carry; [CFA 10.10A]
 - 3) Annual use of force training; [CFA 10.10B]
 - 4) Annual electronic control device (ECD) training, for members issued ECD; [CFA 10.10C]
 - 5) Less lethal weapons training. [CFA 10.10D]
 - 6) Legal update training; and
 - 7) Defensive driving instruction, for members operating agency vehicles.
- c. Members with occupational exposure shall participate in an infectious disease training program at the time of initial assignment. [CFA 37.03]
- d. Additional mandatory in-service training can be required at the discretion of the Chief of Police.
- e. Components of the agency which may need particular training more often, such as corrections, may prescribe such in an applicable SOP manual.
- 16. Check-On Training:** Check-On Training provides an effective means of updating skills, knowledge and abilities between formal training sessions. Check-On Training should take into consideration the special needs of the members. Full-time sworn shall receive check-on training in the following areas, as needed:
- a. Agency policies, procedures, rules and regulations;
 - b. Statutory or case law affecting law enforcement operations;
 - c. The functions of agencies in the local judicial system;
 - d. The exercise of discretion;
 - e. New or innovative investigative or technological techniques or methods;
 - f. Evidence collection and preservation; and

- g. Report writing and records systems procedures and requirements.
- h. **Responsibilities:** Check-On Training shall be developed and implemented by supervisors in cooperation with the Training Unit. These activities include:
 - 1) **Planning:** Check-On Training shall be planned, coordinated and scheduled by supervisors. The Training Unit may provide lesson plans and materials for training courses.
 - 2) **Techniques:** Each individual assigned Check-On instruction responsibilities shall ensure that material is presented in a manner that is conducive to learning, and it is properly taught.
 - 3) **Relationship with the academy:** The program should be constructed so as to correspond to, and not conflict with, courses being taught at local Criminal Justice Standards and Training Commission-approved centers. The Training Unit may disseminate training aids and materials with this goal in mind.
 - 4) **Instructional Methods:** Those persons assigned to instruct during Check-On Training shall make every effort to ensure the subject matter is presented in an interesting and informative manner.
 - a) This may be accomplished by the use of handout material, multimedia techniques and lectures.
 - b) These materials and techniques shall be made available by the Training Unit.
 - 5) **Scheduling:** The appropriate supervisor shall schedule Check-On Training courses.
 - a) The scheduling will be structured so as to allot adequate time parameters for completion without interfering with the operational readiness of the agency.
 - b) It shall be the responsibility of each Lieutenant to ensure the training schedule is implemented, the program is properly documented, and the documentation is properly forwarded to the Training Unit.

17. Advanced Training: Continuous training throughout a member's career is considered vital for their professional, individual growth and the agency.

- a. In order to further increase the competence of members who have demonstrated management and leadership capabilities, the agency provides the opportunity for, and encourages participation in, training programs of an advanced level.
- b. Requests to participate in Advanced Training at an extended school shall be submitted to the Chief of Police for consideration.
- c. Participant selection in an advanced level training school and assignment subsequent to successful completion shall be determined by considering the member's career goals and abilities consistent with the agency's needs, objectives, organization and policy. Advanced Training may be counted toward mandatory training within the CJSTC guidelines.

18. Specialized Training: Specialized training shall be provided for those positions that require training beyond basic law enforcement. The amount of training shall depend on the particular function. The individual specialized component shall be responsible for briefing newly-appointed members concerning the management, supervision, agency policies, and support services of that particular function. Functions that require specialized training include: [CFA 10.11]

- a. School Resource Section
- b. Canine Unit
- c. Field Training Officers

19. Specialized training for members may include the following:

- a. Development and/or enhancement of the skills, knowledge, and abilities particular to the specialization; [CFA 10.11]
- b. Management, administration, supervision, agency policies, and support services of that component or function; [CFA 10.11]
- c. Performance standards of the function or component; [CFA 10.11]
- d. Agency orders, directives, procedures, rules and regulations specifically related to the function or component; and [CFA 10.11]
- e. Supervised on-the job training. [CFA 10.11]

20. New Member Training: During new member orientation new members shall receive training in the following areas within one (1) year:

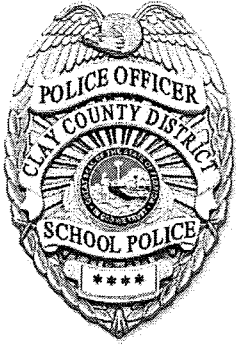
- a. Orientation to the agency's role, purpose, goals and procedures;

- b. Working conditions and directives;
- c. Rights and responsibilities of the member; and
- d. Accreditation standards and process. [CFA 10.03]

21. Civilian Members Training: Each Lieutenant shall ensure designated members receive training prior to assuming certain job classifications. Civilian positions for which specialized training is required are the following: School Crossing Guards, Intelligence Analysts, and members who have contact with the public. [CFA 10.11]

- a. Training for civilian members who deal with the public in a non-law enforcement capacity such as reception members may include the importance of the link they provide between citizens and the agency. [CFA 10.11]

DRAFT



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.15 Vehicle Operations and Pursuits Personalized Vehicle Program

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

- A. PURPOSE:** The purpose of this order is to provide required guidelines for Clay County District Schools Police Department members to follow when engaged in an emergency response or a motor vehicle pursuit. The Superintendent of the Clay County District Schools may recommend to the Board that certain designated employees be authorized to keep School District of Clay County vehicles at their home during off duty hours for use in an emergency situations and response (CCDS Policy #6.90). This General Order shall describe procedures for the personalized vehicle program and when appropriate response to emergency calls for service and for initiating, conducting, and terminating a pursuit after a decision has been made to engage in such pursuit.
- B. SCOPE:** This order shall apply to all Clay County District Schools Police Department sworn law enforcement members, here in referred to as members.
- C. DISCUSSION:** It is the responsibility of the Clay County District Schools Police Department to guide members in the safe performance of their duties. To effect these obligations, it shall be the practice of the Clay County District Schools Police Department to regulate the manner in which emergency vehicle operations and pursuits are undertaken and performed. When engaged in emergency vehicle operations or pursuits in the performance of official duties, drivers of authorized emergency vehicles are granted exemptions from certain traffic laws by Florida Statutes. However, the exemptions do not relieve drivers from exercising due regard for the safety of all persons, nor shall such exemptions protect drivers from the consequences of reckless disregard for the safety of others.
- D. POLICY:** It is the policy of this agency to make every reasonable effort to respond to emergency calls for service in an expeditious but safe manner and to apprehend fleeing suspects by motor vehicle pursuits, only when the expected results outweigh the known hazards to the general public, the suspect(s), and the officer(s). No vehicle, marked or unmarked, shall be operated by a member in an emergency response or pursuit mode unless the vehicle is properly equipped with emergency lights and siren.
- E. DEFINITIONS:**

EMERGENCY SIGNAL DEVICE - Siren and flashing and/or revolving red/blue lights that meet the requirements of Florida Statutes.

FORCIBLE FELONY – For the purpose of this general order, forcible felony means treason, murder, manslaughter, sexual battery, carjacking, home-invasion robbery, robbery, armed burglary, arson, kidnapping, aggravated assault, aggravated battery, aggravated stalking, aircraft piracy, unlawful throwing, placing, or discharging of a destructive device or bomb, and any other felony which involves the use or threat of physical force or violence against any individual. Violations of Section 316.1935, Florida Statutes, fleeing or attempting to elude a law enforcement officer or aggravated fleeing and attempting to elude are not forcible felonies.

MOVING ROADBLOCK– Surrounding a violator's vehicle by pursuing law enforcement vehicles which are then slowed to stop the violator's vehicle.

PRECISION IMMOBILIZATION TECHNIQUE (PIT)- A moving vehicle tactic involving the intentional use of a law enforcement vehicle to make controlled contact with a fleeing vehicle using a specific technique designed to force it from its course of travel in order to terminate a pursuit. [CFA 14.05G]

PRIMARY PURSUIT UNIT - The emergency vehicle immediately behind the suspect.

PURSUIT– An active attempt by one or more members to apprehend a person operating a vehicle while the person is trying to avoid the capture, detention, or physical arrest of themselves or others by executing hazardous vehicular maneuvers such as driving recklessly, speeding, disregarding traffic control devices, or other evasive tactics.

PURSUIT RATED VEHICLE – Pursuit rated vehicles are equipped and certified by the manufacturer to handle the vast majority of tasks including pursuit and high speed response calls.

PURSUIT SUPERVISOR - The Uniform Patrol supervisor or Watch Commander notified of the pursuit by the Consolidated Dispatch Agency and recognized as the supervisor monitoring and directing the pursuit, with authority to make decisions regarding the conduct and/or termination of the pursuit.

RAMMING – The deliberate act of impacting a violator's vehicle for the purposes of disabling or forcing the violator's vehicle to stop.

SECONDARY PURSUIT UNIT(S) - The authorized emergency vehicle that trails the primary unit at a safe distance, and is available to assume the primary role or assist the primary unit if the fleeing vehicle is stopped.

SUV–Any marked or unmarked sports utility vehicle equipped with emergency signal devices.

TIRE DEFLATION DEVICE – Equipment designed to be placed in the path of an oncoming violator vehicle and struck by the vehicle. When struck, the affected tires

are pierced by objects that let a controlled amount of air out of the tire and cause the vehicle to become difficult to operate. These tire deflation devices are to be used only in a manner consistent with training.

F. PROCEDURE:

1. Emergency Response Procedures:

- a. Members may engage in emergency vehicle operation in accordance with this procedure and Florida Statute when responding to a situation requiring an emergency response.
 - 1) Extreme care and caution must be exercised to ensure safety, expeditious arrival, and protection of life.
 - 2) Wearing of seat belts are mandatory at all times for the driver and occupants of the vehicle.
- b. The provisions of this procedure and Florida Statutes do not relieve the vehicle operator from the duty to drive with due regard for the safety of all persons. These provisions shall not protect the operator from the consequences arising from negligent operation or from careless or reckless disregard for the safety of others.
- c. Members operating authorized vehicles engaged in emergency operations shall utilize emergency lights (flashing red and/or blue lights) and siren. Hazardous warning lights, the spotlight, headlights, and public address system may be used as additional safety measures during emergency operations as determined by the member. Members shall make every effort to avoid shining the spotlight in the passenger compartment of other vehicles. [CFA 14.07A, B, C, D, E]
- d. Members operating authorized vehicles engaged in emergency operations may:
 - 1) Reasonably exceed the maximum speed limit. Speed shall be limited by road and weather conditions and the exercise of good judgment.
 - 2) Proceed past a stop signal or stop sign, but only after slowing or stopping as necessary for safe operation and shall ensure cross-traffic flow has yielded in each lane before crossing any lane.
 - 3) Disregard regulations governing direction of movement or turning direction in a manner which will not be hazardous, and life or property is not endangered.
 - 4) Disregard regulations governing parking laws under normal circumstances, except the member shall not block access to a fire hydrant at a fire scene, or in any way obstruct the passage of fire apparatus.

- e. When responding in an emergency operation mode, emergency equipment may be deactivated at a distance from the scene, as determined by the member. When emergency signal devices are deactivated, the member shall comply with all traffic laws and proceed in a manner consistent with normal traffic flow.
- f. Members are authorized to operate agency vehicles without lighted lamps as necessary to perform law enforcement functions as authorized in Florida Statute. Circumstances for the operation of a vehicle without lighted lamps include, but are not limited to:
 - 1) Response to calls for service where the use of lighted lamps may be a safety issue or hinder the enforcement of the law.
 - 2) Routine patrol where the use of lighted lamps may hinder the detection or prevention of crime.
- g. A member who operates an agency vehicle without lighted lamps, when required, shall operate in a safe manner and with due regard for the safety of all persons.
- h. When engaging in emergency vehicle operation the member shall notify the Consolidated Dispatch Agency at the beginning of the operation.
- i. A member shall immediately terminate emergency vehicle operation anytime it is not necessary or when ordered by a sworn supervisor.
- j. Members operating vehicles engaged in non-emergency operations may utilize emergency lights (flashing red and/or blue lights), siren, hazardous warning lights, the spotlight, headlights, and public address system as additional safety measures during non-emergency operations at the discretion of the member.
[CFA 14.07A, B, C, D, E]

1. Motor Vehicle Pursuits:

- a. A pursuit is authorized:
 - 1) When it is reasonably believed the suspect(s) has committed, attempted to commit, or is attempting to commit a forcible felony as defined in this general order; or
 - 2) When there are exigent or extenuating circumstances of an immediate threat to the personal safety of another as authorized by a sworn supervisor.
- b. When determining whether a pursuit should be initiated, continued, or terminated, the member shall, on a continuous basis, consider factors, to include but not limited to: [CFA 14.05A]

- 1) Seriousness of the originating offense and its relationship to community safety;
 - 2) The necessity of immediate apprehension weighed against the risk to the public;
 - 3) Whether the suspect being pursued is readily identifiable or subject to capture at another time or by other means;
 - 4) Safety of the public in the area of the pursuit;
 - 5) Safety of pursuing member(s);
 - 6) Time of day;
 - 7) Location of the pursuit (e.g. school zone, commercial or residential, urban/rural);
 - 8) Traffic conditions;
 - 9) Volume of vehicular/pedestrian traffic;
 - 10) Visibility and illumination;
 - 11) Weather conditions;
 - 12) Road conditions;
 - 13) Familiarity of pursuing members and supervisors with the area of pursuit; and
 - 14) Members' training and/or experience in pursuit driving, along with the condition and performance capabilities of the pursuit vehicle.
- c. It shall be the responsibility of all members concerned with pursuits of a violator, to strictly adhere to the rules set forth.

3. Initiating and Conducting Motor Vehicle Pursuits:

- a. The responsibility for initiating a pursuit rests with the individual member, but may be canceled at any time by any on-duty sworn supervisor. The member responsible for initiating a pursuit may also cancel the pursuit at anytime they deem it to be necessary, taking into consideration such factors and circumstances as are listed herein.
- b. While in pursuit, all members shall use emergency signal devices and employ flashers, headlights, and horn when needed.

- c. Vehicles not equipped with emergency lights and sirens shall not engage in a pursuit.
 - d. Any marked SUV which is not pursuit rated, unmarked SUV, unmarked vehicle, or motorcycle in pursuit of a vehicle shall relinquish the pursuit to a marked pursuit rated vehicle as soon as possible. The hazards of pursuing in an unmarked unit, marked non-pursuit rated SUV, unmarked SUV, or motorcycle are greater than in a marked pursuit rated vehicle. The pursuing deputy and pursuit supervisor should consider this in determining whether to terminate the pursuit. [CFA 14.05D]
 - e. The primary unit and one (1) secondary pursuit unit (back-up) will normally be the only ground units necessary to pursue a fleeing vehicle. The primary unit may request additional units to assist, subject to the approval of the monitoring supervisor.
 - f. A situation does not rise to the level of a pursuit and does not meet the definition of pursuit as defined in this General Order whenever a deputy is attempting to overtake a vehicle that is of such a distance from the deputy that the deputy cannot reasonably expect to be pursuing the vehicle, regardless of the fact the deputy has engaged the siren and emergency lights.
 - g. Deputies pursuing a suspect operating a motor vehicle shall not drive against on-coming traffic, or within lanes designated for motor vehicle traffic whereas if a vehicle were present, it would be on-coming vehicular traffic, upon any Interstate, controlled access highway, or divided highway.
4. **Primary Unit Responsibility** [CFA 14.05B] There shall be only one primary unit. Individual responsibility for actions of a pursuit rest with the primary unit unless directed otherwise by a supervisor. The primary unit responsibilities shall include but not be limited to:
- a. Upon initiating a pursuit, immediately notify the Consolidated Dispatch Agency a pursuit is in progress and provide the following information:
 - 1. Location, speed, and direction of travel of the fleeing vehicle;
 - 2. Description of the fleeing vehicle including the color, year, make, body style, license of the pursued vehicle;
 - 3. Reason for initiating the pursuit; and
 - 4. Attempt to include the number of vehicle occupants including race and sex;
 - 5. Any other information which could aid in the identification, apprehension, or other determination to either continue or terminate the pursuit.
 - b. Handling radio communications and broadcast the progress of the pursuit until a secondary unit engages in the pursuit.

- c. The primary unit shall make a continuous appraisal of the pursuit when deciding whether to continue or terminate the pursuit.
5. **Secondary Unit Responsibility** [CFA 14.05C] There shall be only one secondary unit during a pursuit. Upon engaging in the pursuit, the unit shall immediately notify the Consolidated Dispatch Agency of its identity. The secondary unit responsibilities shall include but not limited to:
- a. Maintaining a safe distance from the primary unit but be close enough to render assistance.
 - b. Assuming radio communications for the primary unit and inform of the pursuit's progress, pursuit speeds, changes in travel direction, street and road locations, and last intersection or cross-street passed. This responsibility shall not restrict the monitoring supervisor from giving instructions and/or directions to the primary unit, the secondary unit, other support units, or the Consolidated Dispatch Agency.
 - c. Assuming the position of the primary unit if the primary unit becomes disabled.
 - d. Shall not attempt to pass the primary vehicle, unless the primary vehicle is forced to drop out or becomes disabled.
6. **Consolidated Dispatch Agency Responsibility:** Upon notification that a pursuit is in progress, the member handling the pursuit shall: [CFA 14.05E]
- a. Immediately notify the Uniform Patrol supervisor or other appropriate supervisor who will monitor the pursuit.
 - b. Coordinate secondary pursuit unit and/or other assistance under the direction of the monitoring supervisor.
 - c. Place the radio frequency in emergency mode and notify any other law enforcement agency that might be affected by the pursuit.
 - d. Receive and record all incoming information on the pursued vehicle.
 - e. Perform relevant record and motor vehicle checks as expeditiously as possible.
7. **Supervisor Responsibility:** Once a sworn law enforcement supervisor (i.e. Uniform Patrol supervisor or Watch Commander) has been notified of the pursuit and has assumed supervision of the pursuit, no other supervisor shall interfere by giving contradicting orders to any of the pursuit participants. This shall not prohibit a superior officer from taking over supervision of the pursuit. The monitoring supervisor's responsibilities shall include but not be limited to: [CFA 14.05F]
- a. Assert control of the pursuit by monitoring and directing the specific units in or out of the pursuit;

- b. Evaluate the circumstances surrounding the pursuit, make a decision on allowing the pursuit to continue or terminate, and provide the decision to the pursuing member(s).
- c. If the pursuit is allowed to continue, continue to monitor and evaluate the progress of the pursuit.
- d. Assign active roles to support units including, but not limited to, paralleling the vehicle apprehension; assigning support members to potential termination locations; and/or transferring equipment or members as necessary;
- e. Approving or ordering alternative tactics;
- f. Ensuring affected inter-jurisdiction agencies are notified, if appropriate; and
- g. Designating another unit as primary and/or secondary if the primary unit is unable to maintain the pursuit.

6. Termination of Pursuits: [CFA 14.05H]

- a. If, at any time, a pursuit exposes the public or the members to more danger than the offense or conditions warrant, the pursuit shall be terminated.
- b. The member engaged in a pursuit has the authority to terminate any time they determine it to be necessary. Members shall terminate a pursuit when:
 - 1) Any on-duty sworn supervisor orders the termination of the pursuit.
 - 2) The member loses visual contact with the violator for more than a reasonable amount of time.
 - 3) There is no longer a belief that the suspect(s) committed, attempted to commit, or is attempting to commit a forcible felony.
 - 4) There is a clear and unreasonable danger to the member, suspect, or other persons, and the danger caused by the continued pursuit is greater than the value of apprehending the suspect(s).
 - 5) There is equipment failure, involving an emergency signal device, radio, brakes, steering, or other essential mechanical equipment or damage to a pursuit unit that creates a driving hazard.
 - 6) Any member of a law enforcement agency Aviation Unit observes and warns of a dangerous condition from the aerial platform and recommends termination. If a supervisor does not act on a recommendation to terminate quickly, the pilot may terminate the pursuit.

- a. Whenever a pursuit has been terminated by either the member or a sworn supervisor, the following shall be performed by each member involved in the pursuit:
 - 1) Immediately disengage their siren and emergency lights;
 - 2) Immediately state their termination by notifying the Consolidated Dispatch Agency by radio.
 - d. Upon termination of the pursuit, the member(s) may proceed in the same direction after slowing to the posted speed limit or below. The member(s) shall not increase speed in order to maintain visual contact of the suspect's vehicle.
- 7. Pursuit Documentation:** Upon completion of the pursuit, the Uniform Patrol supervisor shall direct the primary deputy to record all pertinent facts of the pursuit in an *Offense/Incident Report*. The Uniform Patrol supervisor shall also write a critique of the pursuit and forward it, via chain of command, to the Sheriff. This documentation shall include, but is not limited to: [CFA 14.05.J]
- 1) Name(s) of pursuing deputies and supervisors involved;
 - 2) Reasons for the pursuit;
 - 3) Place of origin;
 - 4) Route(s) of travel;
 - 5) Length of pursuit (in distance and time);
 - 6) Point of termination;
 - 7) Suspect(s) name, if apprehended;
 - 8) Injuries and/or damage that occurred as a result of the pursuit;
 - 9) Policy violations, acts of misconduct, or training issues;
 - 10) Equipment issues; and
 - 11) Any other noteworthy data or findings.
- 8. Aviation Section:**
- a. Whenever a pursuit occurs during the operational period of the Aviation Section, a request for assistance shall be promptly made by the Consolidated Dispatch Agency.

- b. Once an Aviation Section member identifies the pursued vehicle, the Air unit becomes the primary pursuit unit and the ground units shall drop back to a safe distance and speed, but may continue the pursuit.
- c. The Aviation Section shall advise the monitoring supervisor of the probability of successful apprehension, based on the criteria for continued pursuit and observable conditions into which the suspect(s) is fleeing.
- d. If the pursuit is terminated for any reason, the Aviation Section shall advise the monitoring supervisor of the suspect's last known location and direction of travel.

9. Pursuit Outside of Jurisdiction: [CFA 14.05I]

- a. A member in fresh and continuous pursuit may pursue outside our jurisdiction.
- b. If a pursuit appears to be headed toward, or has entered into another jurisdiction, the Consolidated Dispatch Agency shall alert the appropriate law enforcement agency within the jurisdiction of the pursuit with the progress and the known charges against the violator. The monitoring supervisor shall be notified by the Consolidated Dispatch Agency that the pursuit is about to enter or has entered another jurisdiction. The monitoring supervisor shall determine whether to continue or terminate the pursuit.

10. Pursuits Initiated by Other Agencies: [CFA 14.05I]

- a. When members of the Clay County District Schools Police Department are assisting another local agency within Clay County with a pursuit initiated by the other agency, all guidelines and restrictions regarding pursuits described in this General Order shall apply.
- b. Should a pursuit initiated by another agency enter Clay County, all guidelines and restrictions regarding pursuits described in this General Order shall apply. The Uniform Patrol supervisor or Watch Commander shall assume the pursuit supervisory role regarding Clay County District Schools Police Department participation.
- c. Upon receiving notice that another agency has requested assistance or a pursuit has entered Leon County, the Consolidated Dispatch Agency shall immediately ascertain, from the pursuing agency, the reasons for the pursuit, including specific law violations. The information shall be provided to the Uniform Patrol supervisor or Watch Commander to determine if members will engage in the pursuit.

11. Stopping a Pursued Violator by Utilizing the Tire Deflation Device [CFA 14.05G]

- a. A tire deflation device shall only be deployed by a member who has received approved training in the use and deployment of the device.
- b. Deployment of a tire deflation device shall be made when it can be safely deployed. The deploying member shall notify and obtain approval from a supervisor prior to deployment.
- c. The use of the tire deflation device is encouraged as a means of terminating pursuits.
- d. In determining whether to deploy the tire deflation device the following factors shall be considered:
 - 1) Consideration of the safety of the agency member deploying the tire deflation device.
 - 2) The safety of the public.
 - 3) The available time frame for deployment.
 - 4) The suitability of the location for deployment.
 - 5) Any traffic or environmental hazards that could affect a successful deployment.
- e. In addition, the following steps shall be utilized during deployment:
 - 1) The member making the decision to deploy a tire deflation device shall notify the Consolidated Dispatch Agency of the location of the deployment.
 - 2) The Consolidated Dispatch Agency shall transmit the above information to all units and also have the responsibility of promptly notifying other jurisdictions involved in the vehicle apprehension of the time, location and units involved in the deployment of the tire deflation device.
 - 3) The member shall notify the Consolidated Dispatch Agency when deployment of the tire deflation device occurred and if the vehicle immobilization was successful.
 - 4) After deployment, the tire deflation device shall be removed from the roadway. The deploying member shall notify the Consolidated Dispatch Agency and involved units of the removal.
 - 5) Tire deflation devices shall not be deployed to terminate motorcycle pursuits unless deadly force is authorized.

6) Tire deflation devices shall not be deployed on an interstate highway.

7) Other uses of the tire deflation device may include deployment to prevent a stationary vehicle from fleeing a location or disabling the escape of a wanted person.

12. Precision Immobilization Technique (PIT): A supervisor is encouraged to bring an end to a pursuit as soon after its initiation as practical through the use by involved members of the PIT, when circumstances and conditions dictate, in order to preserve life and protect the public safety. [CFA 14.05G]

- a. The preferred manner for intentional physical contact between the vehicle being pursued and an agency vehicle is the PIT maneuver.
- b. The supervisor, having considered the circumstances and conditions of the pursuit, shall be responsible for authorizing the pursuing member(s) to utilize PIT under conditions that are in compliance with agency training, placing an emphasis on the speed of the fleeing vehicle being less than forty-five (45) miles per hour. The use of PIT at speeds in excess of forty-five (45) mph is considered deadly force and shall be limited to situations where life threatening, exigent circumstances clearly exist and/ or when deadly force is justified.
- c. Supervisors and involved members shall take circumstances into consideration when planning to utilize PIT including, but not limited to, the presence of other vehicles or pedestrians, the width of the roadway, and whether there are deflated tires on the fleeing vehicle or fixed objects present that could limit effectiveness or potentially cause a rollover.
- d. Only members who have demonstrated PIT proficiency after receiving competency-based training from a PIT certified driving Instructor during in-service training are authorized to initiate the technique. Prior to initiation, the initiating deputy must communicate their intentions to support units for purposes of coordination.
- e. PIT shall not be utilized as a means to stop fleeing motorcycles or vehicles with an abnormally high center of gravity, such as a four (4)-wheel drive vehicle, unless the seriousness of the offense dictates otherwise, based on the discretion of the pursuit supervisor.
- f. After the PIT scene is stabilized, the supervisor shall ensure that comprehensive photographs are taken of the vehicles at final rest, any roadway evidence (skid marks, scuffs, or tire abrasions), vehicles after they are moved from all directions, and the overall scene. Digital images shall be submitted with the pursuit documentation.

13. Other Tactics Used to Apprehend Fleeing Vehicles: [CFA 14.05]

- a. **Caravanning:** This method is prohibited.

b. **Moving Roadblock (boxing-in):** This method is permitted only in situations where deadly force as defined by Florida Statute would be deemed necessary, and in accordance with the criteria set forth in G.O. 64.1 governing the implementation of roadblocks.

c. **Stationary Roadblock:** This method may be permitted in instances deemed necessary and appropriate in accordance with the criteria set forth in G.O. 64.1 governing the implementation of roadblocks. A stationary roadblock that completely blocks the road is considered deadly force and is permitted only in situations where deadly force as defined by Florida Statutes would be deemed necessary.

d. **Ramming:** This method is permitted only in instances where deadly force would be deemed necessary upon authorization of a sworn supervisor, in situations involving a forcible felony.

e. **Firearms:**

1) Members shall not discharge a firearm towards a person operating a moving vehicle or the moving vehicle itself unless:

a) The vehicle is being operated as a weapon which will likely cause imminent death or great bodily harm to another person;

b) A person inside the vehicle is threatening another with the use of deadly force by means other than the vehicle;

c) The operator is using a vehicle as a weapon, which is likely to cause imminent death or great bodily harm to a law enforcement officer and the law enforcement officer has taken reasonable actions, based on the totality of the circumstances, to avoid being struck by the vehicle, as a last resort for self-protection;

d) A person inside the vehicle is threatening a law enforcement officer with the use of deadly force by means other than the vehicle; and

e) Considerations have been made regarding the safety of other persons present, including pedestrian and motor vehicle traffic.

2) Firearms shall not be discharged from a moving vehicle except in exigent circumstances.

14. Training: [CFA 14.05K]

1) New agency members shall receive pursuit training provided by the Training Unit during initial in-house training, prior to entering the Field Training and Evaluation Program. The training shall include the review of agency policy and practical driver training.

- 2) Pursuit refresher training shall be provided to all sworn law enforcement members on a periodic basis.

15. Personalized Vehicle Program

1) General

- a. Vehicles may be assigned to sworn members designated by the Chief of Police. The Chief may at his discretion assign vehicles to other appointed members and establish rules and procedures for their use.
- b. Marked or unmarked vehicles are assigned to authorize members for use on duty only.
- c. Non-sworn civilian members are not authorized to operate any CCDS Police Department vehicle.
- d. Members who are in training, instructing or recruiting at the St. Johns River State College Criminal Justice Academy may drive their department assigned vehicle while commuting to and from this assignment with prior approval.

- 2) The Chief of Police will have the authority to assign, deny, suspend, or remove any member of the police department from the Personalized Vehicle Program. In addition, the department's district lieutenants will have the authority to suspend members from the Personalized Vehicle Program.

- 3) Participation in this program is voluntary, a privilege and not a right of employment. For that reason, removal or suspension from the Personalized Vehicle Program is not a disciplinary action and is not governed by Disciplinary Actions.

- a. Suspension or loss of this privilege may be imposed for abuse of the privilege or violation of this directive.
- b. Full-time sworn members are not permitted to use their assigned vehicle or specified vehicle while off-duty within Clay County or in any other county.
- c. Members will not presume any special privileges with an assigned vehicle while off-duty. Vehicle operation will conform to all state and local laws and regulations regarding traffic and parking.

4) Regulations for Vehicle Operation

a. Police department vehicles will at all times display the issued, authorized county license tag, unless otherwise authorized by the Chief of Police or designee.

b. Members operating police department vehicles will have a valid Florida Driver's License on their person in addition to their police department identification.

1. Personnel will annually (in August) perform a check of driver's license records through Driver and Vehicle Information Database (D.A.V.I.D.) on all members participating in the Personalized Vehicle Program to confirm they have a valid Florida driver's license.

2. Any noted infractions (civil or criminal) and any license suspensions or revocations will be forwarded for review to the Chief of Police for action.

3. Prior to use, members will examine their assigned vehicle for dents, broken glass or other readily visible damage and will report any damage to their immediate supervisor.

4. The member operating the vehicle will be responsible for the actions, conduct, appearance, and safety of all passengers.

5. Members will keep their vehicles locked when unattended. Keys will not be left in the ignition, or anywhere inside a vehicle that is parked and unattended.

6. Assigned vehicles will not be utilized by off-duty members or passengers who intend to consume, or who have recently consumed, alcoholic beverage.

a. Alcoholic beverages will not be placed in an assigned vehicle unless confiscated in the line of duty.

b. Members operating assigned vehicles are prohibited from patronizing package stores and should use good judgment and not patronize any establishment, which may result in public criticism, such as bars, night clubs, adult stores, gambling establishments, adult entertainment, and any other establishment which could cast a shadow of disrepute on the unless it is in the performance of their assigned duties or approved secondary employment.

c. When a vehicle is to be serviced at any repair facility, including fleet maintenance, all weapons will be removed. (This applies to vehicles dropped off or left unattended).

d. Police department vehicles will not be utilized for transporting excessive loads, per manufacturer's legal limits, and no objects may protrude from the trunk or windows (unless in the performance of regular duties). Transporting lawn mowers, lumber, and other articles, which may damage the vehicle or create an appearance that the vehicle is not capable of an emergency response is prohibited.

e. Members have the duty and responsibility to report any improper conduct on the part of another member operating an assigned vehicle contrary to these regulations.

f. Members whose driving privileges have been suspended or revoked, or those under disciplinary suspension, will not participate in the Personalized Vehicle Program.

g. Members and passengers will wear safety belts (seat belts) at all times when operating department vehicles. Exemptions will only

apply as prescribed by the law Florida State Statute (F.S.S.) 316.614.

h. Members may not use department vehicles for the purpose of campaigning for a candidate for office or endorsing a political campaign. Members may be assigned to legitimate security details for candidates at the discretion of the Chief of Police.

i. All members participating in the Personalized Vehicle Program are expected to exercise good judgment in utilization of the police department's vehicle.

j. Police department vehicles will be operated by authorized members only

k. Off-duty members responding to emergency calls for service will abide by established directives governing emergency response.

l. No more than three (3) marked units and/or five (5) uniformed members are permitted at any one (1) eating establishment at any one (1) time (excluding unusual events or training exercises).

5) Limitations on Use of Police Department Vehicles

1. The vehicle will not be used under the following circumstances:

a. If the member's ability to do so is impaired by any substance(s)

b. While on administrative leave for disciplinary purposes and during disciplinary suspension

- c. To transport non police department animals without supervisor approval.
- d. While on sick leave (Minimum of twenty-four (24) hours unless approved by the commanders or higher authority)
- e. While on temporary limited duty following workers' compensation or an off-duty injury.

2. Full-time Sworn Members' Off-duty use of Police Department Vehicles

- a. Off-duty use is not permitted unless authorized by the Chief of Police.

16. Out County Usage

1. Vehicles may not be operated outside the jurisdictional boundaries of Clay County without express permission of the Chief of Police and in accordance with CCDS policy.

- a. All members who are residing outside of Clay County in an adjoining county, have an emergency response/call back responsibility and have an assigned take home vehicle, are prohibited from driving their police department vehicle other than to travel to and from their duty assignment. This applies to those members who have elected to participate in the out of county vehicle program and elected to have the bi-monthly deduction. Members choosing not to participate in the out of county vehicle program shall park their assigned vehicle at a location designated by the Chief of Police or designee. The designated location will be the only location a police department's vehicle will be parked at.
- b. If a member is involved in a traffic crash in an adjoining county, they will notify the local law enforcement department to respond and complete a traffic crash investigation. The member is required to notify their immediate supervisor of the crash. The member will obtain the investigating agencies case number and complete a Vehicle Damage Report and/or Incident report. If a theft or burglary occurs to the member's assigned vehicle, the member must notify the local jurisdiction and file a report. The member will also notify their immediate supervisor and obtain the case number assigned.

- c. Members operating their police department vehicle outside of Clay County are considered to be private citizens. Members will not take law enforcement action unless an arrest is made in fresh pursuit or pursuant to a mutual aid agreement and within the State of Florida. A law enforcement officer, acting as a private citizen and not as an officer, within the State of Florida, may arrest outside of their county if a felony has actually been committed and the officer has probable cause to believe that the arrested person committed it; or a serious misdemeanor constituting a breach of the peace is committed in their presence.
- d. If a member participating in the out of county vehicle usage program is responding to an emergency (lights and sirens) in Clay County, they will notify the local law enforcement department of their vehicle description and route of travel while enroute to Clay County.

17. Vehicle and Maintenance

- 1. Members will keep department vehicles clean, professional and orderly at all times. Department vehicles will be issued with necessary safety and job essential equipment. It is the member's responsibility, whether permanently assigned or temporarily issued a vehicle, to ensure that this equipment is available for use when the vehicle is received and returned.
- 2. Members are prohibited from using any type of tobacco products (smoke and/or smokeless) inside a police department vehicle.
- 3. Members assigned department vehicles are required to facilitate the routine maintenance of the vehicles. Fleet maintenance members will be responsible for the maintenance of pool vehicles. All service work will be performed by Clay County School District fleet maintenance and/or their designated contractor.

The service guidelines are as follows:

Every 5,000 miles or based on the manufacturer's maintenance requirements – oil change (vendor)

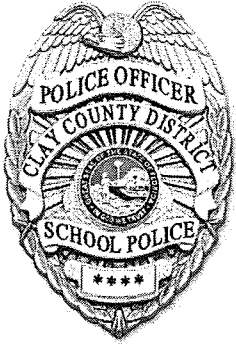
Every 15,000 miles – safety check (Fleet Maintenance Facility)

- 4. When vehicles are due service, appointments will be made by the assigned member with Fleet Maintenance. Verbal notification will suffice for contracted services. Any work involving radio, siren, or emergency lights will be requested by the member to their immediate supervisor.

- a. Vehicle maintenance records will be maintained in fleet maintenance and will be entered into a computerized database.
- b. A "next service due" sticker will be placed on the inside of the windshield in the upper left corner by an oil change contracted vendor. This will allow immediate and visual availability to the regularly assigned or temporarily assigned member and allow a more timely maintenance schedule.
- c. Members will not abuse and/or neglect their assigned department vehicles.
- d. Make every effort to refuel using the established district fuel depots.

18. Department Pool Car Check out Procedure

- 1. Pool cars are for official business only. Check-out will be with the approval of the member's immediate supervisor.
- 2. Pool cars are checked out through the following procedure:
 - a. Check-out will be during the regular business hours through the member's immediate supervisor.
 - b. Authorized members must fill-out the check-out log and acknowledge responsibility via proper forms
 - c. Traveling out-of-town business requiring department gas credit cards will be checked out through the member's immediate supervisor. Upon return, the member will return the credit card, any gas receipts, and fill-out the proper forms.
 - d. Returned department vehicles should be checked in with a full tank of gas and inspected in clean condition. When possible, fill up tank using the district's fuel depots.
 - e. If mechanical problems or damage occurs, this needs to be reported to the member's immediate supervisor.
 - f. Any member involved in a traffic crash will report under the guidelines.



CLAY COUNTY DISTRICT SCHOOLS Police Department

General Order 9.16 Victims Assistance

EFFECTIVE:	REVISED:	RESCINDS:
August 1, 2019		

- A. PURPOSE:** The purpose of this order is to outline the responsibilities and functions of the Clay County District Schools Police Department victim assistance efforts through a Victim Advocate.
- B. SCOPE:** This order shall apply to all Clay County District Schools Police Department members.
- C. DISCUSSION:** The agency is committed to the development, implementation and continuation of victim/witness assistance programs and activities and shall comply with Section 960.001, Florida Statutes, which is known as Florida's Victim/Witness Protection Act of 1984. In order to further these objectives, a program shall be established which assists victims and witnesses, and provides: crisis intervention; short-term supportive counseling; death notification; criminal justice support/advocacy; including accompaniment during deposition; injunction hearings; emergency assistance in filing injunctions after hours; referrals for emergency legal assistance and emergency financial assistance; dispensing cellular phones to victims of domestic violence and stalking; personal advocacy; information regarding Victim Compensation claims; information and referral regarding other agency services and any relevant services available through community agencies, as well as providing notification to victims of offender release as applicable by law.
- D. POLICY:** It shall be the policy of the Clay County District Schools Police Department to maintain a Victim Advocate notification program in which all victims and witnesses are treated with fairness, and to assist victims during their participation in the criminal justice system. This policy shall include victims of domestic violence, attempted murder, sexual battery, attempted sexual battery, stalking and families of homicide victims of the release or escape of offenders.
- E. DEFINITIONS:**
- NON-IMMIGRANT VICTIMS** – Victims of qualifying crimes determined by U.S. Department of Homeland Security, Citizenship and Immigration Services, who enter the United States on a temporary basis (Example: tourism, business, temporary work,

or study). This also includes specified crime victims who have entered the United States without inspection or those who are victims of human trafficking.

VICTIM - Any person who suffers physical, financial, or emotional harm as the direct result of a specified crime committed upon his/her person or property. Also regarded as victims are a spouse, child, parent, or legal guardian of a minor victim and a spouse, child, sibling, parent, or legal guardian of a homicide victim. (This precludes any person involved in a crime as a perpetrator or accomplice.)

WITNESS - A person who, as determined by the agency, has information or evidence relevant to the investigation of a specified crime. If the witness is a minor, the term "witness" includes an appropriate family member. (This precludes defense witnesses and anyone involved in a crime as perpetrator or accomplice.)

F. PROCEDURE:

1. Victim Advocate Services – Victim Advocate process shall be responsible for coordinating and providing the agency's Victim Advocate Services which can be obtained from the Clay County State Attorney's Office.

- a. All sworn members are charged with the responsibility to provide victims with information concerning available services and shall treat all victims/witnesses with fairness and dignity.
- b. The agency shall provide referral information regarding services to victims available from the agency or from the appropriate community resource.
 - 1) During normal business hours, victims may be referred by phone to the Clay County State Attorney's Office by any member if a need for advocacy services is identified.
- c. The Clay County State Attorney's Office V.A. along with criminal justice agencies, government and non-government agencies and other organizations which provide assistance to victims may be unavailable from within the agency.

2. Notice of Legal Rights and Remedies – The Notice of Legal Rights and Remedies, herein referred to as Notice, explains the rights of crime victims in compliance with Florida Statute. The Notice shall be submitted to the Victims' Rights Coordinator at the Office of the Governor, for review and approval, annually or as directed. [CFA 14.04]

- a. It is the policy of the agency to provide a Notice to all victims during the preliminary investigation and to any other crime victim which the on scene personnel feel may benefit from the information.
- b. The Notice explains the rights of crime victims in compliance with Florida Statute.

- c. The appropriate member shall provide a Notice to each victim who reports any type of crime in accordance with Florida Statutes. Compliance shall be met by one of the following three procedures based on the reporting method of the victim:

- 1) **Victim Reports Crime to Member in Person** - When a victim reports any crime to a member in person, the member will provide the appropriate English or Spanish version of the Notice to the victim. If the crime is documented on the Violent Crimes Report form for Homicide, Sexual Offenses, Attempted Murder, Stalking or Domestic Violence, the victim or family member will acknowledge receipt of the Notice by signing the report form. If one of the above crimes is documented via the electronic report writing system, the victim will acknowledge receipt of the Notice by signing the appropriate section on the CCDSPD Signature form. No receipt signature is required for any other type crime but issuance shall be documented in the incident report narrative.
- 2) **Victim Reports Crime by Telephone (victim has e-mail address)** – When a victim reports any crime by telephone (i.e.: duty office), the member will send the appropriate Notice via e-mail to the victim. To send the Notice electronically is located on the CCDSPD TEAM Drive Section and is titled Victim Rights/Remedies. The officer will enter the victim's email address, select the appropriate version (English or Spanish) and then click the submit button which will forward the notice to the victim. The issuance shall be documented in the incident report narrative.
- 3) **Victim Reports Crime by Telephone (victim has no e-mail address)** – When a victim reports any crime by telephone and does not have an e-mail address, the member will send the appropriate version (English or Spanish) Notice by conventional mail to the victim.

3. Immigration Benefits Request of Non-Immigrant Victim

- a. Non-immigrant victims of certain qualifying crimes may submit the appropriate federal form to request temporary immigration benefits. The local domestic violence center (Quigley House) or other reporting agency will provide the form.
- b. A Lieutenant or designee will verify the victim is cooperating with the criminal investigation.
- c. After being certified the form will be returned to the domestic violence center or other reporting agency.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT NEW SCHOOL BOARD POLICIES POLICE DEPARTMENT - SECTION IX (GENERAL ORDERS 9.01 - 9.16)

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of new School Board Policies - **Police Department - Section IX (General Orders 9.01 - 9.16)**.

Purpose & Effect: The proposed Policies are intended to simplify, update, and ensure alignment of School Board Policies (Police Department - Section IX) with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

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

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

Laws Implemented: The laws implemented by the above-referenced Board Policies are noted under each section of the Policy.

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

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

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

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